

WHAT IF I TOLD YOU



**READING OFF A POWERPOINT
DOESN'T MAKE YOU A TEACHER**

Integrated Writing Skills

Academic Language & Learning Success Program (ALLSP)

School of Academic Language & Learning (SALL)

Faculty of Law, Education, Business & Arts (LEBA)

Objectives

- **Understanding through practice how to integrate the skills of paraphrasing, quoting and summarising into writing**
- **Understanding through practice how to incorporate in-text citations and reference correctly**
- **Understanding through practice how to read texts critically and write critically**

PowerPoint and You

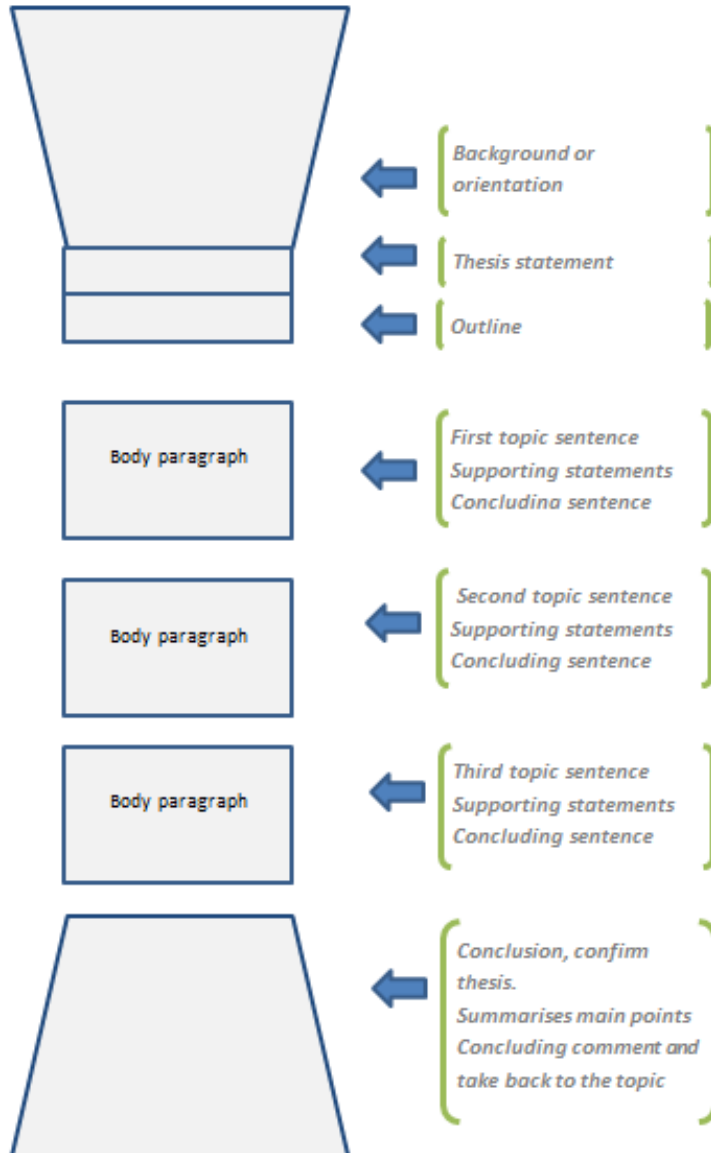
1. How often do you see a PowerPoint presentation in your lectures?
2. What is your opinion about PowerPoint as a method of presentation in lectures?
3. What do you like best about PowerPoint presentations?
4. What do you like least about PowerPoint presentations?
5. Do you believe the PowerPoint presentation aids your learning?
6. Have you received printouts of the PowerPoint slides as notes? If yes, do you take other notes as well or do you rely only on the printouts for your lecture notes?

Adapted from Clark, J. (2008) PowerPoint and pedagogy: maintaining student interest in university studies.

ON SLIDE 473,
YOU CAN CLEARLY SEE
THAT STUDIES SHOW
AUDIENCES HATE
POWERPOINT.

KILL ME.

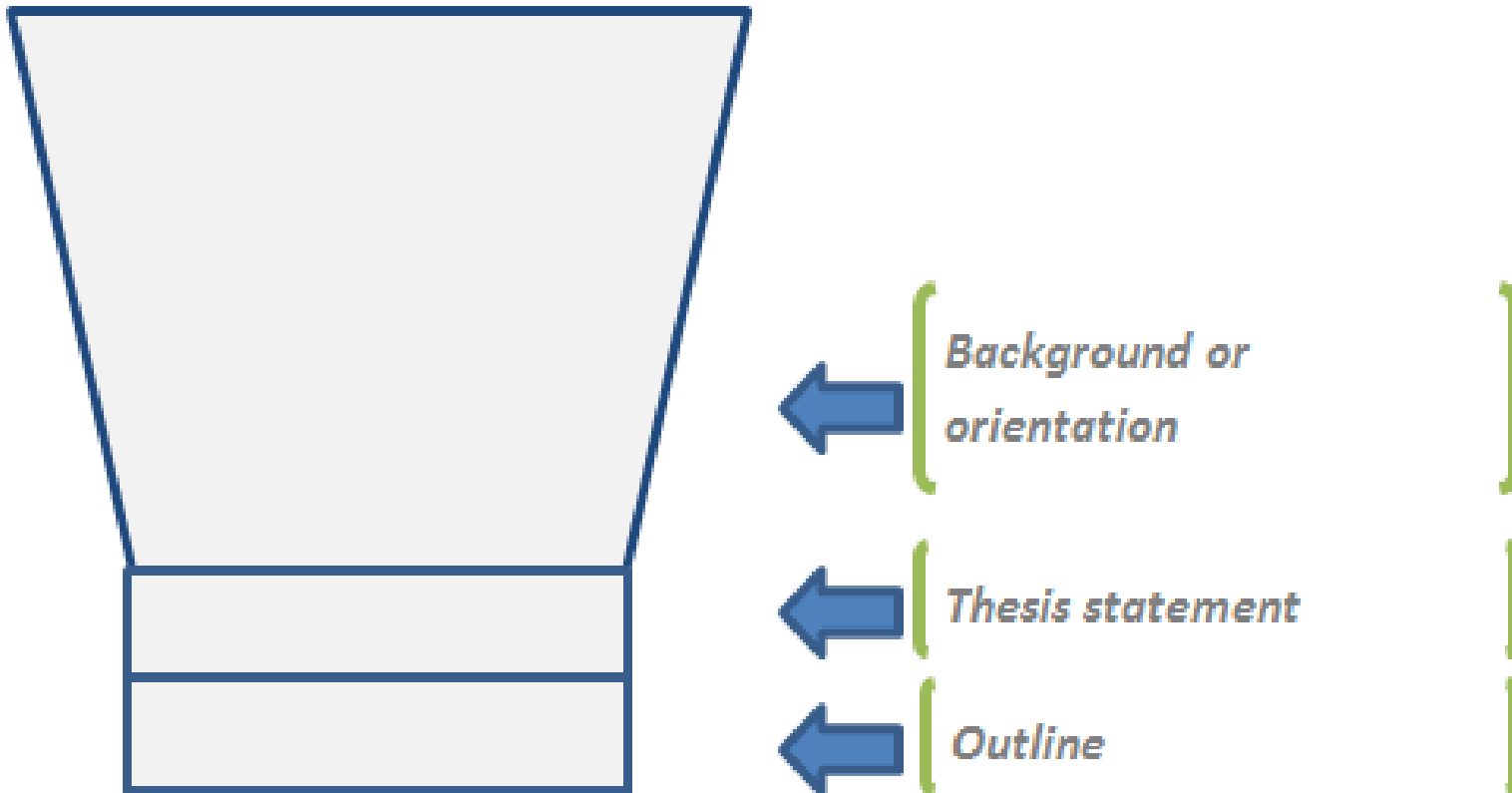
Essay Structure



Essay Introductions



Essay Introductions



PowerPoint and Pedagogy

Introduction: which part is this?

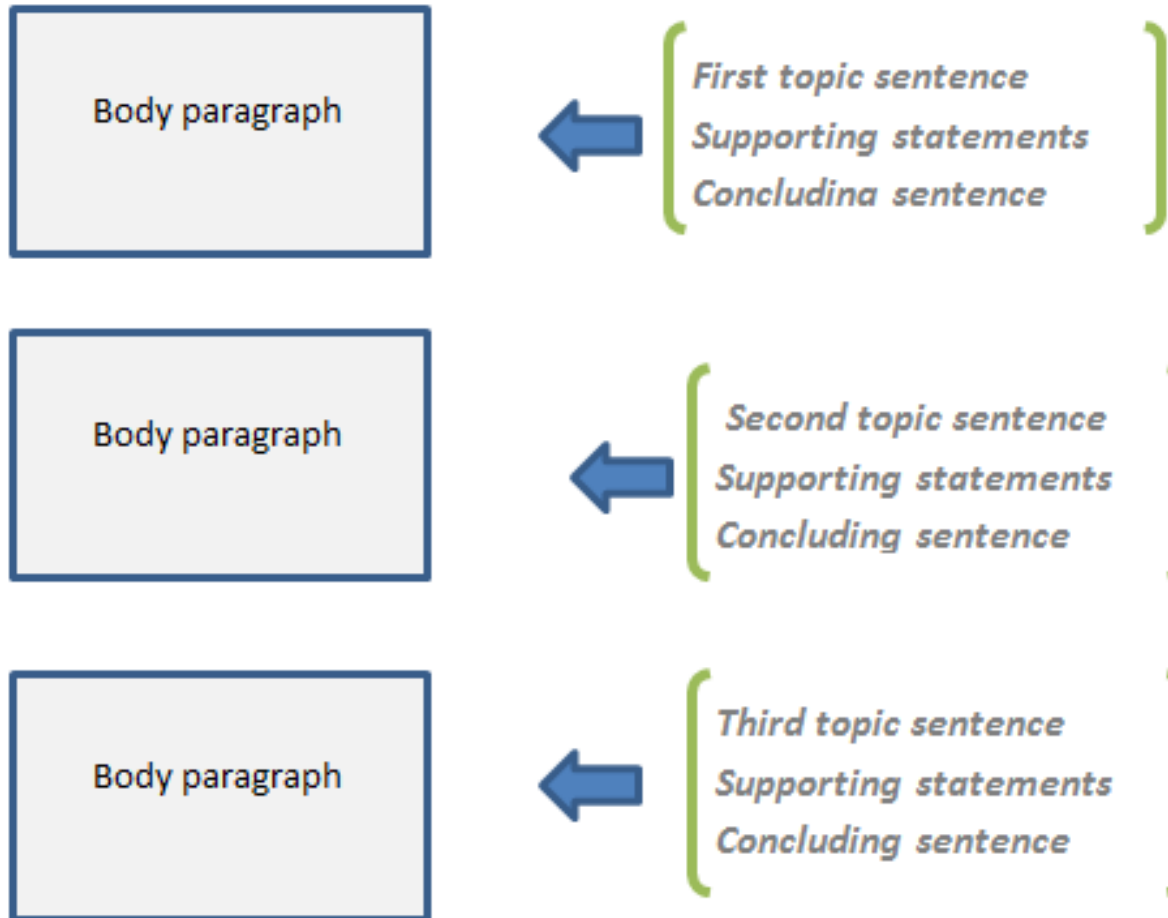
Today's post-secondary classroom experiences are increasingly mediated by a dizzying array of software programs and digital devices: from Virtual Learning Environments (VLEs)² to interactive whiteboards; from wikis, blogs and podcasts to clickers, cell phones and Personal Digital Assistants (PDAs). Among these, PowerPoint stands alone as the iconic staple of the late 20th-early 21st century lecture hall. In the popular and academic press, it is both revered and despised. But regardless of one's opinion of its pedagogical worth, PowerPoint is now a taken-for-granted aspect of today's college students' everyday learning experience.

Extract from: Clark, J. (2008). PowerPoint and pedagogy: maintaining student interest in university studies. *College Teaching*, 56 (1), 39-46.

Essay Introductions

- Background information
- Thesis Statement
- Outline of essay

Body Paragraphs



Task 2

Paraphrase/summarise

Step 1

Skim read (general meaning) pp.1-2 of the news article, 'Why universities should get rid of PowerPoint and why they won't' (The Conversation, 2015).

Step 2

Scan to find three reasons why the writer believes PowerPoint is bad for education. Read these and make notes below:

Task 2 Sample summary:

Ralph (2015, p.) claims that university lectures, using PowerPoint technology, are “toxic to education”(Ralph, 2015, p.) for three reasons. Firstly, these presentations discourage an analytical approach to complex problems by oversimplification through the use of bullet points. Secondly, students think of their course work as “a set of slides” (Ralph, 2015, p.). Thus, when teachers present ambiguous and complex work without these, students complain. Finally, students are led to believe that all information necessary for success in their academic studies would be present on a slide show.
(word count:70)

Task 3

Summarising

Step 1

Skim read pp. 1-3 of the news article, 'It's not PowerPoint that's at fault, you're just using it wrong.' (The Conversation, 2015).

Step 2

Read the task below carefully, making sure you understand the purpose of the summary. Then read the article again to identify the main idea. Make brief notes below:

Step 3

Use your notes to summarise this within three to four sentences, making clear the main point of what PowerPoint was built to do and how it is being wrongly used now. (<80 words)

Task 3 Sample summary

Horvath and Lodge (2015) argue that it is the user of Powerpoint that is the problem and not the technology. There are several errors made in Powerpoint presentations, which stem mainly from its not being used for its built purpose of visually displaying images. Instead PowerPoint is being used to present a lot of written texts and densely packed graphic data. These slides then serve as the speaker's notes, resulting in audience boredom and disengagement. (75 words)

Task 4

Read the following two abstracts from journal articles on Powerpoint and pedagogy. Which research would you use to support/refute claims made in the first news article and which in the second news article? Discuss why.

TASK 6

Provide an APA reference for this journal article that you have just read:

College Teaching

[Volume 56, Issue 1](#), 2008



Powerpoint and Pedagogy: Maintaining Student Interest in University Lectures

[PreviewDownload full text](#)

[Access options](#)

Have you written critically?

Have you taken up a position?

Have you used evidence to support your position?

Are your claims supported?

If you have agreed or disagreed is it supported with evidence?

Does your evidence link to your topic sentence?

Does it contribute to proving your thesis statement?

References

- Adams, C. A. (2008). PowerPoint's pedagogy, *Phenomenology & Practice* 2(1), 63–79. Retrieved from <https://ejournals.library.ualberta.ca/index.php/pandpr/article/viewFile/19814/15332>
- Clark, J. (2008). PowerPoint and pedagogy: maintaining student interest in university studies. *College Teaching*, 56 (1), 39-46. doi: 10.3200/CTCH.56.1.39-46
- Horvath, J. C. & Lodge, J. M. (2015, June 26). It's not PowerPoint that's at fault, you're just using it wrong. *The Conversation*. Retrieved from <http://www.theconversation.com.au>
- Ralph, P. (2015, June 24). Why universities should get rid of PowerPoint but they won't. *The Conversation*. Retrieved from <http://www.theconversation.com.au>