

POWER POINT PRESENTATION VS BLACK BOARD USAGE

Dr. Sefiya K.M. M. Com, BE.d, Ph.D

Assistant Professor, Post Graduate Department of Commerce

MES Asmabi College, P.Vemballur, Kodungallur, Thrissur Dist., Kerala- 680671, India.

ABSTRACT

Background

The study on opinion regarding power point presentation and black board usage found that teachers must use both the teaching aids in a properly balanced way. The study revealed that black board and power point presentation were the two sides of a coin, in which both the sides were equally important. Usages of visual elements made the students enthusiastic in their studies and the usage of black board enhanced teacher-student interaction and relationship in the class. The study thus indicated that both the teaching aids use class time efficiently by well-organized lectures etc.

Key words: (Power point presentation, Black board usage)

Manuscript

Introduction

The blackboard is commonly used tool of teaching from nineteenth century. It is the traditional method of delivery of lecture for arts and science college students. The black board teaching is simple and easy method of teaching. It doesn't need any expensive material to prepare the theme. The matter and the diagrams can be erased easily by the teacher. The teacher can express his knowledge and can go in-depth of the subject rather than concentrating on other sources. Power point is one of the most well-known Information & Communication Technology (ICT) tool which plays a vital role in our society now a days; as it has been utilized widely and enthusiastically. It helps in facilitating the process of teaching and learning, especially in the educational field. Power point lectures are increasingly used in

the arts and science colleges in delivering lectures. By the usage of power point it enables students to take down the notes in the lecture classes.

Review of Literature

Frey, B.A., Birnbawn, D. J. (2002) in their study, “Learner’s perceptions on the value of power point in lectures”, stated that the content of the slides should reflect the educational purpose of the presentation. In their study, students indicated a slight preference for graphics (pictures, charts, graphs) over text. Since some students may learn by writing the material themselves, instructors must go slowly enough to allow them to write. Others may feel burdened by the necessity and copying material from the screen while attempting to listen to the professor elaborate on the material presents on the slides.

Z hao, y (2007), in the study, “Social studies teacher’s perspectives of technology integrations” conducted a qualitative research to investigate the perspectives and experiences of 17 social studies teacher’s following technology integration training. The research showed the teachers held a variety of view towards technology integrations. Most of the teachers were willing to use of technology in the classroom and used technology more creatively.

Significance of the Study

The study is significant for a number of reasons. A sound teaching system is the pre-requisite for the educational development of a student. The study about the opinion regarding black board usage and power point presentation will provide sufficient information for the choice of delivering the lectures on the syllabus. Through the study, benefits of black board and power point usage can be identified.

Scope of the Study

For an interactive classroom, there should be a proper balance between power point

presentation and blackboard usage. Both the techniques can be utilized efficiently for effective teaching. The study aims to show the importance of power point presentation and black board usage. The focus of the study is to investigate the opinion of teachers on power point presentation and black board usage. The study will comprise 45 teachers who have handling UG programmes of the college in Thrissur district.

Objective of Study

To understand the opinion of college teachers about the power point presentation and black board usage in the study area.

Hypothesis of the study

H₀₁: There is no significant difference among the opinion of teachers about the power point presentation in the class room.

H₀₂: There is no significant difference among the opinion of teachers about the black board usage in the class room.

Research Methodology

Selection of Sample

The respondents of the study included 45 teachers who have handling U G programmes in a college in Thrissur district was selected by adopting convenience sampling method.

Data Collection

For analyzing the study, both primary and secondary data were used. The primary data were collected by using well-structured questionnaires. The secondary data were collected from books, journal, and various websites.

Tools of Analysis

The collected data were analysed through SPSS 21 version by using various statistical tools like Percentages, Mean, SD and Friedman test analysis.

Table 1 Profile of the Respondents

		Frequency	Percent
Age (in Years)	20-30	11	24.4
	30-40	22	48.9
	40-50	11	24.4
	Above 50	1	2.2
	Total	45	100.0
	Educational status	M.COM NET	10
M.COM PhD		2	4.4
MSC NET		4	8.9
MSC PhD		6	13.3
MA NET		2	4.4
MA PhD		1	2.2
M.COM, PhD, NET, B.Ed.		20	44.4
Total		45	100.0
Classes handled by the teacher	BA	6	13.3
	B.COM	20	44.4

	BSC	16	35.6
	B.VOC	1	2.2
	BCA	2	4.4
	Total	45	100.0
Paper preferred	Problem	10	22.2
	Theory	12	26.7
	Both	17	37.8
	Practical	6	13.3
	Total	45	100.0

Source: Primary data

It is clear from the table that, out of 45 teachers, 24.4 per cent of teachers were in the age group of 20 to 30, 48.9 per cent were in the age group of 30 to 40 years, 24.4 per cent of teachers were in the age group of 40 to 50 years and 2.2 per cent of teachers were in the age group of 50 years and above. The study revealed that most of the teachers are belonging to age group of 30-40 years old. 22.2 per cent of the teachers were qualified M.COM NET and 4.4 per cent of teachers were qualified M.COM PhD. 8.9 per cent of teachers were qualified MSC NET and 13.3 per cent of teachers were qualified MSC PhD, 4.4 per cent of teachers were qualified MA NET and 2.2 per cent of teachers were qualified MA PhD. 44.4 per cent of teachers have the qualification of M.COM, PhD, B. Ed NET,. Most of the teachers have the qualifications of M.COM, PhD, B. Ed, and NET. 13.3 per cent of teachers handled BA programme, 44.4 per cent of teachers handled BSC programme, 35.6 per cent of teachers

handled B.COM programme, 2.2 per cent of teachers handled B.VOC programme and 2.2 per cent of teachers handled BCA programme. Most of the teachers handled B.COM UG programme. 22.2 per cent of the teachers preferred problem paper, 26.7 per cent of the teachers preferred theory paper, 37.8 per cent of teachers preferred both problem and theory paper and 13.3 per cent of teachers' preferred practical sessions. Most of the teachers were handling both theory and problem papers under the study.

Table 2 Opinion Regarding Power Point Presentation.

Opinion regarding power point presentation	Mean	Standard Deviation
It held attention throughout the class	4.18	0.834
Helped to learn more language elements	3.89	0.885
It required extensive note taking	3.60	1.156
Use class time efficiently	4.07	0.986
Easy to take better notes during class	4.16	0.737
Stimulates interest	4.16	0.706
Helped to review key points	4.22	0.902
Copy diagrams or charts easily	4.33	0.798

Better problem solving	3.87	1.057
Best mode to recall important points	4.33	0.739
Covers more topic per lecture	4.31	0.821
Better demonstration of clinical conditions	4.31	0.763
Effective teacher interaction	3.98	0.917
Useful visual elements	4.51	0.589
Slides should be shared with students electronically	4.38	0.650
Using sounds from popular media and movies are Interesting	4.27	0.720
Prefer light pastel coloured backgrounds	4.24	0.773
It held attention throughout the class	4.18	0.834

Source: primary data

There were a number of factors behind for using power point presentation in the class room by the teachers in the college. It is understood that all the factors considered for the study have significantly influenced the teachers for using power point presentation, since the mean score were much above the average score of three. Based on the mean score useful visual elements (4.51) is the most influencing factor for using power point presentation in the class

room followed by power point slides should be shared electronically with students (4.38), copy diagrams or charts easily (4.33) and best mode to recall important points (4.33) etc.

Table 3 Opinion regarding Black board Usage

Opinion regarding Black board usage	Mean	Standard deviation
Enhances effectiveness	3.84	0.878
It helps in peer learning	3.64	0.933
More effective than IT enabled Lectures	3.07	1.214
Helps to increase individual productivity	3.62	0.984
Enhances active participation	3.53	0.968
Helps to track the progress in learning	3.38	1.114
Enable to discuss wider terms of topic	3.53	0.991
It stimulates interest	3.29	0.944
Error on lecture can be rectified easily	3.89	1.005

Put stress on important points	3.67	1.087
Better understanding of programs	3.51	0.968
Increased flow of thought	3.51	0.968
Enhances teacher-student interactions	4.00	0.929
Better problem solving	3.91	0.996
Able to take notes	3.62	0.984

Source: primary data

There were a number of factors behind for using black board presentation in the class room by the teachers in the college. It is understood that all the factors considered for the study were significantly influenced the teachers for using black board presentations, since the mean score were much above the average score of three. Based on the mean score, it enhances teacher-student interaction (4.00) is the most influencing factor for using black board in the class room followed by better problem solving (3.91), error on lecture can be rectified easily (3.89), enhances effectiveness (3.84) etc.

Hypothesis

H₀₁: There is no significant difference among the opinion of teachers about the power point presentation in the class room.

Table 4 Opinion regarding power point presentation (Friedman Test)

Opinion regarding power point presentation	Mean Rank	Rank	Chi-square value	P Value
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It held attention throughout the class	8.78	11	55.403	<0.001**
Helped to learn more language elements	7.66	15		
It required extensive note taking	6.48	17		
Use class time efficiently	8.54	13		
Easy to take better notes during class	8.90	10		
Stimulates interest	8.63	12		
Helped to review key points	9.70	6		
Copy diagrams or charts easily	10.01	2		
Better problem solving	7.47	16		
Best mode to recall important points	9.93	3		
Covers more topic per lecture	9.78	5		
Better demonstration of clinical conditions	9.59	7		
Effective teacher interaction	7.91	14		
Useful visual elements	10.93	1		

Slides should be shared with students electronically	9.90	4		
Using sounds from popular media and movies are Interesting	9.50	8		
Prefer light pastel coloured backgrounds	9.29	9		

Source: primary data

Table 4 shows the opinion of teachers in the college about the usage of power point presentation in the class room. In order to test whether there is any significant difference among mean rank towards the opinion of teachers in the college Friedman chi-square test was applied. The test result is shown in Table 4, Since P value is less than 0.01, the null hypothesis H_{01} is rejected at one per cent level of significance. Hence there is a significant difference among mean ranks towards the opinion of teachers using power point presentation in the class room. Based on the mean rank, useful visual elements (10.93) emerges first, followed by copy diagrams or charts easily (10.01), best mode to recall important points (9.93) etc.

H_{02} : There is no significant difference among the opinion of teachers about the black board usage in the class room.

Table 5 Opinion regarding Black Board Usage (Friedman Test)

Opinion regarding Black board usage	Mean Rank	Rank	Chi-square value	P Value
Enhances effectiveness	9.76	4		

It helps in peer learning	8.78	8	62.785	<0.001**
More effective than IT enabled Lectures	5.87	6		
Helps to increase individual productivity	8.88	5		
Enhances active participation	8.04	12		
Helps to track the progress in learning	7.67	15		
Enable to discuss wider terms of topic	8.22	10		
It stimulates interest	6.87	16		
Error on lecture can be rectified easily	10.08	2		
Put stress on important points	8.82	7		
Better understanding of programs	7.84	14		
Increased flow of thought	7.99	13		
Enhances teacher-student interactions	10.74	1		
Better problem solving	9.87	3		
	8.47	9		

Able to take notes				
Lectures well organized	8.11	11		

Source: primary data

From the table it is clear that the opinion of teachers about Black board usage in the class room. In order to test whether there is any significant difference among mean rank towards the opinion of teachers in the college Friedman chi-square test was applied. The test result is shown in Table 5, Since P value is less than 0.01, the null hypothesis H_{02} is rejected at one per cent level of significance. Hence there is a significant difference among mean ranks towards the opinion of factors using black board in the class room. Based on the mean rank, black board enable to discuss wider terms of topic (10.74) emerges first, followed by error on lecture can be rectified easily (10.08), better problem solving (9.87) etc.

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