



Foundations

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Creating e-Learning with PowerPoint

There's an old urban myth that humans use only 2 percent of their brains. While that's never been substantiated, the idea does seem to bear out in regard to PowerPoint: most users employ just a fraction of PowerPoint's capabilities. Those of us in training know that an awful lot of classroom PowerPoint shows are just mind-numbing screen after screen of bulleted text. Adventuresome trainers may add some decorative elements like spinning slide transitions, pretty clip art, or animated text. In its worst application, poorly designed PowerPoint shows are uploaded to the web and called "e-learning." But they aren't "e-learning" programs. They are e-presentations or e-lectures or e-reading, but there's no learning there anywhere. Likewise, those who think PowerPoint can't be used to create good e-learning programs have likely only seen PowerPoint at its worst: slide after slide of bulleted lists, dizzying irrelevant animation, and decorative rather than meaningful graphics. (For that matter, many e-learning programs, regardless of the authoring tool used, suffer from

the same problems. Search [www. Google.com](http://www.Google.com) for a common topic like “online safety training” and see what you get.)

“In user testing, Microsoft found that nine out of every ten features that customers wanted to see added to Office products were already in the program.”

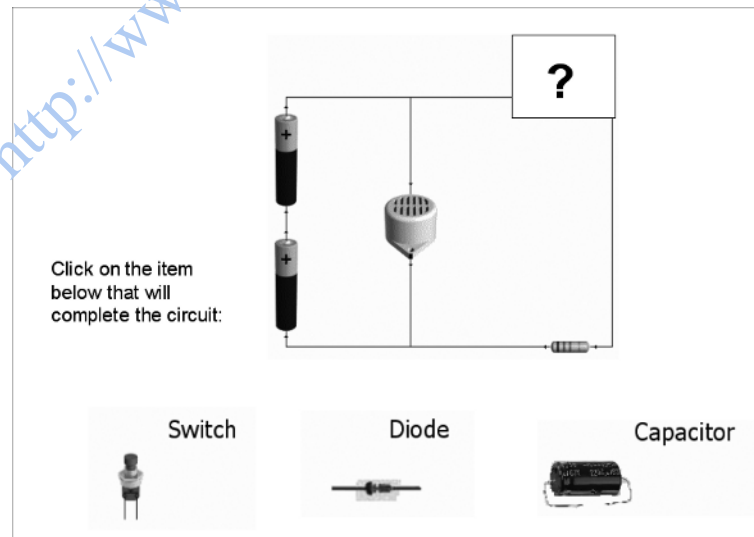
Ina Fried, www.CNETnews.com, September 2005

It’s a shame that PowerPoint is so often badly used or underused, because it can be so much more than a presentation tool. For those interested in e-learning, it can often replicate what is otherwise done with expensive authoring tools. With PowerPoint, some imagination, and some patience, you can create interesting, engaging online courses with meaningful interactivity. Figures 1.2 through 1.9 show some examples of PowerPoint’s potential.

Examples

Multiple-Choice Quizzes

Figure 1.1. Multiple-Choice Quiz

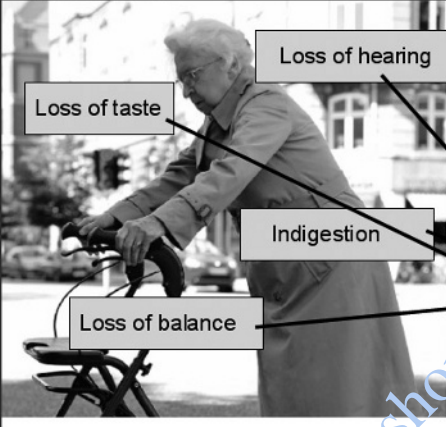


Source: Simon Drane. Component images. www.crocodile-clips.com.

Matching Exercises

Figure 1.2. Matching Exercise

Signs of Aging



Match changes to symptoms

Cochlear Degradation	Loss of muscle mass
Decrement in taste sensitivity	Decreased esophageal motility

Note: In the original image, arrows connect 'Loss of hearing' to 'Cochlear Degradation', 'Loss of taste' to 'Decrement in taste sensitivity', and 'Loss of balance' to 'Loss of muscle mass'. The arrow for 'Indigestion' does not connect to any option in the table.

Game-Show-Type Games

Figure 1.3. Jeopardy-Type Game

Take the Challenge!

Basics	Systems	Specs	Miscellany
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400

Word Search Puzzles

Figure 1.4. Word Search Puzzle

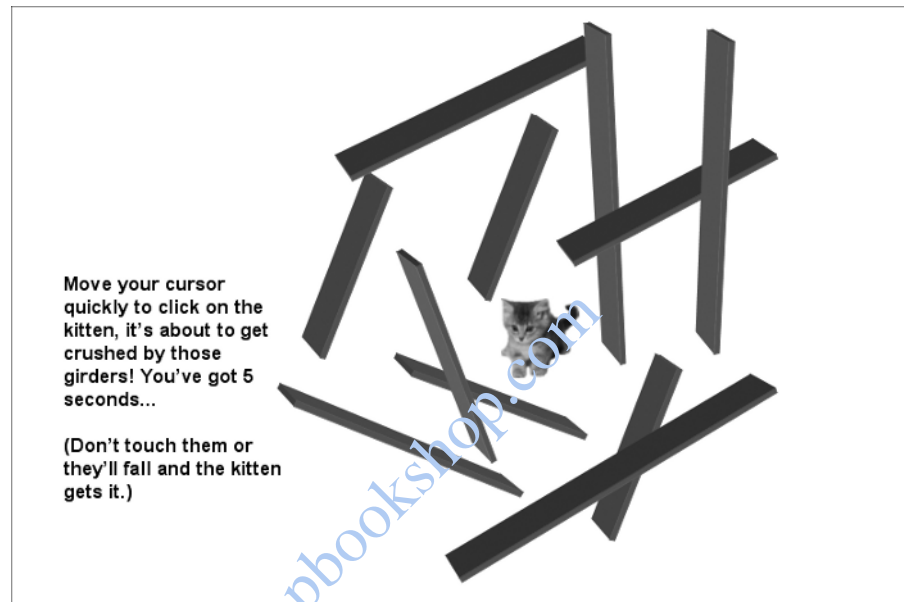
Word Search

R	E	S	P	O	N	S	I	B	I	L	I	T	I	E	S	A
O	S	Y	C	A	H	T	I	C	S	A	I	P	N	E	R	O
L	R	S	Y	S	T	E	M	Q	I	S	A	O	V	W	C	S
E	E	T	L	S	E	C	U	R	I	T	Y	L	R	I	R	E
S	N	E	C	D	Z	P	L	A	N	I	R	I	S	I	I	L
P	W	M	T	E	C	H	N	I	C	A	L	C	N	L	S	U
M	O	I	C	O	N	T	R	O	L	S	T	Y	N	G	K	R
S	D	D	F	I	B	S	E	C	U	R	B	O	U	S	E	E
O	P	E	R	A	T	I	O	N	A	L	C	T	L	S	X	P
M	A	N	A	G	E	M	E	N	T	C	O	N	T	R	O	L
S	T	T	E	S	J	N	S	S	E	C	C	A	L	S	N	G

Source: Marirose Coulson and Donna Ebling, Booz Allen Hamilton

Mazes

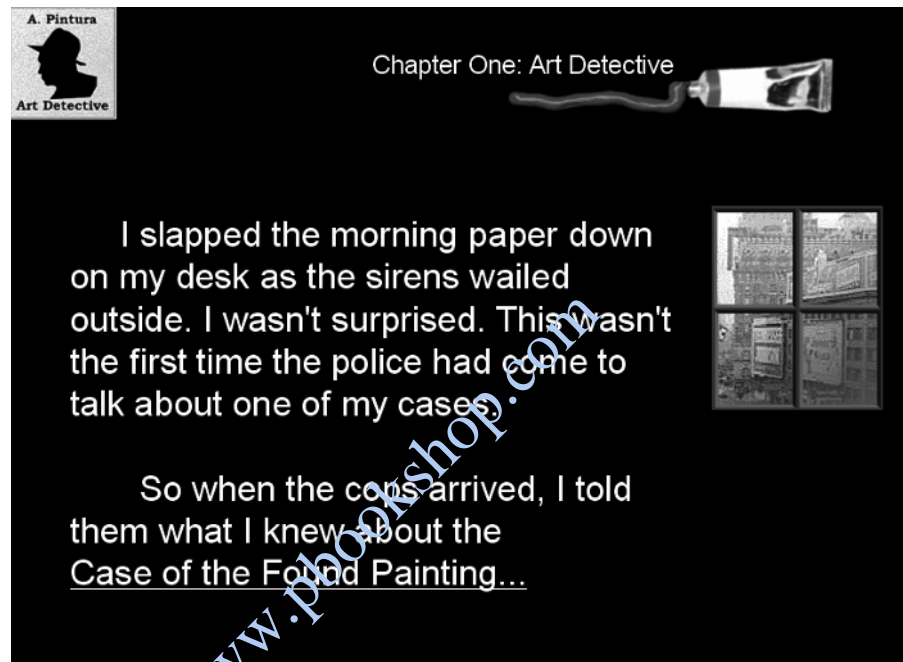
Figure 1.5. Maze



Source: From online PowerPoint manual available at www.agsci.utas.edu.au/ppmultimedia/.

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Case Studies

Figure 1.6. Case Study

A. Pintura
Art Detective

Chapter One: Art Detective

I slapped the morning paper down on my desk as the sirens wailed outside. I wasn't surprised. This wasn't the first time the police had come to talk about one of my cases.

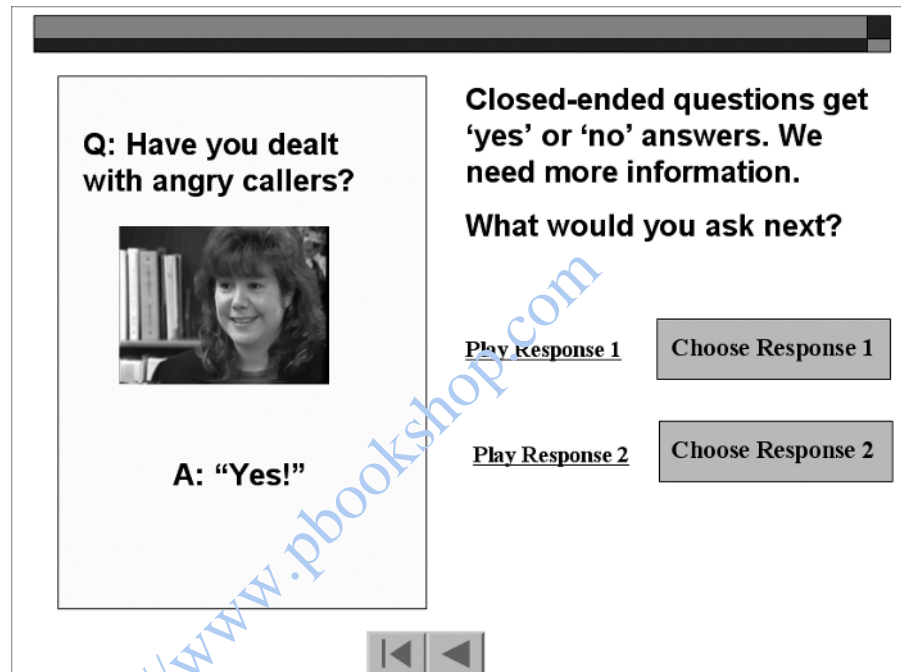
So when the cops arrived, I told them what I knew about the Case of the Found Painting...

Source: Eduweb

<http://www.bookshop.com>

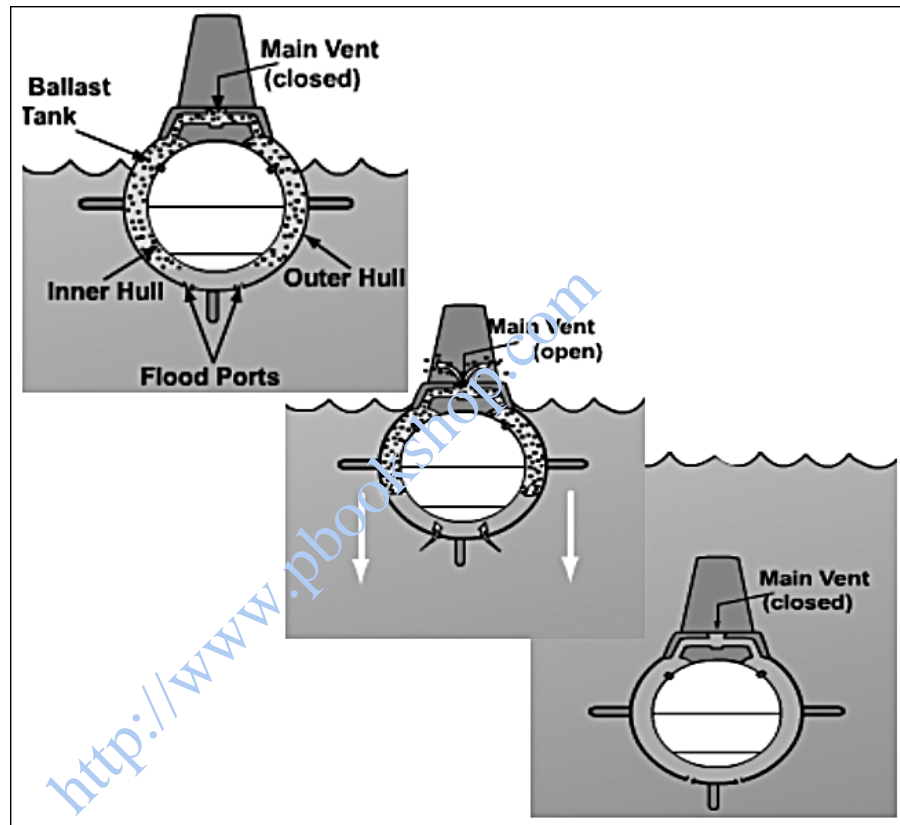
Simulations with Branching Decision Making, with Embedded Audio and Video Clips

Figure 1.7. Simulation with Branching Decision Making



The screenshot displays a simulation interface with a dark grey header bar at the top. On the left, a white box contains a question: "Q: Have you dealt with angry callers?" Below the question is a video clip of a woman with dark hair smiling. Underneath the video is the answer: "A: 'Yes!'". To the right of the question box, the text reads: "Closed-ended questions get 'yes' or 'no' answers. We need more information. What would you ask next?". Below this text are two response options, each with a button: "Play Response 1" with a "Choose Response 1" button, and "Play Response 2" with a "Choose Response 2" button. At the bottom center of the interface are two navigation arrows (left and right). A large blue watermark "http://www.pbookshop.com" is overlaid diagonally across the bottom half of the image.

Animations That Teach

Figure 1.8. Animation Illustrating Concept

Source: www.onr.navy/mil

Let's Get Started

The rest of this book takes you on a step-by-step walk through the process of developing e-learning with PowerPoint. Chart 1.1 provides an overview of the basic process for creating an e-learning program with PowerPoint, while Table 1.1 offers a checklist (there's a printable version on the CD accompanying this book) of the process in more detail.

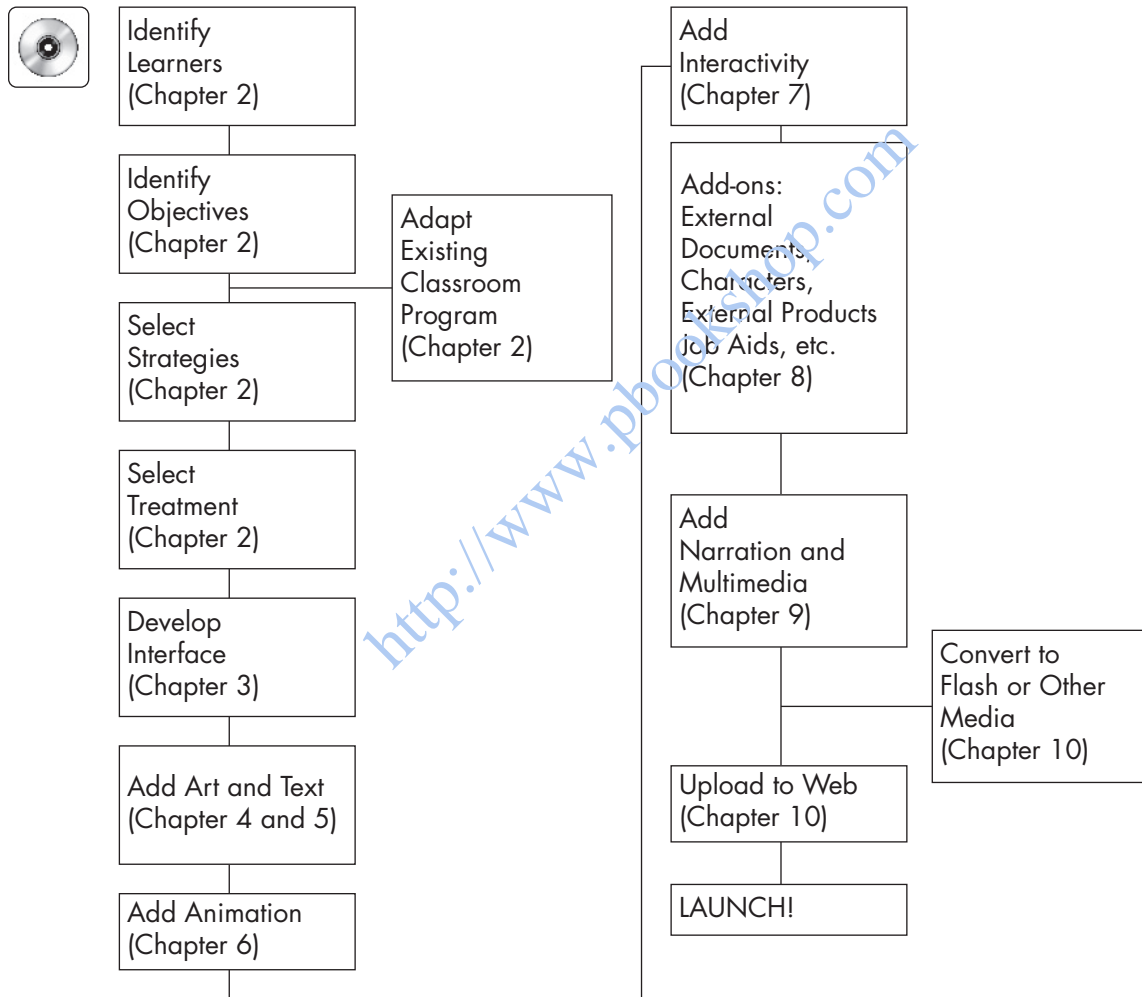




Table 1.1. Checklist for Creating an e-Learning Program with PowerPoint

- Identify your learners.
- Determine objectives.
- Adapt existing classroom program (if applicable).
- Choose strategies.
- Choose treatment.
- Create main file folder and subfolders for images, media, etc.
- Develop storyboard.
- Create Graphic User Interface (GUI) and slide and title masters. Include "how to use this program" information for new learners.
- Add art and text.
- Add animation.
- Add interactivity.
- Add narration and multimedia.
- Save everything!
- Add other elements: documents, characters, external quizzes and sites, pre- and post-work, "blended" components, job aids.
- Add a site map.
- Save everything!
- Convert to Flash or other media (optional).
- Upload to web or LMS
- Test.
- Launch.

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Lesson Learned

Use Chart 1.1 as your guide. Along the way, be sure to test, test, test! Check your objectives with your stakeholders. Have some of your learners try out your interface. See how interactions work in different versions of browsers. A key to rapid training development is to "pilot as you go", rather than wait to launch a product only to have it see extensive revision.

The accompanying CD offers narrated explanations, “you try” tutorials, examples of items such as working animations and interactions, and templates for game design.

Summary

This book will help you move “beyond the bullets” to new ways of thinking about PowerPoint-based e-learning. Success in applying this material isn’t a matter of technical wizardry. It takes patience and creativity and a willingness to experiment and learn, as we often do, through some trial and error. I hope you enjoy this journey. Source: Nick D’Alessandro, University of Tasmania. © Commonwealth of Australia.

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