Review article 15


This article examines the benefits and effectiveness of presentation graphics like PowerPoint in the classroom. Students enrolled in several courses were compared on student evaluations of instruction, grades and attitudinal questionnaire. The instructors of the courses taught the same course across two successive semesters, using traditional ‘chalk and talk’ methods the first semester, and PowerPoint the next; all other techniques being held constant. The results of the study suggest that organization and clarity, entertainment and interest, professor likeability, and good professor behaviors were enhanced with PowerPoint although final grades were not. It indicates that students who completed the class during the semester in which PowerPoint was used to present class material were more likely to feel that it was easy to stay focused on lecture material, helpful in increasing classroom learning and interest level of the class. Furthermore, students enrolled in the PowerPoint classes indicated that the professor demonstrated the significance of the subject matter more, more clearly stated the objectives of the course, offered more opportunities to apply learned skills through exercises and projects, gave more projects that required problem solving and critical, original or creative thinking, gave more helpful feedback on tests and assignments and demonstrated how technology can be used to search for and present information or solve problems to a greater extent than students enrolled in classes not using PowerPoint. However, the analyses of the impact of the use of PowerPoint on students’ final grades in the classes revealed no significant differences between the classes with and without the use of PowerPoint.

**Keywords:** Presentation graphics; PowerPoint; Improving classroom teaching-learning; Grades; Evaluation.