

Introduction

PowerPoint technology was introduced to classrooms approximately 20 years ago to increase student engagement in lecture-based courses. More recently, educators have raised concerns even though PowerPoint presentations are a standard educational practice. PowerPoint is often faulted for boredom and passive learning (e.g., “Death by PowerPoint”).

Goals:

1. Assess the effectiveness of PowerPoint for improving educational outcomes.
2. Review PowerPoint usage practices to determine the most effective approaches for using PowerPoint.

Methods

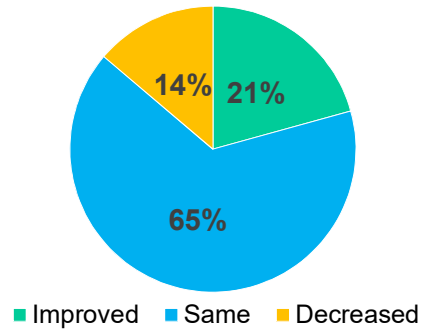
This is a review of empirical studies on educational PowerPoint presentations that were published before 2016. The studies were discovered through relevant search terms entered into multiple databases. Additional studies were found through the literature sections of the identified studies.

Poster download:



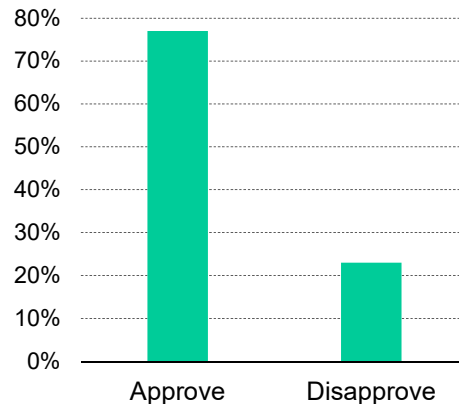
Results

Conventional PowerPoint is not very effective.



Most (65%) of media comparison studies showed no improvement when PowerPoint-based instruction is compared to chalkboards, overhead transparencies, and/or no visual aids (N = 58 studies).

Students like PowerPoint presentations.



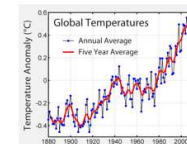
Student attitudes towards PowerPoint presentations are generally positive (N = 83 studies). Math-focused courses might be an exception.

Highly effective presentation practices include...

- High visibility – large fonts, high contrast
- Story-like organization of information
- Student challenges with clickers, other questions
- Student presentations with PowerPoint
- Assertion-evidence formatted slides

The assertion states a complete idea in a headline. It's the top one or two lines of the slide.

The supporting images can be ...



Graphs



Diagrams

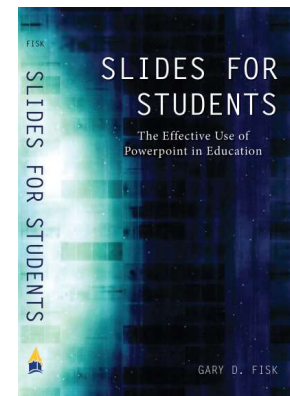


Photos

Discussion

Typical PowerPoint presentations are low in engagement and educational effectiveness.

Educators need to redesign PowerPoint presentations from an educational perspective to increase the educational effectiveness.



Book Information:

