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**THE INSTRUCTIONAL VALUE OF POWERPOINT PRESENTATIONS IN TEACHER  
EDUCATION**

**ABSTRACT**

The purpose of this study was to examine the value of PowerPoint presentations in teacher education from the perspective of prospective classroom teachers. For this purpose, prospective classroom teachers who were taking "Methods and Principles of Teaching" course were asked to analyze a research article and present their work by using the PowerPoint presentation program within 10-15 minutes. Participants were 214 sophomores enrolled in the primary school teaching program of Ahmet Kelesoglu Education Faculty during the 2009-2010 school year at Selcuk University. According to the findings of the study, the "article analysis project" contributed to the research, writing and computer skills of the candidates. In this way, they could emphasize and summarize the subjects in their work better. They also developed a better understanding of the teaching profession.

**Keywords:** Prospective Classroom Teachers, Teaching, Learning  
Powerpoint Presentations, Qualitative Research

**POWERPOINT SUNULARININ ÖĞRETMEN EĞİTİMİNDEKİ ÖĞRETİMSSEL DEĞERİ**

**ÖZET**

Bu çalışmada, Powerpoint sunularının öğretmen eğitimindeki değeri öğretmen adaylarının görüşleri ışığında ortaya konmaya çalışılmıştır. Bu amaç için "Öğretim İlke ve Yöntemleri" dersini alan sınıf öğretmeni adaylarından dersin içeriğine uygun bir konuda bir araştırma/derleme makalesini analiz etmeleri ve çalışmalarını Powerpoint sunum programını kullanarak 10-15 dakikalık bir süre zarfında sunmaları istenmiştir. Araştırmanın katılımcıları, Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Sınıf Öğretmenliği programında öğrenim gören 214 ikinci sınıf öğrencisinden oluşmaktadır. Araştırmanın temel bulgularına göre, "makale analizi projesi" sınıf öğretmeni adaylarının genel olarak araştırma, yazma ve bilgisayar kullanma becerilerine olumlu katkıda bulunmuştur. Buna ek olarak, çalışmaların Powerpoint yazılım programında hazırlanarak sunulması, öğretmen adaylarının derse karşı daha olumlu bir tutum geliştirmelerine neden olmuştur. Öğrenciler bu proje sayesinde aynı zamanda öğretmenlik mesleğinin çeşitli boyutlarına ilişkin iyi bir anlayış geliştirmişlerdir.

**Anahtar Kelimeler:** Sınıf Öğretmeni Adayları, Öğretme, Öğrenme  
Powerpoint Sunuları, Nitel Araştırma

## **1. INTRODUCTION (GİRİŞ)**

Student participation becomes difficult because of the traditional learning-teaching settings, crowded classrooms and shortage of time. Active participation of students can be made possible with computers and computer-related technology in teaching, such as the PowerPoint software program. The PowerPoint software which is in the Microsoft Office Pack is an effective program. This program is used to present any subject to students through computer.

## **2. RESEARCH SIGNIFICANCE (ARAŞTIRMANIN ÖNEMİ)**

In this study, the instructional value of PowerPoint presentations in teacher education from the perspective of prospective classroom teachers was examined. For this purpose, prospective classroom teachers who were taking the "Methods and Principles of Teaching" course were asked to analyze a research article and present their work in the classroom by using the PowerPoint presentation program within 10-15 minutes. Then, they were asked to reflect on their experiences in terms of their "first reactions to the article analysis project", "the positive/negative effects of the article analysis project on them", "the benefits of preparing and presenting the article analysis through the PowerPoint presentation program" and "suggestions about the article analysis project as well as the way the course was taught".

## **3. METHOD (YÖNTEM)**

### **3.1. Participants (Katılımcılar)**

Participants were 214 sophomores enrolled in the primary school teaching program of Ahmet Kelesoglu Education Faculty during the 2009-2010 school year at Selcuk University. There were four classes (2 day time and 2 night time) that took the "Methods and Principles of Teaching" course and each class consisted of 55-60 students.

### **3.2. Design of the Course (Dersin İşlenişi)**

The content of the "Methods and Principles of Teaching" course was taught by using the PowerPoint presentation program in the first 7 weeks of the semester and the projects of the students were presented in the rest of 7 weeks. PowerPoint presentations in each of the four classes were organized around the following topics:

- o brainstorming (2 articles),
- o brain-based learning (3 articles),
- o critical thinking (4 articles),
- o word puzzles (3 articles),
- o word/mind maps (6 articles),
- o word comics (3 articles),
- o learning styles (4 articles),
- o learning strategies (4 articles),
- o teaching strategies (2 articles),
- o problem-based learning (7 articles),
- o project-based learning (3 articles),
- o learning through questioning (2 articles),
- o reflective thinking (3 articles),
- o reflective teaching (2 articles),
- o creative thinking (3 articles).

### **3.3. Data Collection and Analysis**

#### **(Verilerin Toplanması ve Analizi)**

The participants were asked to reflect on their experiences related with the "article analysis project" and write up their opinions by using the following six questions:

(1) How were your first reactions to the "article analysis project"? (How did you feel when you first heard about this project? What was your first reaction? Did your first reaction change afterwards?)

(2) What are the positive/negative effects of the "article analysis project" from your own point of view? (i.e., What were the benefits for you after reading and analyzing the article?)

(3) What were the benefits of preparing the analysis with the PowerPoint presentation program?

(4) What were the benefits of presenting the article through the PowerPoint presentation program?

(5) What could be your suggestions about the "article analysis project"? (In what other ways this project could have been carried out, so it could be more helpful?).

(6) In what other ways the class could have been taught so that it could be more effective?

The participants' written opinions were collected through electronic mail and analyzed descriptively.

#### **4. FINDINGS (BULGULAR)**

##### **4.1. First Reactions to the Article Analysis Project (Makale Analizi Projesine İlk Tepkiler)**

When the students first heard about the "article analysis project", they generally stated that they were afraid/anxious because they did not know how to analyze a scientific research article. They would read such an article for the first time in their lives and they could not know whether they would understand it or not. However, they also stated that they were happy to participate actively in a class and they taught this practice was an opportunity for them to "learn". For example:

"When I was given this task in the first class, I was afraid and anxious. I had never had a task like "article analysis" in all my school life. I got anxious a little because it was my first time doing such a work."

"I thought it would be very difficult because in order to understand the language of articles, I had to have an academic background."

"I got scared the first time I heard about this project because scientific articles are serious written work including difficult topics. I wondered if I would be able to analyze them or not."

"We, as students, enter exams for a certain period of time, study for them for about a week and as soon as they finish, everybody gets back to their own old situation. But in this class we, the students who have been trained to be passive learners, came across with an active work, I can at least say so if I speak for myself."

"I thought it would be difficult because I had never done article analysis before. Since we always had traditional exams until now, we got used to memorizing certain information from the books when we took any exams. However, my reaction changed later on. I found an opportunity to learn more than memorize something for an exam."

##### **4.2. Benefits of the Article Analysis Project for Students (Makale Analizi Projesinin Öğrenciler İçin Faydaları)**

The article analysis project generally helped the students to have a better understanding of subjects such as making knowledge more permanent through research, how to conduct research as well as how to find, write and analyze a research article. For example:

"Through this task, I became more interested in articles, I started reading more. I got the habit of article reading and following journals on education."

"The best use of the article analysis project for me was to know about scientific articles because I had never done article analysis before. As a teacher candidate, I learned that I should make use of scientific publications and articles in my professional life."

"First of all, it helped me to find the answers of questions such as what an article is, what it talks about and what it is read for."

"I discovered the existence of websites on the internet that can be helpful for my classes through this task."

#### **4.2.1. Contributions to Research Knowledge and Skills (Araştırma Bilgi ve Becerilerine Katkıları)**

The students stated that they basically learned to find the place and facilities of libraries in their own faculty or university and how to do search through libraries or internet, and they also picked up how to search different subjects from several resources. For example:

"Because we first started with finding the article, it was another first experience for us. It was so exciting to go to the central library for the first time, discover the archive section and even be able to search for an article in the archives. Moreover, this experience made me feel like a university student the first time in my life."

"I discovered that there were hundreds of articles on my search topic in the website I found the article and the site could be very useful for my future studies."

#### **4.2.2. Contributions to Writing Skills (Yazma Becerilerine Katkıları)**

The students expressed that they improved their writing skills and learned how to summarize the main idea of a research paper they read through the project. For example:

"Through this project I understood writing was an important skill. I learned it was not easy to express my opinions and this ability could be developed."

"I started to use Turkish more properly. I was writing with msn and message jargon before like there were no vowels in Turkish, but I am more careful writing now."

#### **4.2.3. Contributions to Teaching Profession (Öğretmenlik Mesleğine Katkıları)**

The students stated that the project helped them to develop a better understanding of the teaching profession and create the "ideal teacher" in their minds. For example:

"I realized that there were a lot of articles written, research done and journals published on the subjects related with the teaching profession."

"It was the first time I was informed about a teaching approach. Now I am thinking of searching more for others because I want to be a well-equipped teacher."

#### **4.2.4. Contributions Related With the Article Topic (Makale Konuları ile İlgili Katkıları)**

The students stated that they were informed and had an idea about the topics which they weren't knowledgeable before. For example:

"I learned that word/mind maps could help to make knowledge more meaningful."

#### **4.2.5. Other Contributions (Diğer Katkıları)**

The students stated that they discovered the use of internet and computer in different areas and they became more self-confident. For example:

"Figuring out I could do something else on the computer except listening to music and playing games made my parents happy and they said they were glad that they got a PC for me."

"I realized that the internet and computers could have other uses except play and chat."

#### **4.3. Benefits of Preparing the Project Through the PowerPoint Presentation Program (Powerpoint Sunum Programının Proje Hazırlama Açısından Faydaları)**

The students expressed that they learned the designing features which need to be taken into consideration during the presentation, sharpened their skills about using the PowerPoint program and understood the subject of the article better through the article analysis project. For example:

"It helped me to prepare the article in a more organized way and less time."

"I learned to keep the number and length of the slights less because I had limited time and did not want to cause any boredom for my classmates who were listening to me."

#### **4.4. Benefits of Presenting the Project Through the PowerPoint Program (Powerpoint Programının Proje Sunumu Açısından Faydaları)**

The students stated that the class was more effective with visual presentations because they presented their articles through the PowerPoint program. They used the time more efficiently and realized that the class was more understandable, educational and enjoyable in this way. They also expressed that they confided in themselves more, learned how to use their voices more effectively and had a better management of the class. In addition to these, they said they experienced the notion of "a visually supported class had positive effects on students' learning" by actually doing it. For example:

"It made the class more understandable and enjoyable. Whatever we learned in the class stayed in our minds better."

"It helped my friends to follow the subject easily while I was presenting."

"To me, one of the best contributions of this project was the ability to express myself in front of other people and speaking effectively, for example, making correct sentences, using gestures and mimics, having eye contact, speaking fluently and managing the class and subject."

#### **4.5. Suggestions About the Article Analysis Project (Makale Analizi Projesi ile İlgili Öneriler)**

The students thought that it would be more effective if (a) the project was done as group work, (b) they chose their own subjects and (c) they were given more time for their presentations. For example:

"In my opinion it could be better to put students into groups, give them one topic to search for the articles related with each other and present their work in the classroom instead of assigning a different article to each individual student."

"If there were more time and opportunities for students' discussions and opinions on the topic, it could be more beneficial."

#### **4.6. Suggestions About the Teaching of the Class (Dersin Öğretimi ile İlgili Öneriler)**

The students generally found the teaching of the class effective and productive. For example: "I think whatever is necessary for an effective class is being done in this class. Everybody can express his/her opinion freely, respect and listen each other's opinions and get a good experience of presentation for his/her profession in the future."

On the other hand, some students criticized the grading of the projects and made the following suggestions on how to teach the class more effectively. For example:

"If it were done without causing any worries about grading, it could be better because worrying about it made us more anxious while presenting."

"If all the articles were gathered into a CD and shared with all the students, it could be a good resource material which we will benefit from in the future."

#### **5. CONCLUSION (SONUÇ)**

According to the findings of the study, the "article analysis project" contributed to the research, writing and computer skills of the primary school teacher candidates. In addition, preparing their work by using the PowerPoint software program helped them develop positive attitudes towards the class. It also made them more attentive to their classmates' presentations. With the PowerPoint program, the students designed their presentations in a better way and used their time more efficiently. In this way, they could emphasize and summarize the subjects in their work better. They also developed a better understanding of the teaching profession.

The findings of the study have similarities with the findings of other studies in the literature as well. For example, research done by [1, 2, 3, 4, 5 ve 6] reveal that PowerPoint presentations make students' learning more meaningful, interesting and attractive.

The participants in the study suggested that it could be more beneficial if the reviewed articles were gathered into a CD and shared with all the students in the class as a resource material. They also suggested that the quality of projects could be better increased if students were given the chance to choose their own articles, not graded and given enough time.

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