



Voice-Over PPT: **Using Technology To Engage** **Student Learning**

Bob Reese, PhD

Professor, Health Psychology Program

rcreese@jchs.edu

Welcome



Jefferson College
of Health Sciences
at CARLION CLINIC

Voice-Over PowerPoint Objectives

- Engagement
 - Enhances Learning
 - How VO-PPT Engages
- Learning Styles
- Evaluation Research on VO-PPT
- “How to”
- Demonstration

PPT Handout

E-Mail: rcreese@jchs.edu



Jefferson College
of Health Sciences

of CARLTON CLINIC

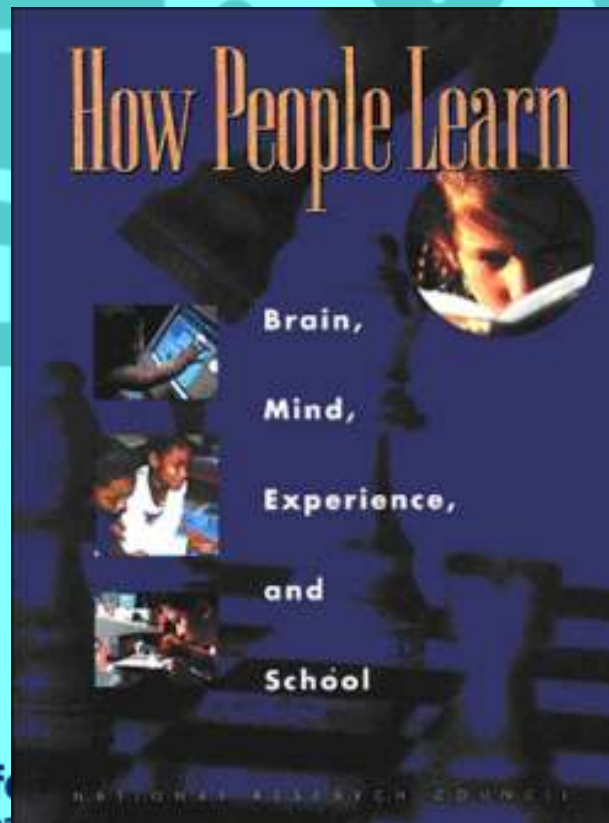
Engaging the Students

- Student engagement is linked positively to desirable learning outcomes such as critical thinking and grades

- Carini, Kuh, & Klein (2004)

– Engagement Theory

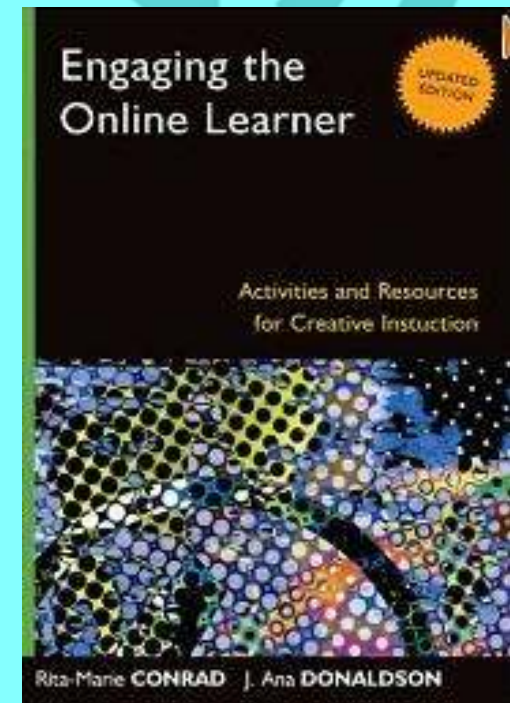
- Kearsley & Schneiderman (1998)



Engaging Students Online

Voice-Over PowerPoint

- Engagement
 - BIG Challenge of Online Learning
- Online ignores audio component of teaching
 - Huge component of On-Ground
 - ? Impact on Engagement



Engagement Theory

Kearsley & Schneiderman (1998)

- ***Engaged Learning:***
 - All student activities that involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation.
 - In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities.



Engagement

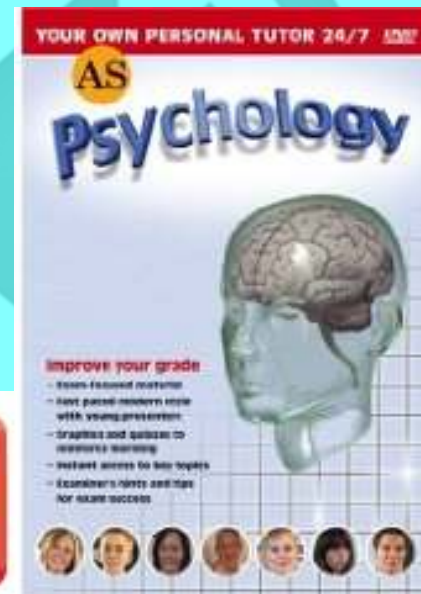
Carini, Kuh, & Klein (2004)

- Student engagement is linked positively to desirable learning outcomes such as critical thinking and grades
- **Lowest-ability & (possibly) 1st yr students benefit more from engagement than classmates**
- Student engagement is generally considered to be among the better predictors of learning and personal development

Videos



- Videos rarely meet specific instructor needs
 - Technology necessary to deliver video is expensive
 - Often difficult to download...
- YouTube videos may disappear
- VO-PPT addresses the above needs and problems





VO-PPT

Advantages



- **PEDAGOGY**
 - Flexible & Learner-centered
 - Adds Audio Component
 - “Hearing” Professor Establishes Rapport
 - » Online Learner feel less isolated
 - Utilizes a Mastery Approach to learning
 - Student can access individual slides
 - Replay a slide repeatedly
 - View slides with or without the audio
- **Evaluation Research = 73% +**



VO-PPT Program Evaluation

73% Positive

VO-PPT EVALUATION

73% Positive Evaluation

- 15 Class Sections (All Undergraduate)
 - 6 Distance / 3 Hybrid / 3 Traditional
- 297 Students; 231 respondents = **78% overall response rate**
 - All Undergrads
- 7 Semesters (6-15 wk semesters; 2-10 wk semester [SU])
 - SP08 (2); SU08 (1); FA08 (2); SP09 (3); SU09 (1); FA09 (1); SP10 (2); FA10(3)

Evaluation Summary VO-PPTs	- 1	- 2	-/+ 3	+ 4	+ 5	Total
Helpful learning vs. Not Helpful learning.	13	23	77	212	130	455
Interesting & engaging vs. Boring & Waste of time.	17	34	109	195	104	459
Regarding Technology +/- Easy vs Difficult to use	7	34	46	206	167	460
Total #	37	91	232	613	401	1374
Total %	3	7	17	44	29	100%
TOTAL%	10%-			73%+		83%

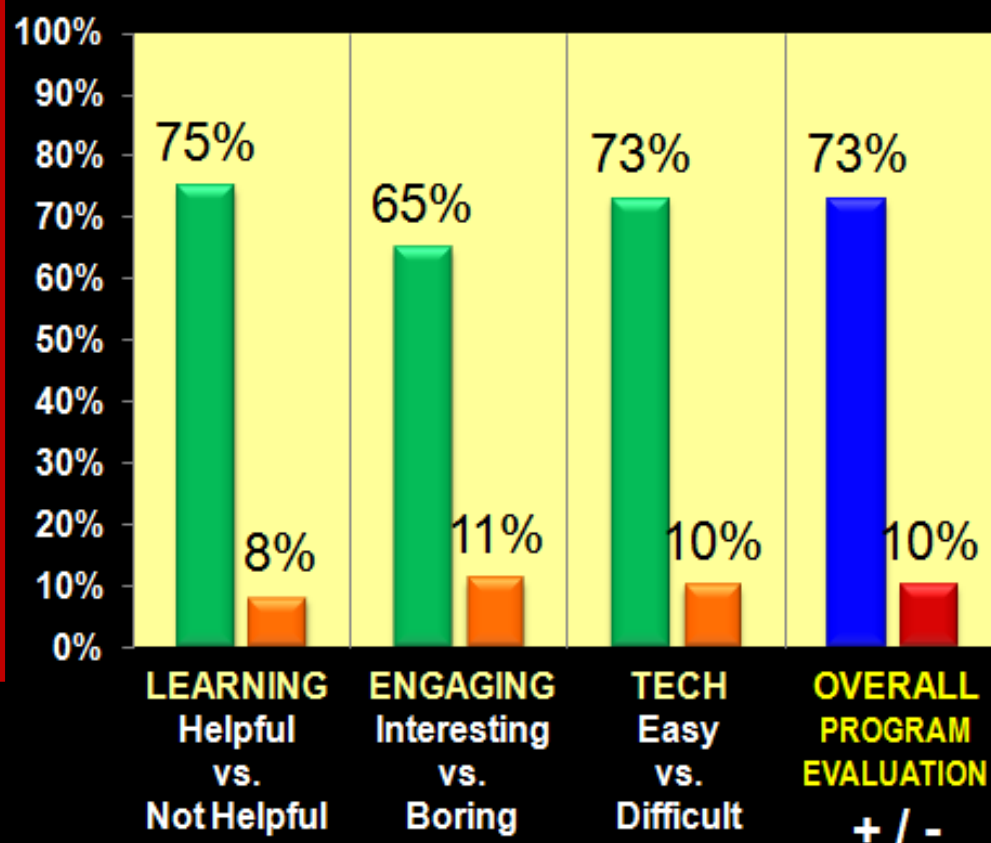
VO-PPT Program Evaluation

Overall Response

Rate: $231/297 = 78\%$

■ Positive Response

■ Negative Response



Student Feedback ~ VO-PPT

- More VO powerpoints, I learned more from those than I did from reading the book.
- I liked being able to follow along by printing out the PPT's [handouts].
- VO-PPT's I thought they were pretty useful, ... I liked being able to watch them multiple times.
- The VO-PPT are very helpful in my actually learning the material - I would like more of them.
- I really found the VO-PPT very helpful and think that I would have [add] more.
- ✦ I would like to have more VO-PPT. I learn material better when it is explained to me. With the VO-PPT, Bob explained things perfectly and I was able to understand the material easier.



Student Feedback ~ VO-PPT

Negative

- The only problem that I had with the VO-PPT's was a static when listening to them. I could not determine if it was the actual material or a problem with my laptop. I was able to follow along though by printing out the PPT's [handouts].
- **I never had time to sit down and listen to the VO-PPT**



Learning Styles

- Learning Styles / Strategies / Preferences



OnLine / Distance Learning

- Visual Learner Addressed:
 - Text
 - Printed lectures
 - Videos (You Tube; Web Sites)
 - PowerPoint
- Kinesthetic Learner Addressed:
 - Keyboard & Mouse
- Audio Learners:
 - ???

FEELING LEFT OUT



Voice-Over PowerPoint



- **Addresses All 3 Learning Styles**
 - **Especially Engages Audio Learners**
 - **“Hearing” Professor Establishes Rapport**
 - **Helps Distance/Online Learner feel less isolated**

VO-PPT Production

- Production is easy & inexpensive
 - **Broadcast Quality NOT Necessary**
 - “Um’s” & “Ah’s” are OK
- Learning curve is short
- Instructor prep
 - No more time than planning & delivering a solid lecture
- Can be used Multiple Times
 - Multiple Courses
- Updating is Quick & Simple



Creating a Voice-Over PPT

- Some slight differences depending on Version of PPT you're using



**Jefferson
College**



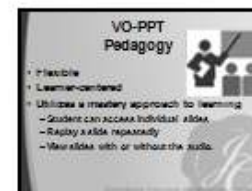
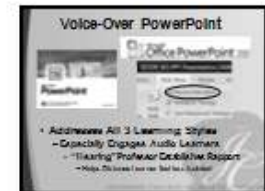
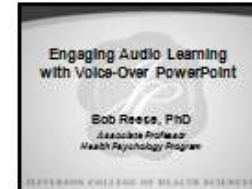
**Home
Computer**



VO-PPT: Before Recording

- Create Slide Show
- Create Loose “Script”
 - Print Slide Handout:
9 slides/page
 - Helps Note Animations
 - Prevents “Getting Ahead” of Self

9/20/2008



Go Slow!

Emphasize #3!

VO-PPT: Before Recording

- Quiet place
- **Sign on door**
- Turn off Phones

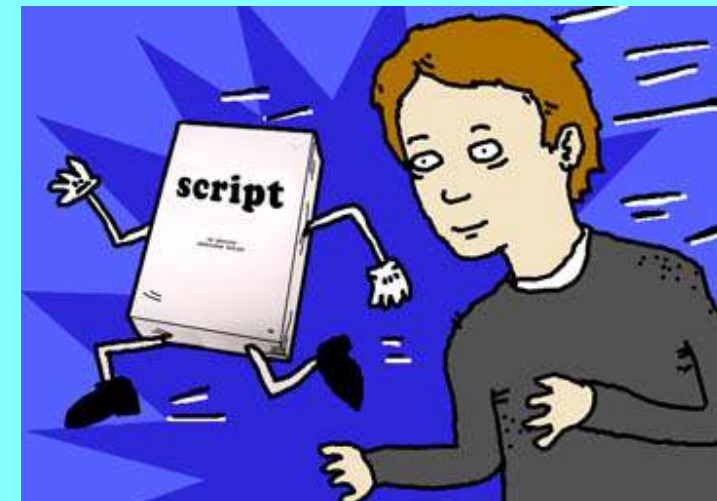


- Close Windows

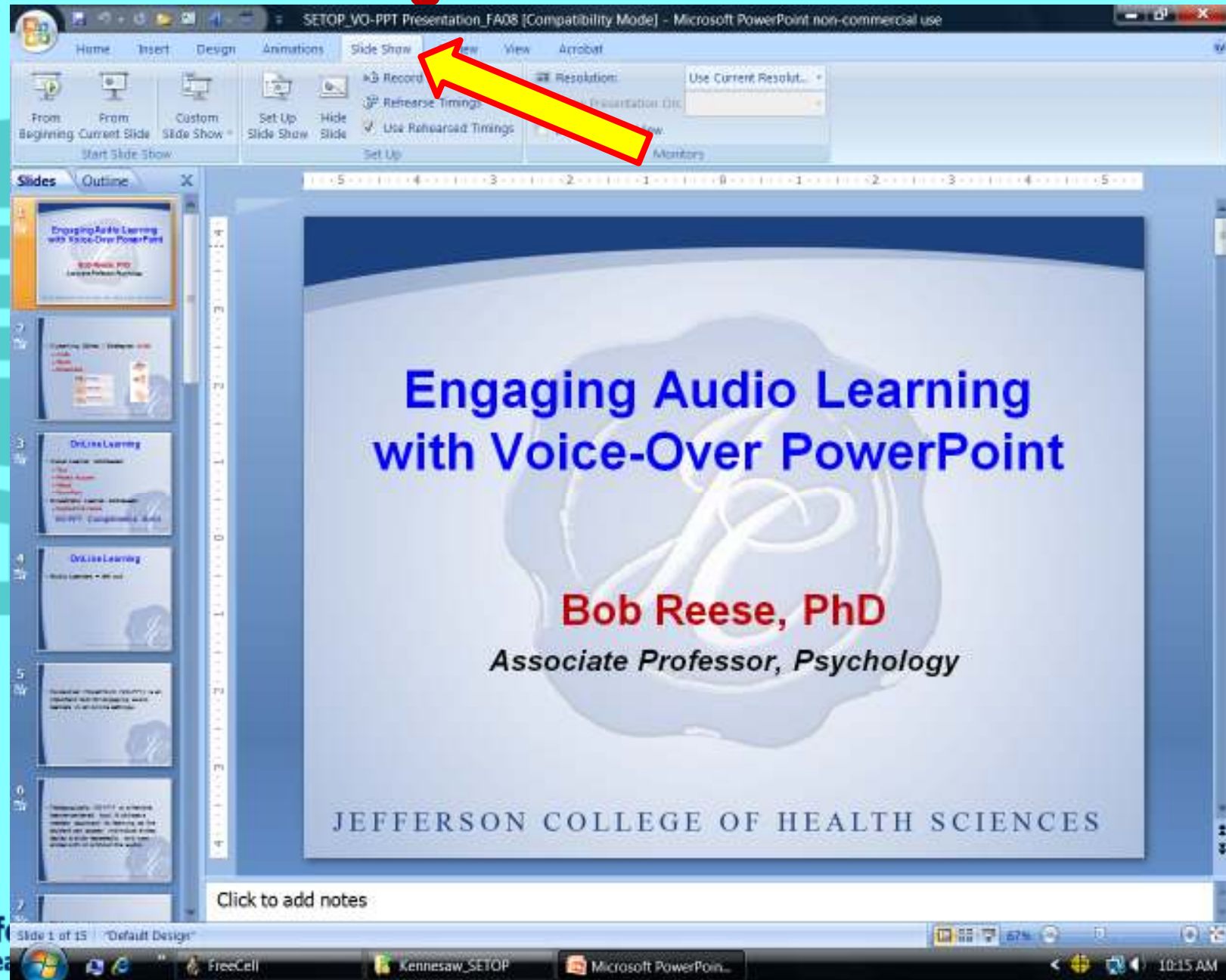


Script: **PLAN AHEAD!**

- Embedded Assignments
~ Keep Generic
 - Limit “specifics” of Assignments in VO-PPT
 - Especially Due Dates
 - Point Values
- RECOMMEND:
 - “See Bb Weekly Folder for Assignment details”



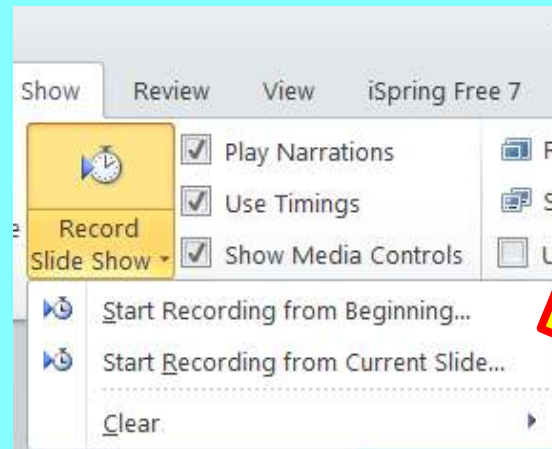
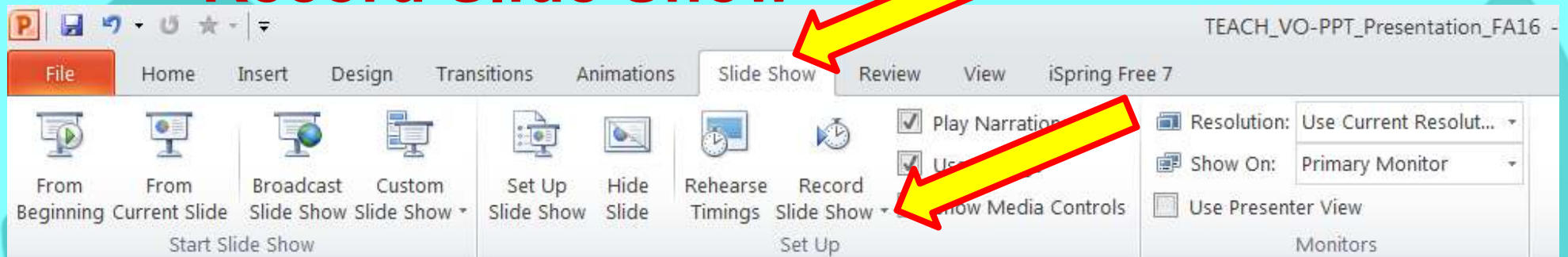
- **Create Slide Show First**
 - **After ‘Saving’ ... Go to “Slide Show” tab**



VO-PPT: PPT 2010

- Click on 'Slide Show'

– Record Slide Show



VO-PPT

- **Begin Recording**
 - **Avoid MONOTONE**
 - **Avoid READING SLIDES**
 - Unless you do it for emphasis
 - **Visualize your audience**
 - **Be Yourself**
 - Be animated & passionate = **INTERESTING**
 - Don't worry about "Um's" & "Ah's"



SETOP_VO-PPT Presentation_FA08 [Compatibility Mode] - Microsoft PowerPoint non-commercial use

Home Insert Design Animations Slide Show Review View Acrobat

Paste New Slide Layout Reset Delete

Clipboard Slides Font Paragraph Drawing

Shape Fill Shape Outline Shape Effects Find Replace Select

Custom Animation

Add Effect Remove

Modify effect

Start: Property: Speed:

0 ~PP3849.WAV
1 Content Placehol...
2 Picture 6
3 Picture 8

Re-Order Play Slide Show

AutoPreview

Slide 28 of 42 "Default Design"

Audio Microsoft PowerPoin... play script - Google L... Absolute Sound Effe...

9:32 AM

VO-PPT

- **Begin Recording**
 - **Avoid MONOTONE**
 - **Avoid READING SLIDES**
 - Unless you do it for emphasis
 - **Visualize your audience**
 - **Be Yourself**
 - Be animated & passionate = **INTERESTING**
 - Don't worry about "Um's" & "Ah's"

JEFFERSON COLLEGE OF HEALTH SCIENCES

Click to add notes

Speaker Icon

- Unless you do it for emphasis
- Visualize your audience
- Be Yourself
 - Be animated & passionate = INTERESTING
 - Don't worry about "Um's" & "Ah's"

3



JEFFERSON COLLEGE OF HEALTH SCIENCES

0



Jefferson College
of Health Sciences

of CARLION CLINIC

View: Slide Sorter

VO_202-238_Developmental Theories_SP07 [Compatibility Mode] - Microsoft PowerPoint non-commercial use

Home Insert Design Animations Slide Show Review View Acrobat

Paste New Slide Layout Reset Delete Clipboard Slides Font Paragraph Drawing Editing

Developmental Psychology

- Theorists
 - Freud
 - Psychodynamic / Psychoanalytic Theory
 - Erikson
 - Psychosocial Theory
 - Piaget
 - Cognitive-Developmental Theory
 - Vygotsky
 - Sociocultural Theory
 - Bandura
 - Social Learning Theory

13

Psychodynamic Theories

- Psychodynamic personality theories
 - Personality is shaped by and behavior is motivated by powerful inner forces or drives
- Freudian psychoanalysis
 - Psychoanalytic Theory

14

Drives and Psychosocial Development

Libido

Fears

Aggression

Fixation

-Compulsions

15

Psychic Determinism

- Psychic determinism
 - Mental and behavioral reactions are determined by previous experiences
 - What we experience - or miss experiencing - impacts us later in life
- Unconscious (Subconscious)
 - Stores repressed urges and primitive impulses
 - By definition - we are not consciously aware of these urges

16

Structure of Personality

- Id
 - Primitive, unconscious part of the personality
 - Pleasure principle
 - Seek Pleasure
 - Avoid Pain

17

Structure of Personality

- Ego
 - Self-preservation activities
 - Directing instinctual drives and urges into appropriate channels
 - Reality principle

18

Structure of Personality

- Superego
 - Internalization of society's values, standards, & morals
 - Ego ideal
 - Conscience

19

Structure of Personality

- Freudian
 - Iceberg Metaphor

20

Structure of Personality

Real World

Ego Reality Principle

PER FOOT ONLY

3D

Pleasure Principle

Libido (Sexual Energy)

Aggression (Destructive Energy)

Unconscious

100%

Slide Sorter: "Dark circuitry design template"

Windows Taskbar: _VO-PPT, SETUP_VO-PPT Pre..., VO_202-238_Devel..., play script - Googl..., Absolute Sound Eff...

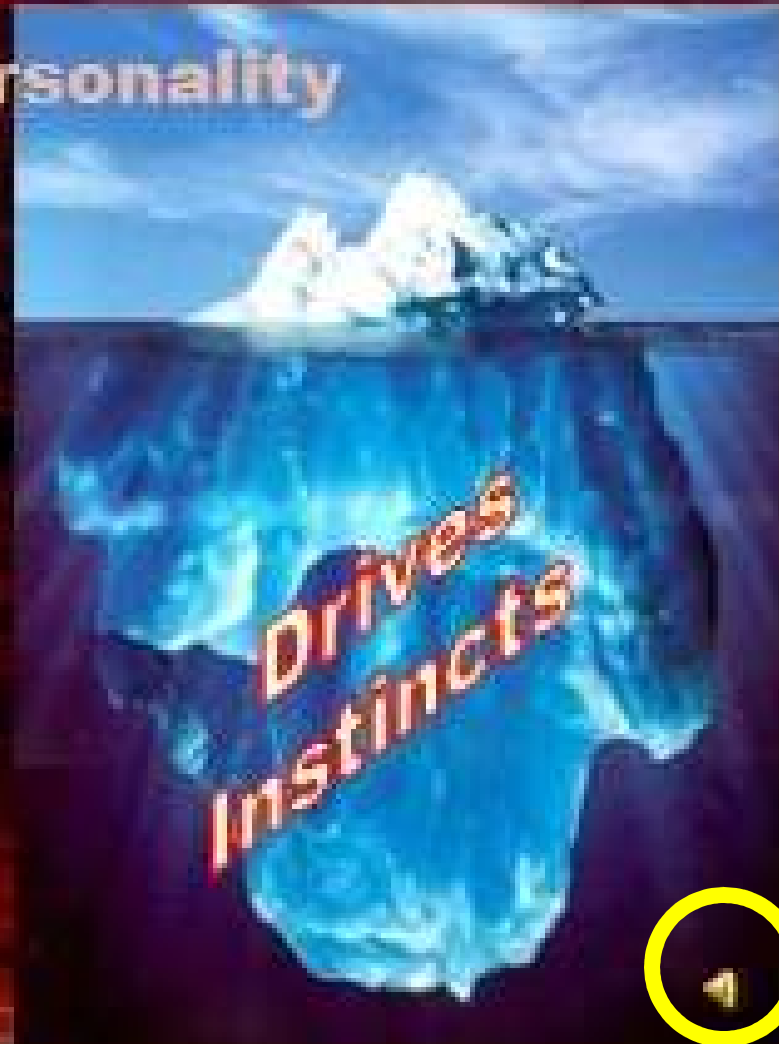
9:47 AM



View: Slide Sorter

Structure of Personality

- Freudian
 - Iceberg Metaphor



00:18

4

20



Jeff
of Hea

of CARLETON COLLEGE

VO-PPT

- Let's try it

TRY IT -
You'll Like it



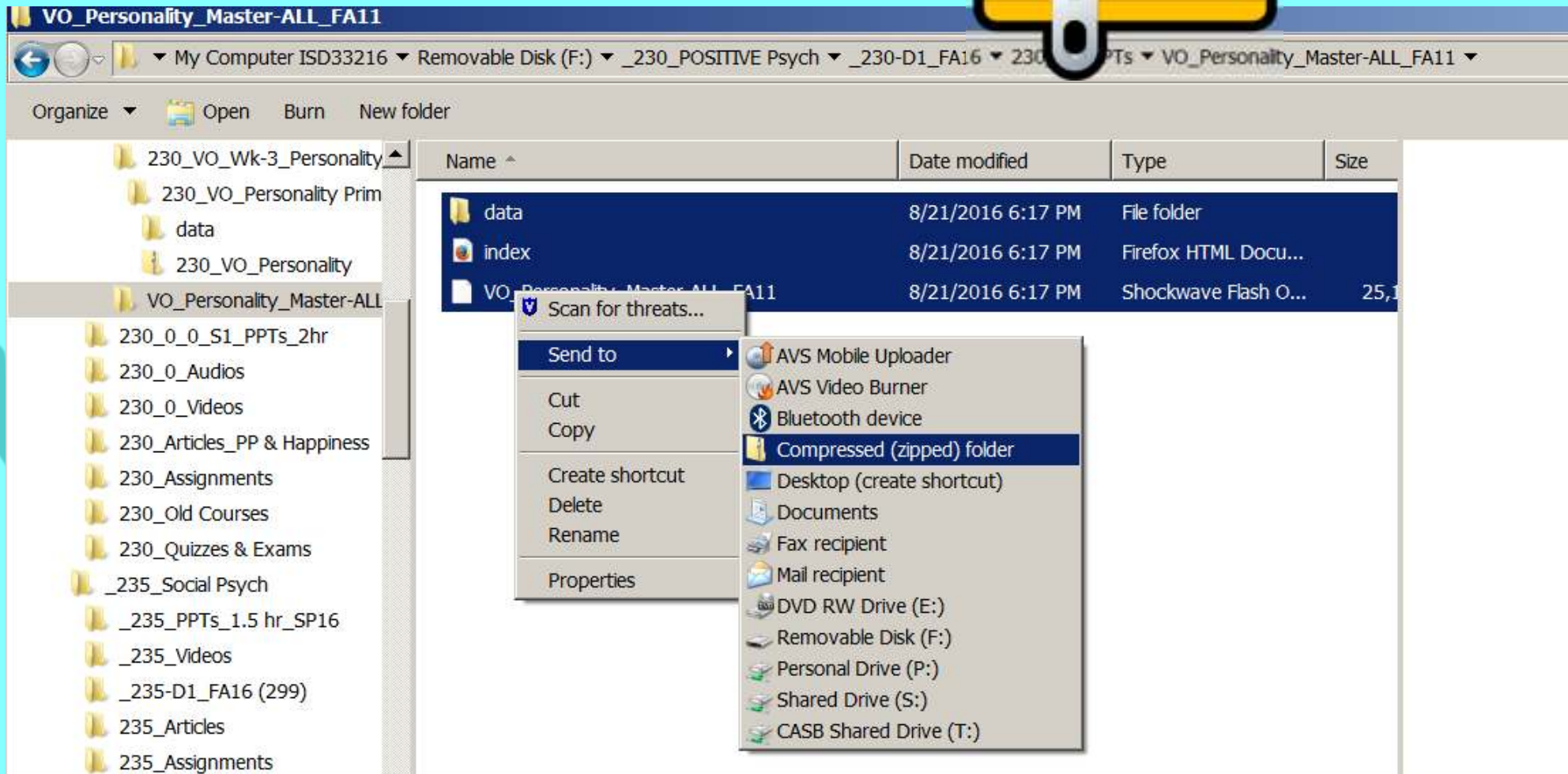
VO-PPT

- **Save it / “Save As”**
- **Compress it**
 - **iSpring Free = easy & FREE**
 - iSpring Suite 8.0 \$\$
 - **Articulate = View individual slides \$\$\$\$\$**
 - **Camtasia = Best for video editing \$\$\$\$\$**
- **Post on Blackboard**
 - **Must be “Zipped”**



Blackboard

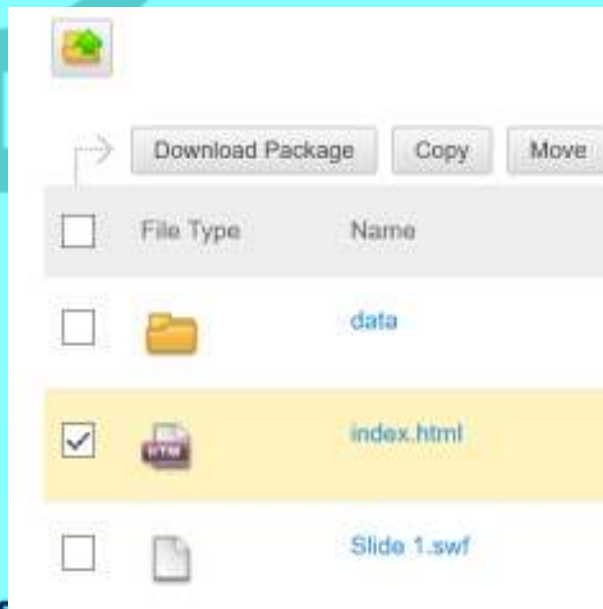
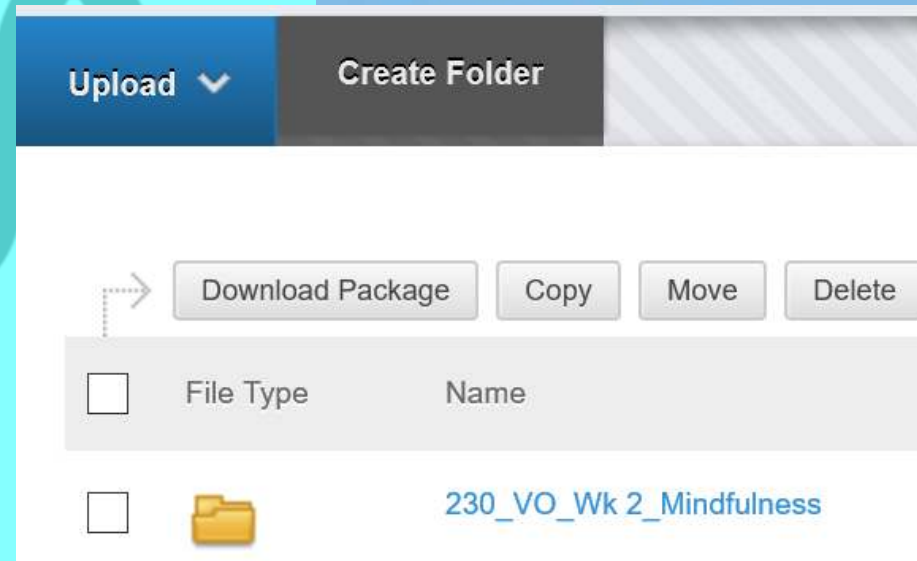
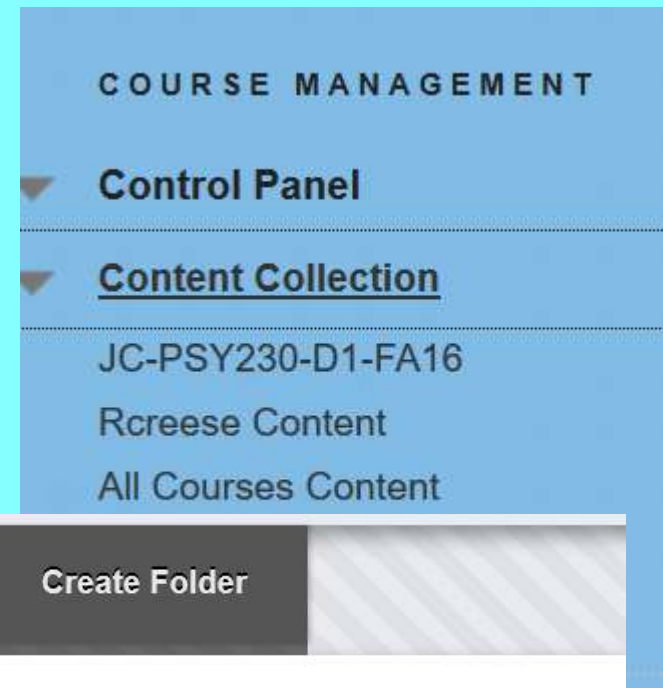
Zip it



VO-PPT on



- Content Collection
- Create Folder
- Upload Zip
- Link: **Index**



VO-PPT on Bb



Wk 2 What is Positive Psych?

Week 2_WD 8/24 - 8/31 What is Positive Psychology

- Readings: Ch 2 Learning About PP - Not a Spectator Sport
- View: VO-PPT Introduction to PERMA (13:04)
 - [VO-PPT Wk 2 PERMA](#)
 - [230-VO 02 PERMA Handout](#)
- View: VO-PPT: Mindfulness Meditation (Visualization & Feelazation) (23:25)
 - [VO-PPT Mindfulness: Visualization & Feelazation](#)
 - [230-VO Wk 2 Viz-Feela-Mindfulness Handout](#)
- JA-2_Journal: Mindfulness Meditation (20 pts)_Due_MN 8/29 @ 11:55p (CO#3)
- View: Shawn Achor_The Happy Secret to Better Work ... TED-ED (12:20) http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work#t-585128
- View: Martin Seligman - PERMA @ Zietgeist 2010 (24:57) <http://www.youtube.com/watch?v=4C513ywEBho>
- VA-2_Achor (TED-ED) & Seligman @ Zietgeist (45 pts)_Due WD 8/31 & 11:55p (CO#1, 2)

.pdf Handout

Engaging Audio Learning with Voice-Over PowerPoint

Bob Reese, PhD

Associate Professor, Health Psychology Program
Jefferson College of Health Sciences, Roanoke, VA

Voice-Over PowerPoint

- Flexible
- Learner-centered
- Utilizes a mastery approach to learning
 - Student can access individual slides
 - Replay a slide repeatedly
 - View slides with or without the audio

Learning Styles

- Audio Learner ignored by OnLine / Distance Learning
- VO-PPT engages ALL 3 Learning Styles:
 - Visual
 - Kinesthetic
 - Audio
 - Especially Engages Audio Learner
 - Hearing professor enhances rapport

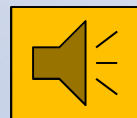
Production

- Easy & inexpensive
- Broadcast Quality NOT Necessary
 - “Um’s” & “Ah’s” OK
- Learning curve is short
- Instructor prep
- No more time than planning & delivering a solid lecture
- Can be used Multiple Times
- Multiple Courses
- Updating is Quick & Simple

Steps:



Create Script



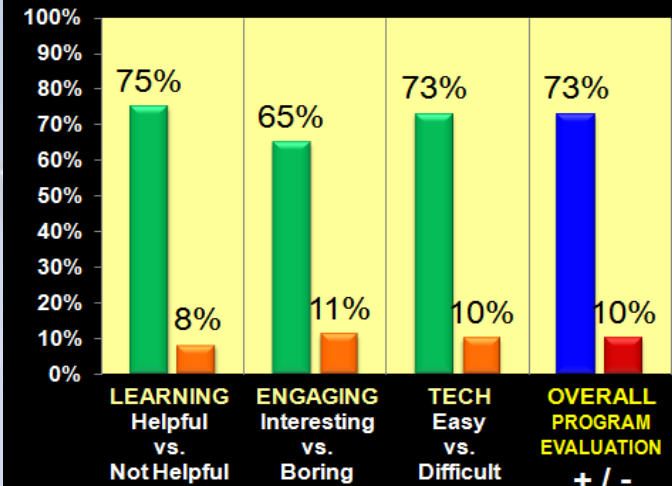
Blackboard

VO-PPT Program Evaluation

Overall Response
Rate: 231/297 = 78%

■ Positive Response

■ Negative Response



VO-PPT EVALUATION

73% Positive Evaluation

- 15 Class Sections (All Undergraduate)
 - 6 Distance / 3 Hybrid / 3 Traditional
- 297 Students; 231 respondents = 78% overall response rate
 - All Undergrads
- 7 Semesters (6-15 wk semesters; 2-10 wk semester [SU])
 - SP08 (2); SU08 (1); FA08 (2); SP09 (3); SU09 (1); FA09 (1); SP10 (2); FA10(3)

Evaluation Summary VO-PPTs	- 1	- 2	-/+ 3	+ 4	+ 5	Total
Helpful learning vs. Not Helpful learning.	13	23	77	212	130	455
Interesting & engaging vs. Boring & Waste of time.	17	34	109	195	104	459
Regarding Technology +/- Easy vs Difficult to use	7	34	46	206	167	460
Total #	37	91	232	613	401	1374
Total %	3	7	17	44	29	100%
TOTAL%	10%-			73%+		83%

VO-PPT Analysis Assignment

1. Write a 25-word summary (max) for the Voice-Over PPT. [10 pts]
2. Summarize your new learning from viewing [10 pts]
 - *What I think I know now. This should be succinct, but more than 25 words.*
3. What are the implications and/or applications for your life? [10 pts]
 - *How can I use this information? Is it beneficial? Should it be challenged?*
4. Identify issues yet to be resolved. [5 pts]
 - *What I still need to learn.*

References

- Block, J. H., & Burns, R. B. (1976). *Mastery learning. Review of research in education*, 4, 3-49. Retrieved from http://faculty.unlv.edu/jensen/html/Doctorate/CIT620/materials/block_burns_1976.pdf
- Cassidy, S. (Aug, 2004). Learning styles: An overview of theories, models, and measures, *Educational Psychology*, 24: 4, 419-444. DOI 10.1080/0144341042000228834
- Coffield, F., Moseley, D., Hall, E., Ecclestone, K. (2004). Should we be using learning styles?: What research has to say to practice. Retrived from <http://www.lsda.org.uk/files/pdf/1540.pdf>. Learning and Skills Research Centre (U.K.) [vii], 77
- Drago, W. A., & Wagner, R. J. (2004). Vark preferred learning styles and online education, *Management Research News*, 27 (7), 1 – 13. Retrieved from <http://www.emeraldinsight.com/journals.htm?articleid=866932&show=pdf>
- Dunn, R., Dunn, K., & Freeley, M. E. (1984). Practical applications of the research: Responding to students' learning styles-step one. *Illinois State Research and Development Journal*, 21 (1), 1-21.
- Fitzpatrick, J. L., & Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidlines* (3rd ed.). Boston: Allyn & Bacon/Pearson
- Hersh, W., & Williamson, J. (2007, May). Educating 10,000 informaticians by 2010: The AMIA 10 x 10 program. *International Journal of Medical Informatics*, 76 (5), 377-382, May 2007.
- James, W. B., & Blank, W. E. (1993). Review and critique of available learning-style instruments for adults. In D. Flannery (Ed.), *Applying cognitive learning styles* (pp. 47- 58). San Francisco: Jossey-Bass.
- Lundergan, W. & Miles, J. P. (2006, March). *Student assessment of voice-over PowerPoint presentations as learning instruments*. Poster presented at the ADEA/AADR/CADR Meeting & Exhibition (March 8-11, 2006). Retrieved from http://iadr.confex.com/iadr/2006Orld/techprogram/abstract_75199.htm
- Milgram, R. M., Dunn R., & Price G. E. (Eds.) (1993). *Teaching and counselling gifted and talented adolescents: An international learning style perspective*. Westport: Praeger.
- Reese, B. (2008, Oct). *Engaging audio learning with voice-over PowerPoint*. Symposium conducted at the 7th annual meeting of Southeastern Teaching of Psychology Conference (SETOP) Getting Connected: Best Practices in Technology-Enhanced Teaching & Learning in Psychology. Atlanta, GA.
- Riding, R., & Rayner, S. (1998). *Cognitive styles and learning strategies: Understanding style differences in learning and behavior*. London: David Fulton Publishers.
- Rundle, S. M., & Dunn, R. (2000). *The guide to individual excellence: A self directed guide to learning and performance solutions*. New York: Performance Concepts International.
- Tendy, S. M., & Geiser W. F. (1998). The Search for style: It all depends on where you look. *National Forum of Teacher Education Journal*, 9 (1), 4-16.

Engaging Millennials with iClickers & Voice-Over PowerPoint



Bob Reese, PhD
***PPT, Handout
& References
Available***
rcreese@jchs.edu