

Public Abstract

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Title:AN EXAMINATION OF THE INFLUENCE OF POWERPOINT LECTURES IN HIGHER EDUCATION UPON STUDENT ASSIGNED READING COMPLETION

Abundant research and literature suggest the unreflective use of PowerPoint presentations to deliver core content in higher education classes may have a negative effect on student learning. Many students rely heavily on downloadable notes from electronic delivery to the exclusion of out-of-class assigned reading in preparation for assessment. Concurrently a continual shift of student focus away from class preparation and self-learning fosters an environment where students forgo preparation and rely on professors to distill information from texts and render appropriate content conclusions. If students do not possess sufficient core information on a subject for class discussions and activities, conceptual change through active learning is hampered.

This mixed methods research examined the influence of PowerPoint presentation as a means of delivering content in higher education courses and the influence of this instructional mode on assigned student reading completion. Participants included faculty members and students enrolled in one program discipline area using separate student and faculty member online surveys, two student focus group sessions, a faculty focus group session, and separate student and faculty interview sessions and document analysis to collect data.

The study findings revealed several emerging themes: (a) an informational sifting generation, (b) differing faculty philosophies of teaching/learning theory, and (c) co-dependence of student motivation and teacher reflective instruction. Overall the research discovered that reflective use of PowerPoint and other student centered learning perspectives could positively impact assigned reading and other characteristics of active learning in the classroom.