Voice-Over PPT:
Using Technology To Engage Student Learning

Bob Reese, PhD
Professor, Health Psychology Program
rcreeese@jchs.edu
Welcome
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
Engaging the Students

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

  - Engagement Theory

  - Carini, Kuh, & Klein (2004)

  - 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 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
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

<table>
<thead>
<tr>
<th>VO-PPTs</th>
<th>-</th>
<th>-</th>
<th>-/+</th>
<th>+</th>
<th>+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful learning vs. Not Helpful learning</td>
<td>13</td>
<td>23</td>
<td>77</td>
<td>212</td>
<td>130</td>
<td>455</td>
</tr>
<tr>
<td>Interesting &amp; engaging vs. Boring &amp; Waste of time</td>
<td>17</td>
<td>34</td>
<td>109</td>
<td>195</td>
<td>104</td>
<td>459</td>
</tr>
<tr>
<td>Regarding Technology +/− Easy vs Difficult to use</td>
<td>7</td>
<td>34</td>
<td>46</td>
<td>206</td>
<td>167</td>
<td>460</td>
</tr>
<tr>
<td><strong>Total #</strong></td>
<td>37</td>
<td>91</td>
<td>232</td>
<td>613</td>
<td>401</td>
<td>1374</td>
</tr>
<tr>
<td><strong>Total %</strong></td>
<td>3</td>
<td>7</td>
<td>17</td>
<td>44</td>
<td>29</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL %</strong></td>
<td>10%−</td>
<td>73%+</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Graphs

- LEARNING Helpful vs. Not Helpful: 75%
- ENGAGING Interesting vs. Boring: 65%
- TECHNOLOGY Easy vs. Difficult: 73%
- OVERALL PROGRAM EVALUATION: 73%

---

Jefferson College of Health Sciences at CARLILE CLINIC
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

Visual Learner:
Learns best by seeing

Auditory Learner:
Learns best by hearing

Kinesthetic Learner:
Learns best by feeling or experience

Let's stick to something non-controversial...
OnLine / Distance Learning

• Visual Learner Addressed:
  – Text
  – Printed lectures
  – Videos (You Tube; Web Sites)
  – PowerPoint

• Kinesthetic Learner Addressed:
  – Keyboard & Mouse

• Audio Learners:
  – ???
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
VO-PPT: Before Recording

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

Go Slow!

Emphasize #3!
VO-PPT: Before Recording

- Quiet place
- Sign on door
- Turn off Phones
- Close Windows
• 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
• 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
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”
• Unless you do it for emphasis
  – Visualize your audience
  – Be Yourself
  • Be animated & passionate = INTERESTING
  • Don’t worry about “Um’s” & “Ah’s"
View: Slide Sorter

Developmental Psychology
- Theorists
  - Freud
  - Piaget
  - Vygotsky

Psychodynamic Theories
- Psychoanalytic personality theories
- Libido
- Aggression
- Fixation

Psychic Determinism
- Mental and behavioral reactions are determined by previous experiences
- Unconscious (Subconscious)
- Repressed urges and primitive impulses

Structure of Personality
- Id
  - Primitives, unconscious part of the personality
  - Pleasure principle
  - Sex drive
  - Avoid Pain

Structure of Personality
- Superego
  - Internalization of society’s values, standards, & morals
  - Ego Ideal
  - Conscience

Structure of Personality
- Freudian
  - Iceberg Metaphor
  - Drives & Instincts
  - Libido (Sexual Energy)

Structure of Personality
- Ego
  - Self-preservation activities
  - Reality principle
View: Slide Sorter

Structure of Personality

- Freudian
  - Iceberg Metaphor

Drives Instincts
Let’s try 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”
Zip it
VO-PPT on Blackboard

- 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)
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

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:
- 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

VO-PPT Evaluation
73% Positive Evaluation
- 16 Class Sections (All Undergraduate)
  - 6 Distance / 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

<table>
<thead>
<tr>
<th>VO-PPTs</th>
<th>+</th>
<th>++</th>
<th>+/</th>
<th>-</th>
<th>-/+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful learning vs. Not Helpful learning</td>
<td>13</td>
<td>23</td>
<td>77</td>
<td>212</td>
<td>130</td>
<td>455</td>
</tr>
<tr>
<td>Interesting &amp; engaging vs. Boring &amp; Waste of time</td>
<td>17</td>
<td>34</td>
<td>109</td>
<td>105</td>
<td>104</td>
<td>459</td>
</tr>
<tr>
<td>Regarding Technology (+/- Easy vs Difficult to use)</td>
<td>7</td>
<td>34</td>
<td>46</td>
<td>206</td>
<td>167</td>
<td>460</td>
</tr>
</tbody>
</table>

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


Engaging Millennials with iClickers & Voice-Over PowerPoint

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