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Using PowerPoint presentation in teaching

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Abstract: PowerPoint has become very popular presentation software used in educational settings. This paper presents the analysis of the use of PowerPoint presentation in teaching. The paper presents the results of a survey conducted among the students of the Faculty of Education in Sombor. These results show that teachers often use PowerPoint presentations in class, because in that way increase the motivation of students. Half of the students believe that the biggest obstacle to the use of PowerPoint presentations still lack sufficient competence professors, and should be provided with more training seminars and courses.

Keywords: student; professor; PowerPoint presentation.

1. INTRODUCTION

Today's students belong to a generation where the use of computers, the Internet and the mobile phone has become an inevitable part of everyday life. When teachers use it in their classrooms, in fact, they want to attract the students' attention, so that they can enhance effective ways of learning (Lari, 2014). The use of new media is a traditional training classes, dominated by the teacher with his speech and tutorial as the most important medium for transmitting and receiving information (Stevanovic, 2003).
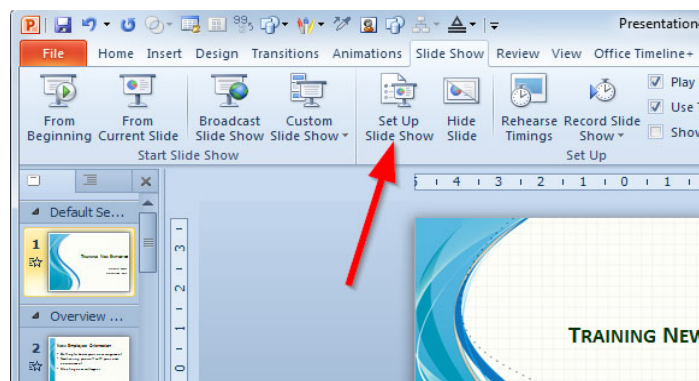

Figure 1. *PowerPoint presentation as slide show presentation*

The main characteristic of modern education is the use of computers in education. The increasing availability of computers and projectors has enabled the use of PowerPoint presentations (Fig.1). PowerPoint has become very popular presentation software used in business and educational contexts (Ackilan, 2011). It allows you to present information in a

visually effective format, usually in the form of automated, an interactive slide-show presentations. The multimedia learning environment uses several types of representation including text, audio, graphs, photographs, animation, or video (Lai et al., 2011).

Information better remembered if it is received via multiple senses. Information received sense of vision are better memorized information received from the sense of hearing, because more than a third of the cerebral cortex deals with processing of visual information. Students will be new material to be much clearer if the professor monitors multimedia PowerPoint presentations.
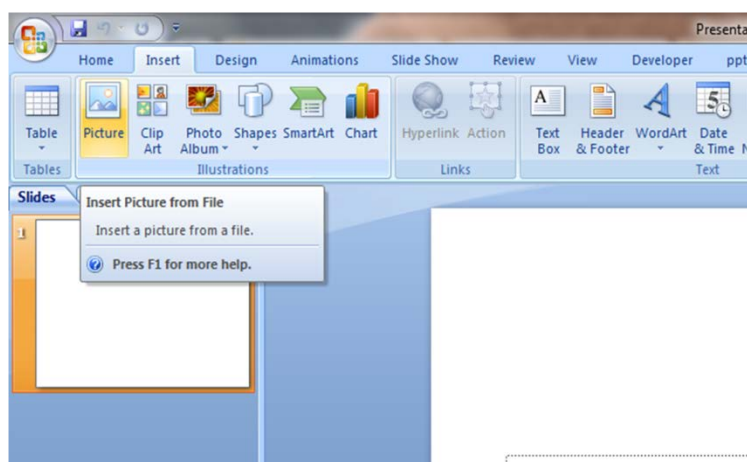

Figure2. *Insert picture from file in PowerPoint presentation*

"A picture speaks a thousand words," and therefore to the text of the presentation must be installed images, animations, video, or sound files (Fig. 2) All these embedded elements will attract more attention to students. They will enable the students to remember the exposed material much faster and better than when slides containing only text. Of course, it should find a balance between the text and other elements of the slide. Effects animation should be used cautiously, otherwise their inadequate application can have negative posledeci. Lindstromberg (2004) finds that interesting lecture should include some of the following elements:

- diversity (4-6 different types of activities),
- use non-linguistic material (images, music)
- activities with elements of games, fun and humor,
- occasional surprises.

Practice has shown that well-designed PowerPoint presentations, which contain all of these elements, but inevitably improve the quality of teaching.

Creating a PowerPoint presentation requires additional time and a certain level of computer literacy of teachers. However, lectures supported by multimedia Power Point presentations are far more efficient and more interesting than the traditional lecturing. The effectiveness of classroom use of PowerPoint presentation may be partially determined by professors' teaching styles (Brock et al., 2011). Compared to other traditional methods of teaching, PowerPoint presentations provide a range of benefits (Gal, 2007):

- time savings (no writing on the blackboard, dictation),
- possible reuse,
- can change the on-site,
- simultaneous use of text, images and sound,
- the ready availability of web site,
- slides are kind of teaching materials, which supports different learning styles,
- slides can be printed.

In the main, the results reported in journal articles indicate that students like to be taught using PowerPoint (perhaps because of its novelty and the availability of printed handouts of PowerPoint slides) and think that PowerPoint presentations are entertaining, enhance clarity, and aid recall of subject matter (Craig et al., 2006).

2. METODOLOGY OF RESEARCH

Training teaching is an important link in the education and upbringing of young people. The main objective of the research is to analyze the application of PowerPoint presentations in higher education. In accordance with the research, the process of the research was conducted using an anonymous survey. The research was conducted on 165 students of the fourth (final) year of Faculty of Education in Sombor. The sample is representative and given the size of the sample, some generalizations are possible.

The reaserch used a poll of five questions, which are defined to be clear and understandable. Students were asked questions by circling one of the multiple choice answers. Questions are set to refer exclusively to the objective to be achieved.

This research should contribute to the quality of teaching. First of all, should point to the use of PowerPoint presentations in teaching in order to facilitate the work of professors and students.

3. RESULTS OF RESEARCH AND DISCUSSION

Question 1 Are professors use PowerPoint presentations in teaching?

   a) never

   b) rare

   c) often

All students responded that professors often use PowerPoint presentations in teaching. This shows that the teachers are aware that young people spend most of their time they spend front of the computer, not the end of the book. Therefore, teaching should be directed toward the computer..This is the only way for students to quickly and efficiently accept the teaching material, which is usually grossly unreasonable.

Question 2 Assess the level of competence of professors for use PowerPoint presentations?

   a) bad

   b) median

   c) good

The largest number of students 60% of them believe that a median level of competence of professors for the implementation of PowerPoint presentations, 27% said it was good, and only 13% of that is bad (Fig. 3). It is generally known that the professor should apply

computer in teaching and harmonize their practices innovation in education. Regardless of the results, today must be a systemic approach to professional training of professors for use of computers in teaching.
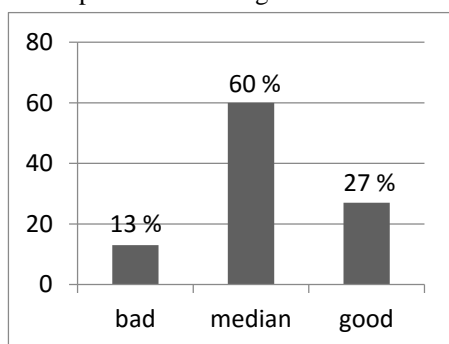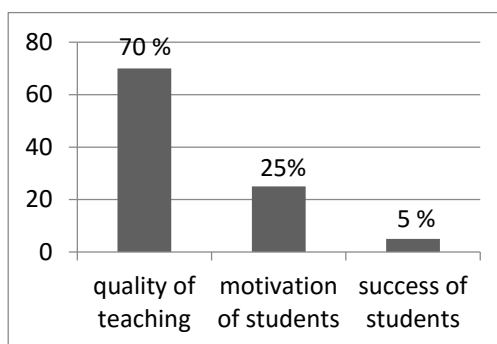

Figure 3. *Competence of professor*

Figure 4. *Contribution of PowerPoint*

Question 3 Which aspects of the major contributor to the application of PowerPoint presentations?

　　　　a) quality of teaching

　　　　b) motivation of students

　　　　c) success of students

Slightly more than two-thirds of the students, 70% believe that the application of PowerPoint presentations largest contributor to the quality of teaching, 25% of students' motivation, but only 5% of the success of students (Fig. 4). All this suggests that modern teaching, using PowerPoint presentations, in every respect has become better and better. Unlike traditional classes, student is now active, more motivated to work more easily adopt new content and progressing in accordance with their abilities. Multimedia PowerPoint presentation has provided a wide range of options to make it more effective monitoring of teaching (Topalovic, 2014).

Question 4 What is the biggest barrier to the application of PowerPoint presentations?

　　　　a) lack of technical support

　　　　b) lack of competence of professors

　　　　c) lack of willingness of professors

Just over half of students, 55% said it was the biggest barrier to the implementation of PowerPoint presentations lack of competence of teachers, 35% of the lack of willingness of professors and 10% lack of technical support (Fig. 5) Average knowledge professors iy field of information comes down to knowledge of the program for writing text, e-mail communication and Internet content search. Working in PowerPoint program requires greater competence for digital teaching materials and optimal use of specific computer equipment. Although there is a great desire professors to broaden their knowledge, teachers are still not sufficiently prepared to cope with all the possibilities of PowerPoint program. For most of these seminars and courses to create PowerPoint presentations are still inaccessible due to the difficult economic cont'd. This usually compensate for lack of experience exchange with more experienced colleagues.
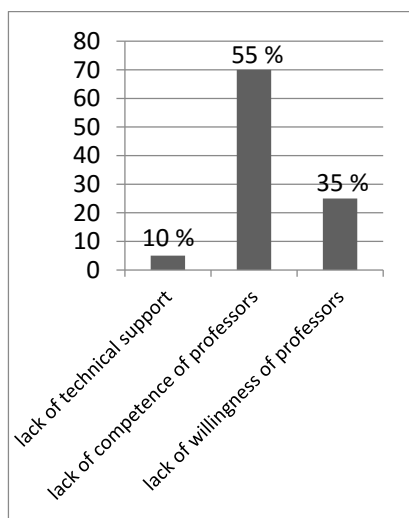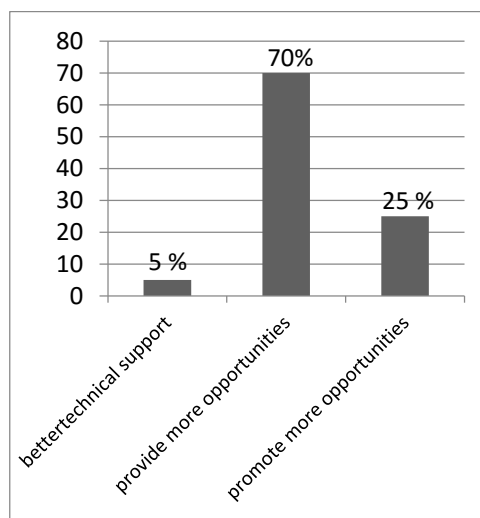
Figure 5. *Barriers for PowerPoint*

Figure 6. *Level of competence of professors*

Question 5 What should be taken for greater use of PowerPoint presentations in teaching?

> a) provide better technical support in educational institutions
>
> b) provide more opportunities for competence development professor
>
> c) promote more opportunities available to improve the quality of teaching

Most students 75% said it should be provided with more opportunities to develop competencies professor for greater application Powepoint presentation, 20% to be more promotion opportunities available to poboljđanje quality is teaching, and only 5% said it should provide better technical support in educational institutions (Fig. 6).

It is often heard in everyday life "Computers are just tools, fale us masters." All this shows that the need to create better conditions for the development of the competences of the application PowerPoint presentations in teaching. One way of organizing internal training, which will provide an opportunity to gain practical knowledge and skills to work in the PowerPoint program. It is good, because its duration and tempo can be adapted to the level of knowledge of the individual. Regardless of all this, in practice, rarely meets internal training aimed at demonstrating the successful application of PowerPoint presentations in teaching different subjects. Following a good way to extend the competence of professors are on-line courses, especially when the weather is not conditioned. The selection of on-line seminar is rich and varied, but it is still present insufficient number of those who provide information on the practical application of PowerPoint presentations in teaching specific subjects. All this suggests that we should provide as many professional seminars on proper and creative use Powepoint presentations in teaching by making trained and patient teachers with each teacher individually worked. Today, we should pay special attention to the promotion of opportunities PowerPoint program, but Ii all other options to improve the quality of teaching. It should work through all available media, using television or the Internet daily press. In parallel with these activities needs to work on procurement of new and bbetter technical support in educational institutions.

4. CONCLUSION

Today, the use of PowerPoint presentations in the classroom has become an indispensable part of modern education. PowerPoint presentations can receive information through different senses, because it represents a combination of different visual and audio elements. It increases the motivation of students and activates them to participate actively in class to enable you to master the material.

Classes can be performed in the traditional manner using chalk and blackboard, but it does not suit a time when students are overwhelmed by the developments in information technology. Students with much greater attention to follow the instruction when using PowerPoint presentations, because it is a rule interesting and curious.

For use PowerPoint presentations in teaching requires a certain level of computer literacy, which requires constant monitoring of the professors and learning informatics. In order to do that successfully implemented, should provide a variety of seminars and courses, as well as better and more accessible information technology literature. Today is a professor in the preparation of teaching can not rely solely on the textbook as the main source of information than constantly be up to date with trends in education and implement new forms of teaching that will best suit their students.

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