
In this study, the effects of non-interactive computer assisted instruction on students’ performance, self-efficacy, motivation and attitudes were examined. Half the lectures presented to two Introductions to Psychology classes were taught in a traditional lecture format and half were accompanied by PowerPoint multimedia. The results of this study pertain to the difference between the students’ subjective and objective performance. The results imply that accompanying lectures with PowerPoint presentations does not significantly affect students’ achievement. Both students’ responses to the attitude questionnaire and their open-ended comments reflected greater positive attitudes and self-efficacy beliefs when PowerPoint accompanied lectures. The study further reveals that students that received traditional instructions first and then received lectures with PowerPoint did not experience a change in classroom motivation. However, students who were initially taught with PowerPoint and then received traditional lectures became less motivated during the traditional lecture format. The author claims that non-interactive computer assisted instruction yields more subjective effects than objective ones.

**Keywords:** PowerPoint; Self-efficacy; Attitudes; Pedagogical issues; Improving classroom teaching; Teaching-learning strategies; USA.