

**Getting More Power Out Of PowerPoint Presentations:  
An Evidence-Based Approach**

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I can't attend class today due to \_\_\_\_.

**What I anticipated:**

Are we doing anything important?

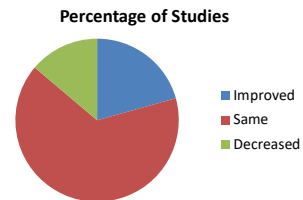
**What was actually said:**

Are we just copying today?

**The emotional arousal hypothesis: Sensory stimulation would spark student emotions and improve learning.**



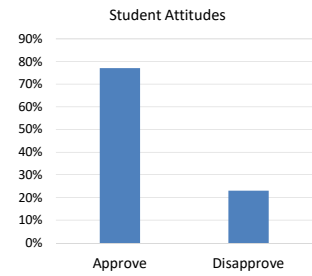
**Does PowerPoint use increase student grades?  
Two-thirds of the studies show no improvement.**



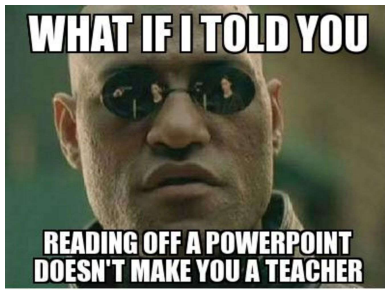
**PowerPoint presentations may encourage passive learning and student disengagement.**

- What is psychology?
- Scientific Study of behavior & mental processes
  - thoughts
  - feelings
  - perceptions/interpretations
  - reasoning processes
  - memories
  - Measurement
  - naturalistic observation
  - strengths & weaknesses (subjective)
  - case study
  - strengths (bits of information) & weaknesses (differences in people)
  - self report (survey)

**Students have positive attitudes towards PowerPoint.**



**PowerPoint needs to be more than a pretty chalkboard.**



**Common practice #1: Do pretty slides increase student engagement?**

**Pretty slides have only a modest effect on engagement.**

- Lorem ipsum dolor sit
- Ut wisi enim ad minim veniam
- Duis autem vel eum iriure dolor



**Aim for high visibility: Large fonts, high contrast.**

My slide title

- Important point #1
- Important point #2
- Important point #3

My slide title

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- Important point #2
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My slide title

- Important point #1
- Important point #2
- Important point #3

“These slides have an old school, the-80’s-called-and-they-want-their-slides-back look to them.”

**Large text and high contrast promotes an inclusive classroom environment (ADA document compliance).**

Common visual impairments include...

- Low acuity
- Red/green insensitivities
- Age-related changes

**Common practice #2: Emphasis on bullet point lists**

**The bullet point slide format is a flawed business standard.**

My slide title

- Important point #1
- Important point #2
- Important point #3

**Problem: Too much text overwhelms cognitive capacity.**

- Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.
- Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.
- Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue duis dolore te feugait nulla facilisi.
- Nam liber tempor cum soluta nobis eleifend option congue nihil imperdiet doming id quod mazim placerat facer possim assum. Typi non habent claritatem insitam; est usus legentis in iis qui facit eorum claritatem.
- Investigationes demonstraverunt lectores legere me lius quod ii legunt saepius.
- Claritas est etiam processus dynamicus, qui sequitur mutationem consuetudium lectorum. Mirum est notare quam littera gothica, quam nunc putamus parum claram, anteposuerit litterarum formas humanitatis per seacula quarta decima et quinta decima.
- Eodem modo typi, qui nunc nobis videntur parum clari, fiant sollemnes in futurum.

**Problem: “Can’t see the forest for the trees.”**



**Using fewer bullet points and shorter items is helpful.**

- Lorem ipsum
- dolor sit amet
- consectetur adipiscing elit

**Standard layout:**

**Freud's personality**

- Id: Instincts for pleasure and aggression
  - Unconscious
- Ego: Rational decision making
  - Conscious
- Superego: Moral values learned from society
  - Conscious

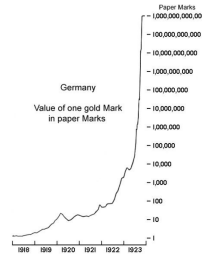
**Assertion-evidence layout:**

The id is an unconscious part that contains instincts for pleasure (eros) and aggression (thanatos).



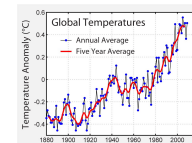
**Educational images are informative and engaging.**

German hyperinflation, 1923



**The assertion is a headline that states a complete idea.**

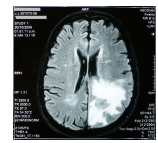
The supporting images can be ...



Graphs



Diagrams



Photos

**Common practice #3: PowerPoint presentations are a passive learning experience**

**Posing questions to the class can promote active learning.**

Classroom response systems – “Clickers”



**Posing questions is the beneficial part (not tech).**

**Which part of the mind is entirely unconscious?**

- A. Id
- B. Ego
- C. Superego
- D. None of the above

**End class with a written, collaborative activity.**

**Big idea in-class assignment: Fragile long term memory**

Name: \_\_\_\_\_ Date: \_\_\_\_\_


Answer Fields	Grader's Score (circle one) and feedback
1. Explain how reconstructive memory works. How is human memory similar to and yet different from a librarian retrieving a book from a library shelf?	0 to 3 points  Key idea: Memory retrieval can be influenced by expectations, schemata, and motivations.  Feedback:

Closing Thoughts

**PowerPoint has harmful default modes, such as...**

- Unnecessary decorations/animations
- Too many bullet points
- Uninformative images
- Passive information delivery

**Educators need to use PowerPoint in a more deliberate way to realize the full educational potential of this tool.**

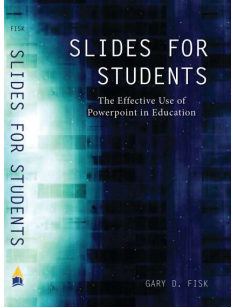

PowerPoint
+

Good Pedagogy

=
Superior Learning

**For more information:**

- slidesforstudents.com
- garyfisk.com
- assertion-evidence.com



**A huge THANK YOU to everyone who helped!**

- Ellen Cotter
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