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The effectiveness of forced-presentation method on students' learning experience

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Abstract

The aim of this study is to attain more understanding about students' preference and perception on different methods of group presentation during lecture session. The study involved 97 students from Diploma in Microbiology in UiTM Cawangan Negeri Sembilan, Kampus Kuala Pilah. All

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students were exposed to two methods of group presentation, which are named as 'conventional-presentation method (CPM)' and 'forced-presentation method (FPM)'. Data were obtained from self-administered questionnaire which measured students' preparation, learning experience, assessment and overall satisfaction for both methods. The responses were measured using a 10-Point Interval Scale rating with 1 showed "strongly disagree" whilst 10 showed "strongly agree". Results showed that there are significant difference on perception between mean score of conventional-presentation method and the mean score of forced-presentation method for construct learning experiences, assessment, and overall satisfaction (p-values are less than 0.05). It can be concluded that students preferred forced-presentation method to enhance their learning experiences.

Keywords: Perception, Learning Environments, Group Presentation, Presentation Method.

1. Introduction

The Malaysian Education Blueprint 2015-2025 (Higher Education) is formulated based on the vision and aspiration of Malaysian Education Development Plan (2013 – 2015) and National Higher Education Strategic Plan in educating students who are knowledgeable, skilled and talented to face the challenges of the 21st century. Shift 1 of the blueprint aims to foster graduates who are holistic, balanced and entrepreneurial in line with the National Education Philosophy. To produce holistic, entrepreneurial and well-balanced graduates requires transformation and paradigm shift in the form of curriculum design, learning activities and tasks that are used for assessments (Ministry of Higher Education, 2016).

Presentation is one of the assessment tasks used in the assessment of the course for the affective learning outcome domain (Ministry of Higher Education, 2016). Students are given assignments to be completed and presentation of assignments is carried out during student assessment or scoring of student groups. Presentation is one of the learning methods that are carried out for the determination of continuous evaluation assessments that are often chosen by a lecturer in their course of study.

Fallows and Steven (2000) stated that today's challenging economic situation means that it is no longer sufficient for a new graduate to only have knowledge of relevant academic subject; increasingly it is necessary for students to gain those skills which will enhance their prospects of employment. Employability skills include the following abilities: the retrieval and handling of information; communication and presentation; planning and problem solving; and social development and interaction; creative thinking, critical thinking; and active and reflective application of knowledge (Fallows and Steven, 2000; Driscoll, 2000). Mastery in presentation techniques is important for students to succeed in their future workplace. Therefore, it is important to strengthen the skills in the academic curriculum.

Through presentations during their studies, students can adapt and become self-reliant to go to work after graduation. Thus, a student's presentation in the classroom becomes an essential element in delivering positive learning experiences. Student learning and attitudes have significantly increased globally in recent years was affected by the use of PowerPoint (a form of multimedia) presentations in classroom instruction (Nouri and Shahid, 2005). This study examined the uses of CPM and FPM using PowerPoint. An

experiment was conducted which included a treatment-control design, in a classroom setting throughout a semester.

A study by Nouri and Shahid (2005) shows that normal presentation by using PowerPoint, did not cause the students to perform better on quizzes or exams. Perhaps, the use of PowerPoint could be beneficial for more difficult and challenging topics. However, Butler and Mautz (1996) found that there is no interaction between students' preferred presentation style and exam performance. The study also finds that the students have more favourable attitudes toward both the presenter and the presentation when PowerPoint is used to deliver instruction.

There is little consistent evidence, however, to show that CPM using PowerPoint leads to significantly better learning and significantly better grades than teaching by more conventional methods. A majority of studies shows that use of PowerPoint is not associated with any significant improvement in students' grades (Rankin and Hoaas, 2001).

In our study, we suggested student to use FPM in order to enhance student's knowledge and understanding of certain topic especially for more difficult and challenging chapters. Using FPM, student need to engage more to the audience and interacts more with the other student. They also need to give questions to be answered by other students, their instructors or friends. This will lead to an active presentation rather than using a passive presentation which only the presenter presents and explaining their topics to the audience. According to Tesfaye and Berhanu (2015), students will learn best when learning atmosphere is lively, as each of them involved mentally in terms discovery of knowledge, investigation and interpretation of data. In this paper, we will compare the student's preferences between CPM and FPM towards better students learning experience, based on their perception.

2. Research Methods and Study Design

2.1 Participants

A total of 97 students from Diploma in Microbiology in UiTM Cawangan Negeri Sembilan, Kampus Kuala Pilah participated in the assessment of their preferences and perceptions on different presentation methods.

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2.2 Presentation methods

2.2.1. Conventional-presentation method.

In CPM, students were asked to deliver the presentation in traditional way. This means each group presentation were set to be delivered within time given, by the presenter of each group. After each presentation, each group was given time for question and answer session. The group will only receive questions (if any) from the audience that are interested to know more about the topics. It means, the group will only answer questions which were related to their own topics only. The assessment for CPM focused mainly on the verbal communication, with various sub-attributes, such as clear delivery of ideas, confident delivery of ideas and response of presenters towards the question given (Ministry of Higher Education, 2016).

2.2.2. Forced-presentation method.

In FPM, students need to fulfill several criteria to obtain full marks. It involves five steps; presentation, answering compulsory questions from the lecturer (about their own topics), answering compulsory questions from the selected audience (about their own topics), giving compulsory questions to the selected audience (about the own topics) and answering compulsory question from the presenter (about different topics). In this system, after each presentation, each group was given time for question and answer session. Each group is compulsory to answer question, from both the educator and selected audience, and each group will receive questions related to their own presentation, as well as topics from the other presentation. The assessment for FPM will not focused on the verbal communication only, but also their ability to answer and give quality questions to their audience. Table 1 showed the example of FPM template which involved presentation of four topics from four separate groups in a same class. However, during question and answer session, apart from the compulsory requirement, other groups were also allowed to ask questions, and will be not counted in the assessment template, to ensure the equality of marks to each group.

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Table 1 Forced-presentation method's template

Group Number	Group 1	Group 2	Group 3	Group 4
Presentation (5 marks)				
Answering questions from lecturer - own topic (5 marks)				
Answering questions from other groups - own topic (5 marks)	(from group 3)	(from group 4)	(from group 2)	(from group 1)
Asking question to other groups - own topic (5 marks)	(to group 2)	(to group 1)	(to group 4)	(to group 3)
Answering questions from other groups - different topic (5 marks)				
Total (25 marks)				

2.3 Data Collection and Process

The study took place in a same semester (September 2017 – January 2018) and was structured as follows. 97 students from 4 different classes were assigned with two presentation tasks. All students experienced both CPM and FPM which were designed as in table 2.

Table 2 Students' Participation

	Class A	**Class B**	**Class C**	**Class D**
Presentation 1	CPM	CPM	FPM	FPM
Presentation 2	FPM	FPM	CPM	CPM

All the selected participant students underwent a series of self-administered questionnaire after both session of presentation. The questionnaire was adapted from Fieger (2012) to obtain the students' perception on four different constructs, which are: *Students' preparation* (6 questions about students' plans and preparation in term of knowledge and materials, presentation flow, students' mental preparation and students' physical preparation)*; Learning experience* (10 questions about how the presentation encourage their communication skills, teamwork, and critical thinking)*; Assessment* (5 questions about students' perception on how they will be assessed at appropriate level)*; and last part was Overall satisfaction (*9 questions about students' satisfaction at various angle in presentation)*.*

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2.4 Measures and Data Analysis

The study involves four sections of the self-administered questionnaire; Section A, Section B, Section C and Section D. Section A consists of items that measure 'Students' Preparation' before the presentation conducted while section B consists of items that measure 'Learning Experience' while undergo both methods of presentation elements. Section C consists of items measuring 'Students' Perception' on their presentation 'Assessment' and items in section D measuring the 'Overall Satisfaction' of students towards both methods of presentation. All responses were measured using a 10-Point Interval Scale (rating) with 1 = "strongly disagree" and 10 = "strongly agree"

The data were analysed by using Statistical Package for Social Sciences (SPSS). Descriptive statistics, such as mean was calculated. Cronbach's Alpha coefficient was assessed to measure the internal consistency. It is used because there are multiple Likert Scale questions in the survey and to determine if the scale is reliable or not. In order to proceed to parametric analysis, the measure of skewness for each constructs were calculated. The score is normally distributed if the absolute value of skewness is less than and equal to ±1.0 but below ±1.5 also still acceptable. Besides, Paired sample t-test was done by comparing the mean score differences between both presentation methods.

3. Results Analysis

The measures of the skewness were ranging from -0.234 to -0.607 and kurtosis were ranging from -0.311 to 0.092 for all constructs of CPM while the skewness and kurtosis were ranging from -0.984 to -0.327 and -0.708 to 1.000 respectively for all constructs of FPM. From these results, it indicates that the scores for all constructs are normally distributed. According to Awang (2014, 2015), the data is normally distributed if the absolute value for skewness and kurtosis is 1.0 and lower. Therefore, parametric analysis can be carried out.

Table 3 shows the reliability analysis to verify the reliability of the instruments for the Students' Preparation, Learning Experience, Assessment and Overall Satisfaction. Based on Table 3 the Cronbach's Alpha value was greater than 0.7 for all constructs. Sekaran and Bougie (2010) and Awang (2011, 2012) stated that the Cronbach's Alpha value greater than 0.6 indicate the instruments are reliable to be employed for research.

Table 3 The reliability assessment for all constructs

Variable	No. of Items	Cronbach's Alpha (n = 97)	
		CPM	FPM
Students' Preparation	6	0.941	0.935
Learning Experience	10	0.961	0.955
Assessment	5	0.964	0.950
Overall Satisfaction	9	0.967	0.977

The mean score of four constructs in this study were shown below in Fig. 1. The scores obtained compare the perception of respondent towards the CPM and FPM.

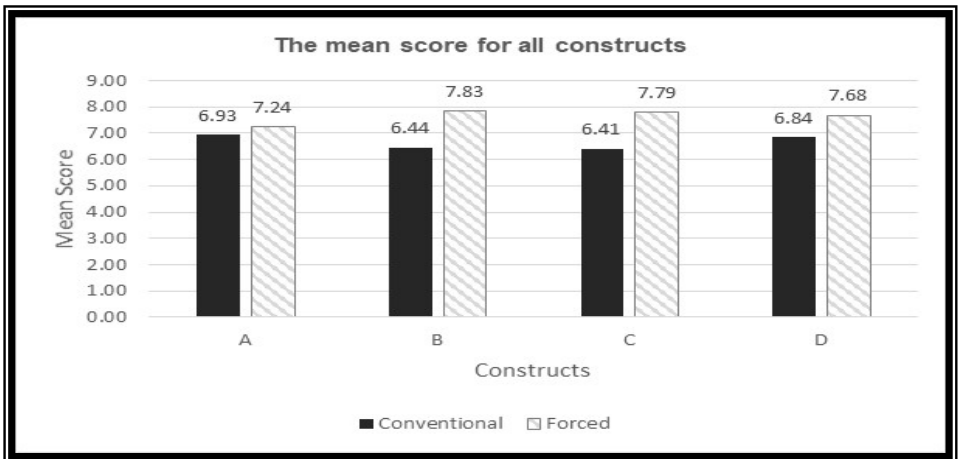

Fig. 1: The mean score between Conventional and Forced Presentation Method

The mean score of all constructs were 6.41 and above for CPM, and 7.24 and above for FPM. Since this study used a 10-point scale, the results indicate that all the constructs in this study were at a good level. The table also shown the mean scores of FPM were greater than FPM.

Further, a paired sample t-test was carried out on each of the four constructs to determine whether there is significant difference between mean score of CPM and mean score of FPM (Table 4).

Table 4 Mean paired difference score for each construct

Construct	Paired Differences	t-values	p-values	Decision
Students' Preparation	-.30584	-1.409	.162	Not significant
Learning Experience	-1.41237	-5.152	.000	Significant
Assessment	-1.38763	-4.594	.000	Significant
Overall Satisfaction	-.94433	-3.682	.000	Significant

a. Significant at $\alpha = 0.05$

Table 4 provides the mean paired difference score for each construct where mean score of CPM - mean score of FPM. The t-value and p-value are also provided. It is seen that all construct exhibit negative mean paired difference score ranging from -1.41237 to -0.30584. The "Learning Experience" and "Assessment" has the largest negative mean paired difference score while "Students' Preparation" and "Overall Satisfaction" has the smallest negative paired difference score. Furthermore, this result was supported by the t-values and p-values as above. It is found that there is significant different on perception between mean score of CPM and the mean score of FPM for construct Learning Experience, Assessment and Overall Satisfaction since all p-values are less than 0.05 except Students' Preparation.

4. Discussion

This study was designed to assess which method of presentation students prefer in their learning session and differences in term of students' perception between CPM and FPM. With regards to students' preferences and perception, it can be concluded that descriptively, students preferred FPM for all dimensions; preparation, learning experience, assessment and overall satisfaction to enhance their learning compared to CPM. Meanwhile, the findings regarding the differences in term of students' perception between CPM and FPM showed some significant differences for all dimensions except students' preparation before underwent presentation. This proved that students are more motivated to enhance their learning experience through FPM although they understood that they will be forced to ask and be asked during the presentation. However, students did the same effort to prepare their presentation for both methods.

5. Conclusions

As a conclusion, it can be deduced that the students prefer FPM in terms of learning experience, assessment and overall satisfaction to enhance their learning compared to CPM.

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