

## **Use of Power Point Presentations (PPT) in Promoting Constructivist Learning at College Level - A Study**

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### **Background of the Study:**

Constructivism says that learners bring their personal experiences into the classroom and these experiences have a tremendous impact on students' views of how the world works. Students come to learning situations with a variety of knowledge, feelings, and skills, and this is where learning should begin. This knowledge exists within the student and is developed as individuals interact with their peers, teachers, and the environment. Learners construct understanding or meaning by making sense of their experiences and fitting their own ideas into reality (Schulte 25). Children construct thoughts, expectations, and explanations about natural phenomena to make sense of their everyday experiences. Their explanations form an intricate framework that often differs from scientific views and are referred to as misconceptions, alternative conceptions, or alternative frameworks.

As the learner experiences this conflict between their misconceptions and newly discovered scientific explanations, a state of disequilibrium occurs, and the student becomes uncomfortable. Constructivists believe that actual learning takes place through accommodation, which occurs when students change their existing ideas in response to new information (26).

The theory suggests that humans construct knowledge and meaning from their experiences. Constructivism is not a specific pedagogy. Piaget's theory of Constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results.

Teachers who incorporate the constructivist model into their classrooms may need to change the way they plan and use activities in order to encourage student interactions, decision-making, reflection, debate, and problem solving. Constructivist teacher must use outside resources and materials such as additional books, videotapes, and computer programs and not rely solely on a textbook to enhance learning. In planning a lesson, teachers must not overestimate or underestimate the learning abilities of each student. Constructivist teachers must observe the students' actions and listen to their views without making judgments or trying to correct answers (Schulte 26).

Constructivist approach teaching methods are based on constructivist learning theory. Along with John Dewey, Jean Piaget researched childhood development and education. Both Dewey and Piaget were very influential in the development of informal education. Dewey's idea of influential education suggests that education must engage with and enlarge experience and the exploration of thinking and reflection associated with the role of educators. Constructivist learning theory says that all knowledge is constructed from a base of prior knowledge (*Funderstanding.com*).

### **How Constructivism Impacts Learning**

**Instruction**—Under the theory of constructivism, educators focus on making connections between facts and fostering new understanding in students. Instructors tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. **Assessment**—Constructivism calls for the elimination of grades and standardized testing. Instead, assessment becomes part of the learning process so that students play a larger role in judging their own progress (*Funderstanding.com*).

### **Constructivism in Classroom**

Constructivist teachers pose questions and problems, and then guide students to help them find their own answers. They use many techniques in the teaching process.

For example, they may:

- Prompt students to formulate their own questions (inquiry)
  - Allow multiple interpretations and expressions of learning (multiple intelligences)
  - Encourage group work and the use of peers as resources (collaborative learning)
- (*Thirteen.org*).

### **Teaching with Constructivism:**

The educational system is not conducive to comfortably support constructivism in the mainstream classroom. But there are small things educators, and parents, can do to support a child's learning and development through constructivist theory. Through constructivism, the main way of learning is the senses, causing the brain to build a full understanding of the surrounding world. This leads us back to the understanding that each child is an individual creating unique responses and experiences. This encourages greater bonds between adult and child, and deeper educational experiences resulting in higher knowledge and self-esteem (Lipoff n.d).

### **Advantages in Constructivist Teaching**

There are some advantages to constructivist teaching. This method of teaching is effective for students who learn better in a hands-on environment and helps students to better relate the information learned in the classroom to their lives. The constructivism curriculum also caters to the students' prior knowledge, encourages teachers to spend more time on the students' favourite topics and allows teachers to focus on important and relevant information. In a constructivism

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classroom, students often work in groups. This helps students learn social skills, support each other's learning process and value each other's opinion and input (Roberts n.d).

### **Role of Students in Constructivist Learning**

The expectation within a constructivist learning environment is that the students plays a more active role in and accepts more responsibility for their own learning.

- The role of the student to actively participate in their own education.
- Students are very reluctant to give up their established schema/idea & may reject new information that challenges prior knowledge
- Students may not be aware of the reasons they hold such strong ideas/schemata
- Learners need to use and test ideas, skills, and information through relevant activities
- Students need to know how to learn or change their thinking/learning style (*UCD Dublin*).

According to Audrey Gray the characteristics of a constructivist classroom are as follows:

- The learners are actively involved
- The environment is democratic
- The activities are interactive and student-centered
- The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous (*Constructivist Teaching Method*)

### **Need for the Study**

- Teachers use PPTs in the classroom to teach lesson concepts. Nowadays students create PPTs as a part of their classroom projects or assignments. It becomes necessary to evaluate the use of PPTs in the teaching-learning process.

### **Objectives of the Study**

The objectives of the study are:

- to find the technology tool most preferred by college students
- to evaluate the use of PPT in constructivist learning

### **Hypothesis of the Study**

- Students use PPTs promoting Constructivist Learning in college students.

### **Location of the Study**

- The location of the study is Chevalier T. Thomas Elizabeth (CTTE) College for Women, Perambur, Chennai.

### **Samples of the Study**

The samples of the study are II B.A. (English) students of Chevalier T. Thomas Elizabeth (CTTE) College for Women, Perambur, Chennai.

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## Research Tool

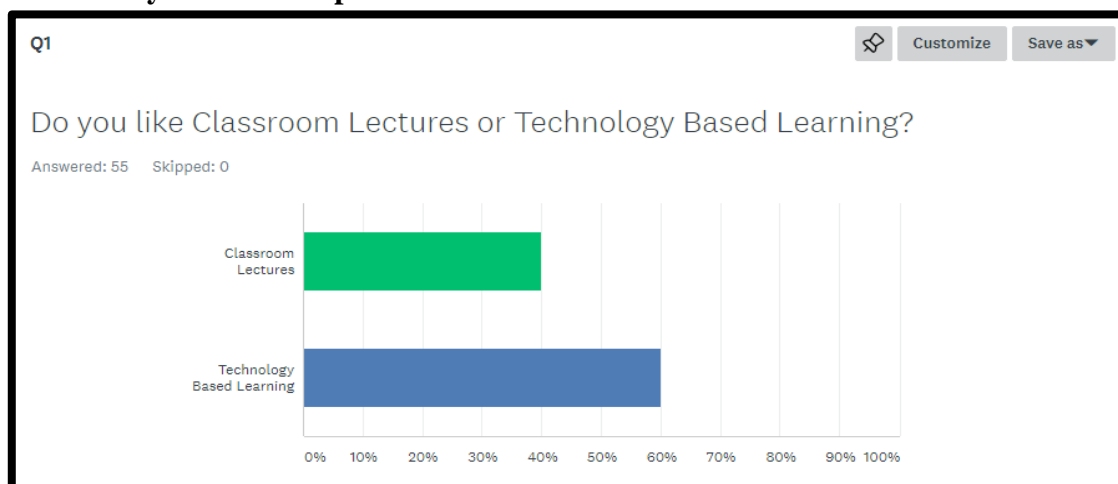
A survey questionnaire with 10 multiple-choice questions is designed using *Survey Monkey*.

## Steps Involved in the Study

II B.A. English students who use PPT/ Video Presentation as a part of their regular learning are chosen as the samples for the study.

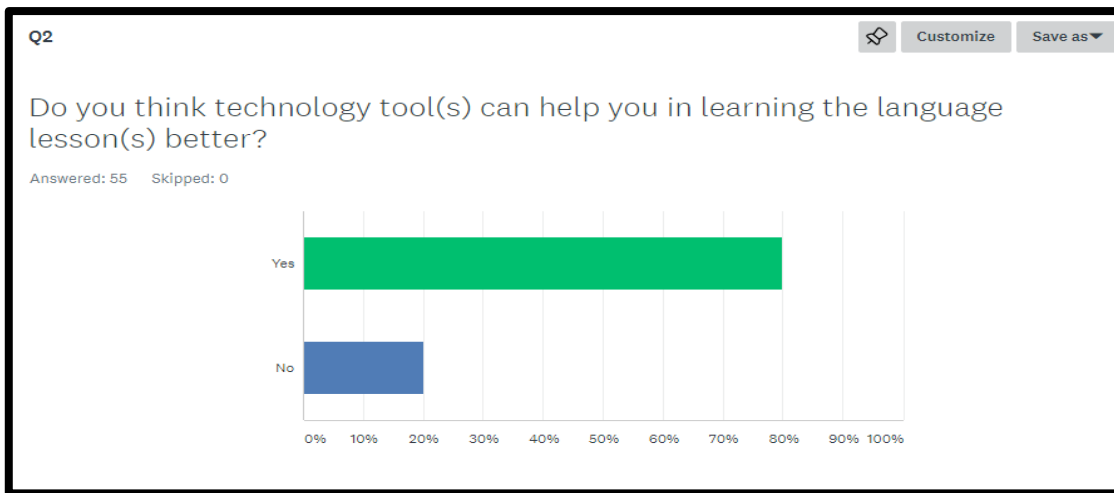
- The survey questionnaire with 10 multiple-choice questions (designed using *Survey Monkey*) is sent to the samples through their class *Whatsapp* group.
- The samples click on the link and complete the survey questionnaire.

## Data Analysis and Interpretation:



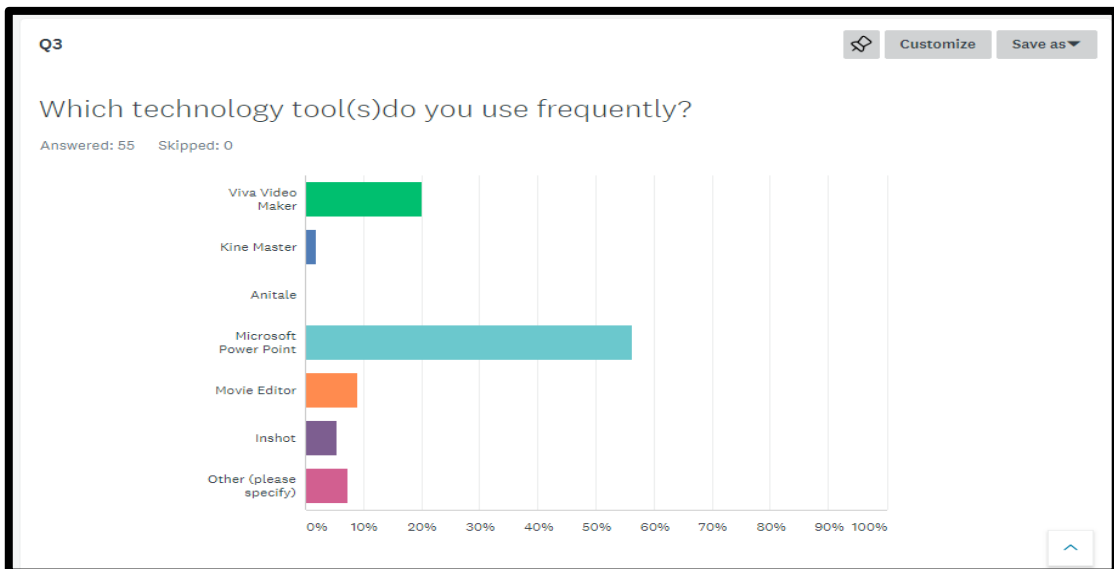
ANSWER CHOICES	RESPONSES
Classroom Lectures	40.00% 22
Technology Based Learning	60.00% 33
TOTAL	55

- Out of 55 students, 22 students (40%) like Classroom Lectures.
- 33 students (60%) like Technology Based Learning.



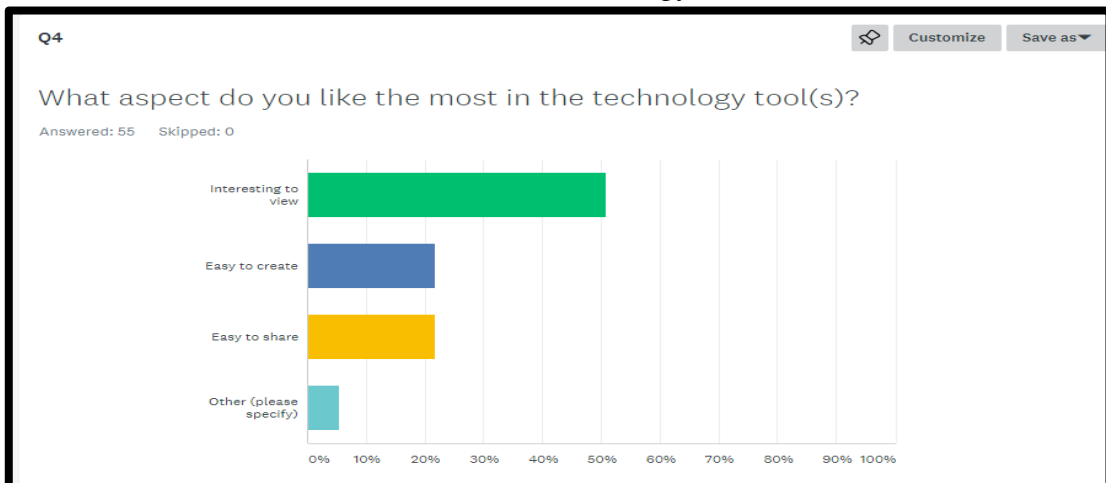
ANSWER CHOICES	RESPONSES	
Yes	80.00%	44
No	20.00%	11
TOTAL		55

- Out of 55 students, 44 students (80%) agree that technology tool(s) help them in learning language lesson(s) better.
- 11 students (20%) state that technology tool(s) do not help them in learning language lesson(s) better.



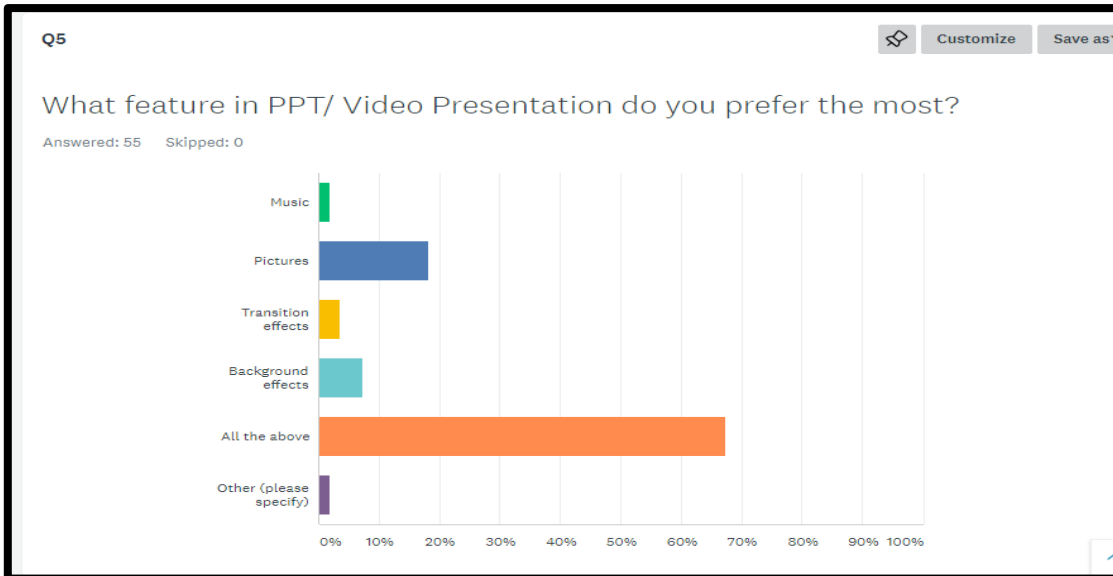
ANSWER CHOICES	RESPONSES	
Viva Video Maker	20.00%	11
Kine Master	1.82%	1
Anitale	0.00%	0
Microsoft Power Point	56.36%	31
Movie Editor	9.09%	5
Inshot	5.45%	3
Other (please specify)	Responses 7.27%	4
<b>TOTAL</b>		<b>55</b>

- Out of 55 Students, 31 students (57%) uses *Microsoft* Power Point technology tool frequently.
- 11 students (20%) use *Viva Video Maker* technology tools frequently.
- 5 students (9%) uses *Movie Editor* technology tool frequently.
- 4 students (7%) specify the name of other technology tool they use frequently.
- 3 students (5%) uses *Inshot* technology tool frequently.
- 1 student (2%) uses *Kine Master* technology tool frequently.
- None of the students uses *Anitales* technology tool.



ANSWER CHOICES	RESPONSES	
Interesting to view	50.91%	28
Easy to create	21.82%	12
Easy to share	21.82%	12
Other (please specify)	Responses 5.45%	3
<b>TOTAL</b>		<b>55</b>

- Out of 55 students, 28 students (51%) like PPT or Video presentation as it is interesting to view.
- 12 students (22%) like PPT or Video presentation as it is easy to create.
- 12 students (22%) like PPT or Video presentation as it is easy to share.
- 3 students (5%) specify other features they like the most.



ANSWER CHOICES	RESPONSES
Music	1.82% 1
Pictures	18.18% 10
Transition effects	3.64% 2
Background effects	7.27% 4
All the above	67.27% 37
Other (please specify)	Responses 1.82% 1
<b>TOTAL</b>	<b>55</b>

- Out of 55 students, 1 student (2%) prefers Music feature in PPT / Video Presentation.
- 10 students (18%) prefer Picture feature in PPT / Video Presentation.
- 2 students (4%) prefer Transition effects in PPT / Video Presentation.
- 4 students (7%) like Background effects.
- 37 students (67%) like all the features mentioned above.
- 1 student (2%) mentions the other feature she prefers the most in PPT / Video Presentation.

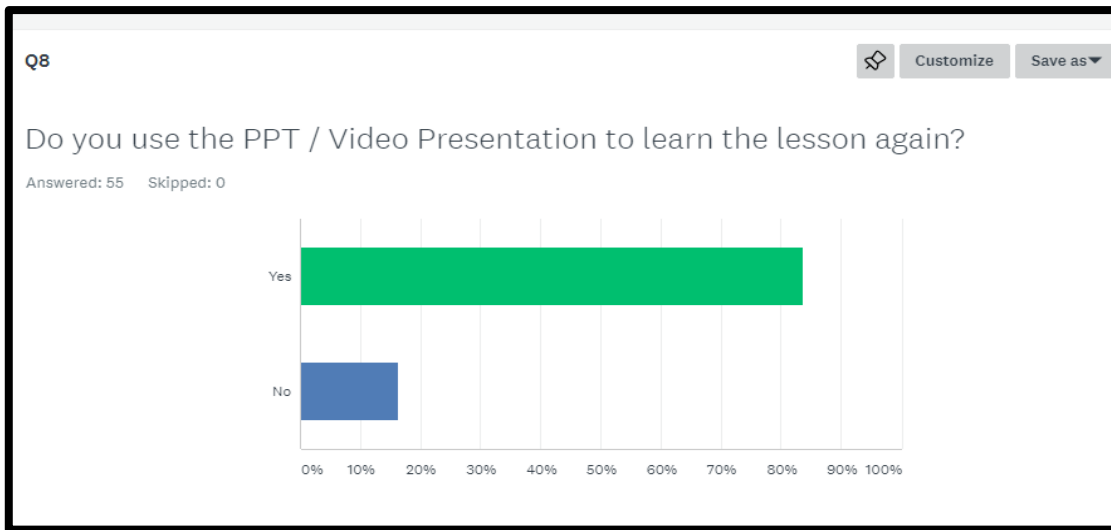
#### Q6 How much time do you spend to create PPT/ Video Presentation?

- 18 students spend 1 hour to create PPT / Video Presentation.
- 13 students spend half an hour to create PPT / Video Presentation.
- 18 students spend 10-20 minutes to create PPT / Video Presentation.
- 3 students spend more than an hour.
- 3 students state that time taken to create PPT / Video Presentation varies according to the content.

#### Q7 What kind of problem(s) do you face while creating PPT/ Video Presentation?

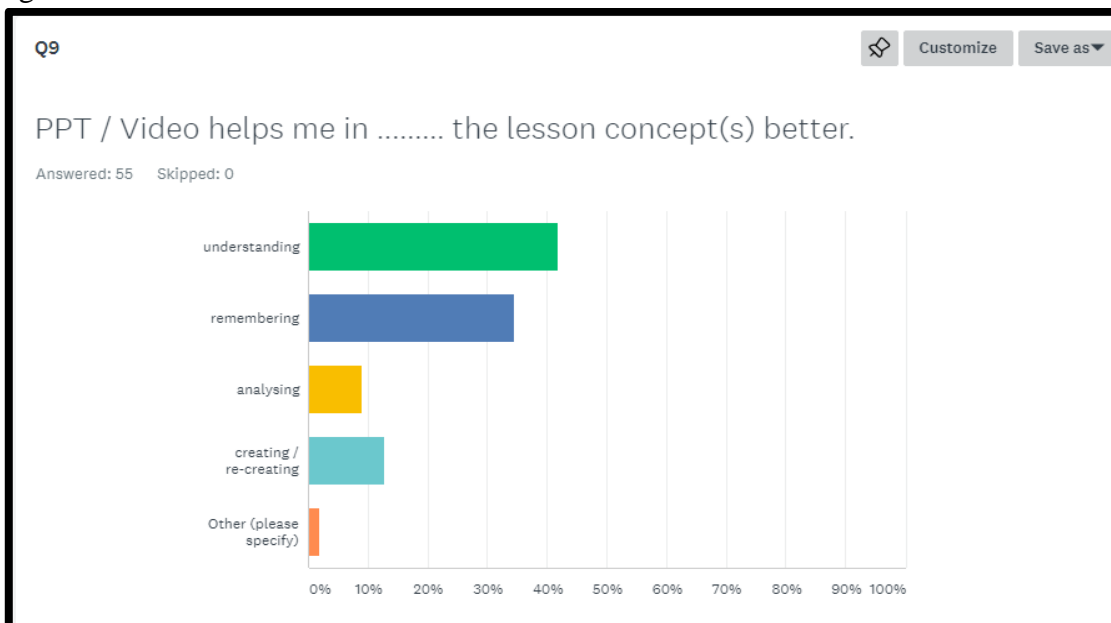
- 8 students state that inserting pictures and video is difficult while creating the PPT / Video presentation.

- 17 students find changing background effects and formatting style difficult.
- 29 students don't face any problem while creating PPT / Video Presentation.



ANSWER CHOICES	RESPONSES	Count
Yes	83.64%	46
No	16.36%	9
TOTAL		55

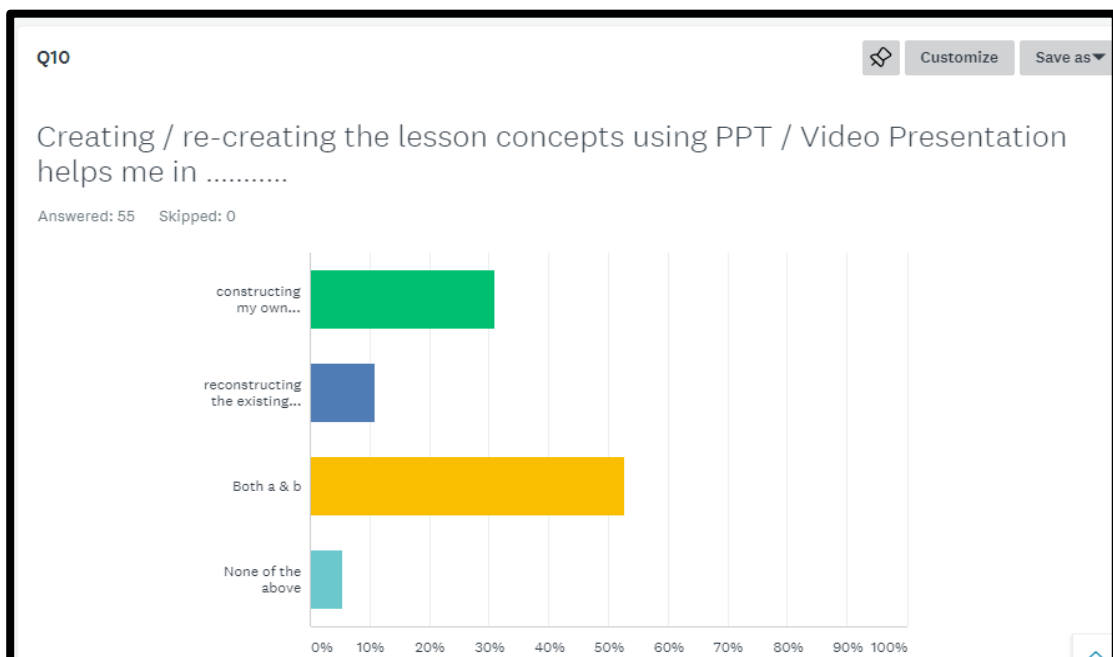
- Out of 55 Students, 46 students (84%) state that they use PPT / Video Presentation to learn the lesson again.
- 9 students (16%) state that they do not use the PPT / Video Presentation to learn the lesson again.





ANSWER CHOICES	RESPONSES	
▼ understanding	41.82%	23
▼ remembering	34.55%	19
▼ analysing	9.09%	5
▼ creating / re-creating	12.73%	7
▼ Other (please specify)	<a href="#">Responses</a> 1.82%	1
TOTAL		55

- Out of 55 Students, 23 students (42%) believe that PPT / Video Presentation helps them in understanding the lesson concepts better.
- 19 students (35%) agree that PPT / Video Presentation helps them in remembering the lessons concept better.
- 5 students (9%) state that PPT / Video Presentation helps them in analysing the lesson concepts.
- 7 students (13%) believe that PPT / Video Presentation helps them in creating / re-creating the lesson concepts.
- 1 student (2%) states that PPT / Video Presentation presents a different way of understanding lesson concepts.
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ANSWER CHOICES	RESPONSES	
constructing my own knowledge about the lesson concepts	30.91%	17
reconstructing the existing concepts in the lessons	10.91%	6
Both a & b	52.73%	29
None of the above	5.45%	3
<b>TOTAL</b>		<b>55</b>

- Out of 55 Students, 17 students (31%) state that creating / re-creating the lesson concepts using PPT / Video Presentation helps them in constructing their own knowledge about the lesson concepts.
- 6 students (11%) believe that creating/ re-creating the lesson concepts using PPT / Video Presentation helps them in reconstructing the existing concepts in the lessons.
- 29 students (29%) state that PPT / Video Presentation helps both in constructing new knowledge and reconstructing existing knowledge.
- 3 students (5%) do not agree that PPT / Video Presentation helps in constructing or reconstructing knowledge.

### Major Findings

- Most of the students prefer technology-based learning.
- Power Point Presentation (PPT) is the technology tool most frequently used by the students.
- Students understand the lesson concepts better by creating PPT / Video presentations.
- Students construct new knowledge or reconstruct existing knowledge while creating PPT / Video presentations.
- Power Point Presentation (PPT) promotes Constructivist Learning in college students.

### Recommendation

- Students can be encouraged to share their Power Point Presentations (PPTs) with their friends for peer-learning or group-learning purposes.
- They can be encouraged to add their names using watermarks and share their PPTs in websites like *Slide Share* for public viewing, sharing, and wide usage.

### Scope for Further Research

- Evaluative studies can be conducted to study the effect of PPTs in improving the exam scores of the students.
- Further research can be conducted to find the relevance of PPTs in collaborative learning.

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## ANNEXURE SURVEY QUESTIONNAIRE

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1. Do you like Classroom Lectures or Technology Based Learning?
    - a) Classroom Lectures
    - b) Technology Based Learning
  2. Do you think technology tool(s) can help you in learning the language lesson(s) better?
    - a) Yes
    - b) No
  3. Which technology tool(s) do you use frequently?
    - a) Viva Video Maker
    - b) Kine Master
    - c) Microsoft power point
    - d) Anitales
    - e) Other (please specify)
  4. What aspect do you like the most in the technology tool(s)?
    - a) Interesting to view
    - b) Easy to create
    - c) Easy to share
    - d) Other (please specify)
  5. What feature in PPT/Video presentation do you prefer the most?
    - a) Music
    - b) Pictures
    - c) Transition effects
    - d) Background effects
    - e) All the above
    - f) Other (please specify)
  6. How much time do you spend to create a PPT/ Video Presentation?
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7. What kind of problem(s) do you face while creating PPT /Video Presentation?
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8. Do you use the PPT /Video presentation to learn the lesson again?
    - a) Yes
    - b) No
  9. PPT / Video presentation helps me in \_\_\_\_\_ the lesson concept(s) better.
    - a) Understanding
    - b) Remembering
    - c) Analysing
    - d) Creating / Recreating
  10. Creating/re-creating the lesson concepts using PPT / Video presentation helps me in\_\_\_\_\_
    - a) Constructing my own knowledge about the lesson concepts
    - b) Reconstructing the existing concepts in the lessons
    - c) Both a and b
    - d) None of the above

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