



# A Study of Effect of Interactive Power Point Presentation on the Understanding of Action Research Topic in Teaching of Social Science Subject of B.Ed. Students

Dr. Jyoti Tiwari\*

**Abstract:** Current Covid-19 situation bring the paradigm shift in education. As social distancing is the only measure to control its giant spread and for the safety concerns of children around 188 countries announced the closure of schools and nearby 1.6 billion students were affected through it. Schools and teachers did tremendous job and started the education through online modes and shared the online content with students. In this paper I tried to cover the analysis of my small study through which I studied the effect of interactive Power Point Presentation on the understanding of B.Ed. students that whether it is effective in comparison of simple Power Point Presentation. The result was analyzed through the mean scores of pre-test and post-test.

**Study concluded that the Interactive Power Point Presentation was found to be significantly helpful in improving understanding of students on the topic of Action Research.**

**Keywords:** Pandemic, Interactive Power Point Presentation, Pre-test and Post-test.

## 1. INTRODUCTION

*"We need to bring learning to people instead of people to learning."*  
- Elliot Masie

Online learning is the future of education and in the situation of Covid-19 pandemic it is the need of the hour. Through E-learning, Mobile learning and distance learning we can easily access new skills and information which was earlier available to only selected few. Hence, people in the countries where traditional learning is facing various obstacles can take advantage of online learning and even find the ways to enhance the online learning.

Fateme Samiei Lari of Islamic Azad University, Larestan, Iran did a study in 2014 on The Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools. He took a sample of 56 female students of a secondary school and divided in to two groups. Each group was taught English subject differently, one group was taught by

using technology like PowerPoint presentation and the second group was taught through a traditional method like textbooks. The analysis of results represented that the students learned through the technology or Power Point Presentation (Experiment Group) scored much better than the students who learned through text books (Control Group). Means we say that the use of technology had a remarkable productive impact on learners' scores.

**Purpose/Need of the study-** Currently world is facing pandemic situation due to COVID 19. The World Health Organization (WHO) announced Covid-19 as a pandemic because of its giant spread and the only way to control or defeat this pandemic was social distancing. From closing of school to destroying the industrial structure and millions of jobs lost makes the social economic cost of this pandemic much severe.

To control the spread of Covid-19, Government of India announced the complete lockdown from 22 March 2020 and from that day onwards all schools of India were closed and students attending their classes through various online platforms, Radio telecasts and Television Channels. The pandemic has converted the centuries old traditional chalk-talk classroom teaching to online teaching which is based on technology.

As per the UGC guidelines, our college notified us to send online content to students and asked to take online classes. I have shared a PowerPoint presentation on the topic Action Research to B.Ed. Second semester, teaching of social science students of Army Institute of Education, Greater Noida through Google classroom and took an online assessment. I found that some students have scored less marks and noticed that most of them had connectivity issues and have not attended the online class. So they were dependent only on PPT shared by me. I analyzed the situation and thought to share an interactive power point presentation in which my recorded audio, video and some practice questions was inserted. I conducted a posttest after the 15 days and found that the mean score of the same class was raised.

\*Assistant Professor at Army Institute of Education, Greater Noida, Affiliated to Guru Gobind Singh Indraprastha University (GGSIPU), New Delhi, India.  
tiwari.jyoti123@googlemail.com

This research aims to examine if using interactive power-point presentations in the classroom can improve the efficiency of Action Research topic in B.Ed. students of Army Institute of Education, Greater NOIDA, UP.

So the study addresses the following questions:

**Does teaching Action Research Topic using interactive power-point presentations contribute to better learning compared to simple power point presentation?**

***Explanation of Terms (Major areas suggested in my research topic):***

**Interactive Power Point Presentation:** Power-Point Presentation programme was developed by Microsoft. It is widely used by Students, Business people, teachers, teacher educators, professionals and trainees. According to Segundo & Salazar it is a complete programme for presentation which allows you to construct appealing Power Point Presentation to teach English as a Foreign language subject. Microsoft also gives features like inserted audio and video to make your PowerPoint presentation interactive. Here simple power point Presentation means Presentation with text and diagrams whereas interactive power point presentation means presentation with inserted audio, video and questions.

B.Ed.: Bachelor of Education is the full form of B.Ed. It is an under graduate professional degree which prepares students for teaching profession. Action research topic comes under most of the pedagogy subjects included in the second semester to make them able to conduct an action research.

***Review of related research and literature on the study topic***

Stepp-Greany (2002), concluded, in her study that she finds numerous benefits of using technology in the classroom like enhanced motivation, betterment in self-concept and proficiency in basic skills. She finds that it is more students centric approach and it enhance the student's engagement in the learning process.

Corbeil's study (2007), concluded that students who were exposed to Power Point Presentations and preferred them over the textbook, scored better. She convinced that the students were performed better when their attention was grabbed by different fonts, color, visual effects and animations.

Segundo & Salazar (2011), reported in their study that Power Point Presentation is an effective tool of teaching language. It could be utilized for presenting new language structure to students, drilling and practicing and evaluating the language structure which have been already taught to them.

Ozaslan & Maden (2013) resulted in their study that Power Point Presentation made the content more captivating and able

to hold the students' attention. In result learning was enhanced when the course material was presented through Power Point Presentation and used some visual tools.

Linda Cornwell (2014), indicates through her study that PowerPoint has no impact on learning but students like it, and the way it is used affects learning.

Yukiko Inoue Smith (2015) reexamined PowerPoint's potential to enhance traditional pedagogical practices in higher education. The findings of this study suggests that using PowerPoint meets students' needs, as well as the professor's needs. It is a shift from a passive, teacher-centered classroom to an interactive, student-centered classroom.

***Objectives of the study***

To compare mean score of achievement of Action Research Topic of B.Ed. students before and after using Interactive power point presentation.

***Hypotheses of the study***

There will be no significant difference in mean scores of achievement in topic of action research of B.Ed. students before and after using interactive power point presentation.

**2. RESEARCH DESIGN**

**Research Method:** Pretest Posttest Single Group Design will be used. Simple power point presentation (with text and figure) is shared with student and achievement test was taken. It will be taken as a pretest. After sharing interactive power point presentation (with audio, video and questions) posttest will be taken and mean score will be compared.

**Tools for data collection:** Self-made questionnaire (Objective questionnaire)

A self-made objective questionnaire is developed through google forms and shared with students as a pretest. After giving treatment of interactive power point presentation, posttest was conducted through same self-made questionnaire. The gap between pretest and post-test was 15 days.

**Statistical techniques for data analysis:** The data will be analyzed with the help of correlated t-test

The objective of this Action Research is to compare mean scores of achievement in topic action research to B.Ed. students before and after using interactive power point presentation.

**Procedural steps for conducting research:** pretest and posttest score was compared with the help of t-test and co related t value was analyzed on the 0.01 significance level. On the basis of result Null hypothesis was selected or rejected.

**Results and Interpretation-**

Testing	Mean	SD	N	Correlated t test	Remarks
Pre test	6.57	0.97	30	10.89	P<0.01 Value of P should be lesser than table value of 0.01 level for selection of Null Hypothesis. But here The P value is higher than the table value at 0.01 level so the Null Hypothesis is rejected.
Post test	8.87	0.63	30		

From Table 1, it is visible that the correlated t-value is 10.89 which is significant at 0.01 level with df=58. This means that there is a significant difference in mean scores of Achievement in action Research topic before and after using Interactive Power Point Presentation. Thus the Null Hypothesis that there is no significant difference in mean scores of achievement in Action Research Topic before and after interactive power Point Presentation is rejected. Further the mean score of Achievement in Action Research Topic before giving Interactive Power Point Presentation is 6.57 which is significantly lower than after giving Interactive Power Point Presentation whose mean score of Achievement is 08.87. It may, therefore, be said that Understanding of the topic Action Research topic improved after giving interactive Power Point Presentation. In other words, Interactive Power Point Presentation was found to be significantly helpful in improving understanding of students on the topic of Action Research.

**Educational implication-**

1. Study will help the teachers to make them understand the importance of Interactive Power Point Presentation.
2. Study will help the teachers to deal with the individual differences of the classroom.

**suggestions for further studies-**

1. Research can be conduct on large population to make the result generalize.
2. Research can be conducted to check the impact of other online educational applications like insert learning, quizzes, Edmodo, Kahoot and many more.

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