



# Interactive Presentations

Jasmine Chapman  
ETEC 523: Mobile and Open Technologies





What is AhaSlides?

Share



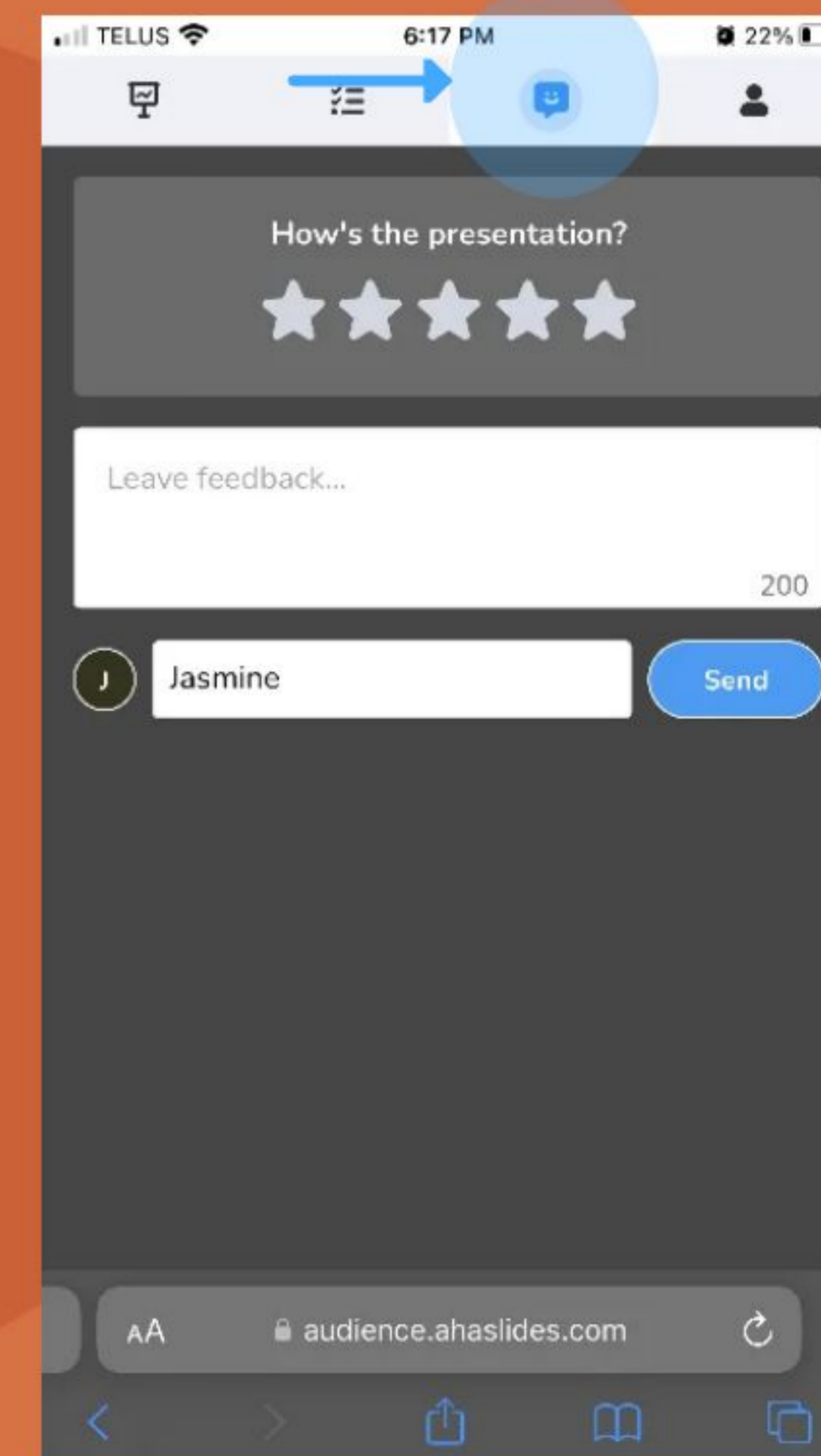
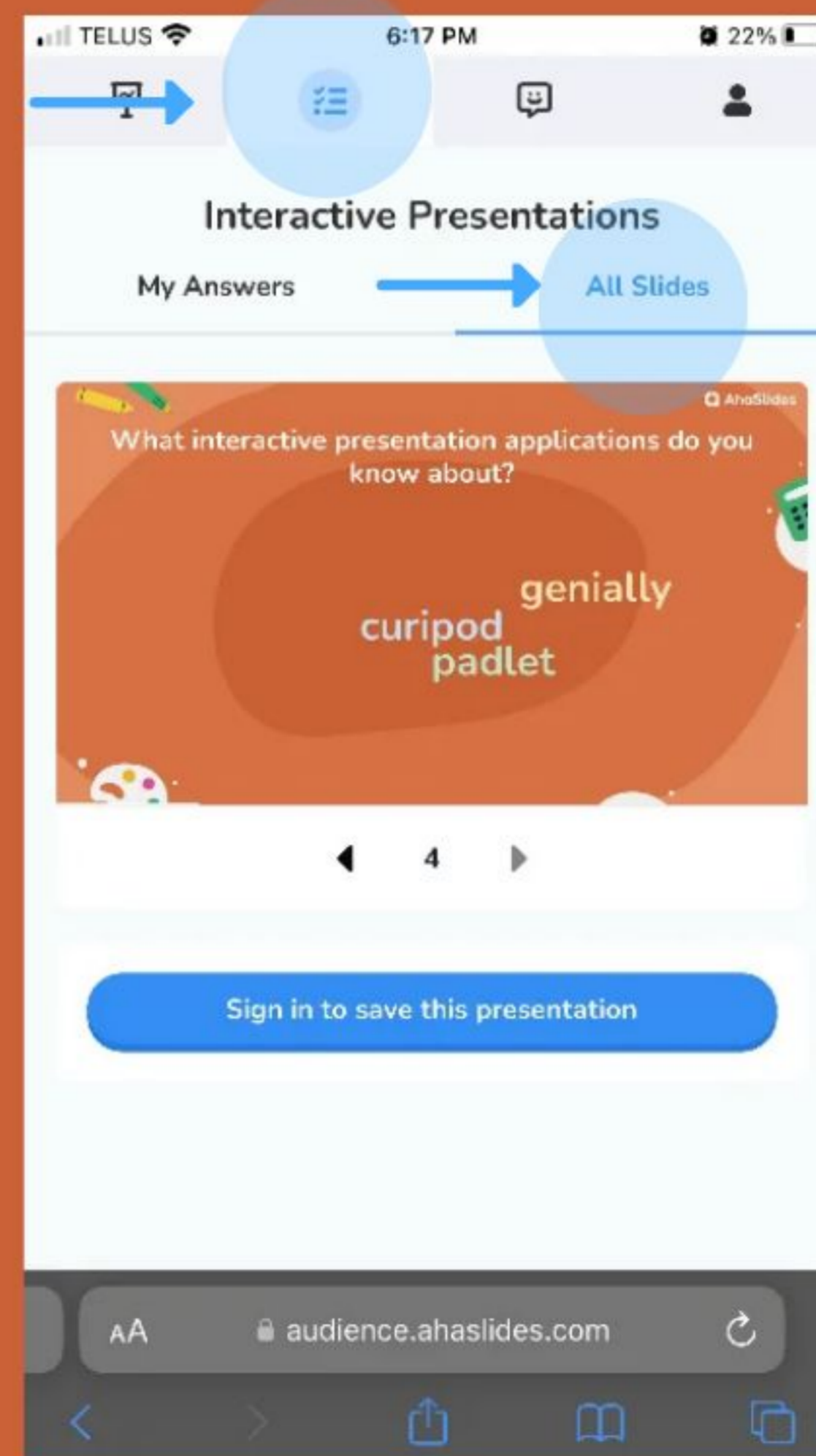
# 100% Engagement!

Watch on YouTube

What is Aha Slides?



# How to See Results and Leave Feedback



Middle Picture - Click The Arrows To Work Through The Presentation



# How have you seen Interactive Presentations used?





# The Role of the Cell Phone

In a high school classroom setting, the majority of students have a cell phone. Of course, the issue with phone usage is that students are using it inappropriately. Therefore, if we allow students to use their phones, but guide their usage for something productive, it could help curb students' need to use their phone for a different purpose (ie. games and social media)... just make sure they silence their notifications.





What interactive presentation applications do you know about?

curipod  
genially  
padlet





# Examples of Interactive Presentation Applications

- Aha Slides
- Prezi
- Curipod
- Genially
- Mentimeter
- Wooclap
- Padlet






# Different Applications

Different applications, like the ones listed in the previous slide, have different capabilities. Of course, they are also all developing at a rapid pace and different applications are taking ideas from others.

Take Aha Slides for example, it is currently developing a drawing option, pinning option, and categorizing option. These are all things that other applications (ie. Curipod) have already implemented.

Additionally, due to different applications' usability level and their capabilities, teachers can choose to use an application that fits with the lesson of the day.





# Benefits of Using Interactive Presentations

- Keeps track of who participated
- The material is in front of them
- They can watch videos on their own
- They can be collaborative with their classmates
- Class work can be downloaded and posted online
- Students can screenshot material
- It can be used on a variety of mobile devices





# How can you see interactive presentations helping students?







Could you see students be more engaged in the material if they are able to interact with it?

Yes  No  Maybe









# Mobile Usability

Like previously mentioned, students are able to see and interact with the slides both synchronously and asynchronously.

Through synchronous learning, students will scan a QR code or enter in a code to allow them access to the presentation. This presentation can take many forms and can have different types and levels of interactivity. It is really up to the teacher and what works best for the students. When working through synchronously, applications like Aha Slides displays how many devices are logged on to the presentation. This is helpful to determine attendance and participation.









# Mobile Usability

When students are connected to the presentation it will appear on their device. Whether this be an interactive component (ie. quiz, drawing, wordcloud, etc) or a content slide, students will be able to view the material.

While the content slides will appear as is on the big screen and the mobile device, interactive components are slightly different. For example, if students are to make a word cloud they will enter the words and see them appear on the screen to see others' contributions. For Aha Slides, however, students need to go to a different tab within the presentation to see student responses if it is self paced.







# What issues can you see teachers having with using interactive presentations in their classrooms?

Students going to something else when they are supposed to be looking at the presentation.









# Teacher Hesitancy

Sometimes teachers can be hesitant to try something new, especially if they have all of their materials already developed.

Luckily for many teachers, a lot of interactive presentations can be created from already existing presentations from programs like Powerpoint. It would take the original presentation, but allow the teacher to make adjustments to make it interactive.

If technology is a cause for hesitancy, the best thing about interactive presentations is if the technology (ie projector) fails, the lesson can still continue almost seamlessly. Therefore causing less pivoting and troubleshooting to take place.









# NO MOBILE DEVICES

Many teachers have chosen to not permit mobile devices in their classroom as a whole to promote students doing their work in class and staying engaged. Therefore, they could be hesitant to adopt this type of presentation, as it would be putting phones back into the hands of the students.







Do you think eliminating cell phones will cause more problems? Do you think interactive presentations could be the solution?







What cost is manageable for teachers to spend on interactive presentation applications?







# Cost

Different applications can cost money. While there are arguments toward funding applications for teachers to use in their classroom, this is not always the case and applications can be quite costly.

Additionally, some applications offer educational licencing. While this is a great initiative, sometimes these are hidden so it requires some research before purchasing. For example, the monthly cost (when purchase annually) for the educational licence for Aha Slides is \$3, the non-educational license is \$8.

Finally, applications can hook you with their capabilities through their trial option. Unfortunately, a lot of these cost money, thereby causing a teacher to 'fall in love' with an application they can't afford.





# Is safety a priority?

None of the options is correct!

Yes  No  Depends On The Age







# Safety

Often times, when schools add technologies and applications they undergo a safety review. A lot of applications understand this, and therefore, try to make their applications as safe as possible.

Of course, there is still the question of how to students need to sign in, do they need to sign in, and what name do they use. Personally, to be on the safe side, I have students sign in with their school email and only use their first name. Some teachers will have code names for their students, which can work just as well or better. Additionally, applications like Curipod will automatically give students a different name to be shown on the screen (which can be a positive and a negative).





# The Research

Interactive presentations can have a positive impact on student performance.

According to a 2022 study by Kyvete Shatri and Ledianana Shala, students who learned a lesson with an interactive presentation (Pear Deck) test marks were higher than students who did not have access to an interactive presentation.



# The Research

Additionally, a 2021 study titled, "Increasing Engagement during Online Learning through the Use of Interactive Slides" by Nazzy Pakpour, Isabel Souto, and Pamela Schaffer indicated:

"Interactive slides can provide instructors a way to repurpose existing materials into a new, more dynamic engaging learning modality. These slides can also help instructors leverage the vast array of quality materials that are already available online or are generously being offered by other instructors."



# Conclusion

- Interacting with material will increase memory
- Students will learn from each other
- Teachers can share material
- Adds more freedom and changes
- Make class more fun





After reading more about interactive presentations, do you see yourself using them in the future? For what reasoning? What are some limitations?







# Resources

Pakpour, N., Souto, I., & Schaffer, P. (2021). Increasing Engagement during Online Learning through the Use of Interactive Slides. *Journal of Microbiology & Biology Education*, 22(2). <https://doi.org/10.1128/jmbe.00117-21>

Shatri, K., & Shala, L. (2022). Evaluating the Effect of Interactive Digital Presentations on Students' Performance during Technology Class. *Education Research International*, 2022, 1–9. <https://doi.org/10.1155/2022/3337313>

