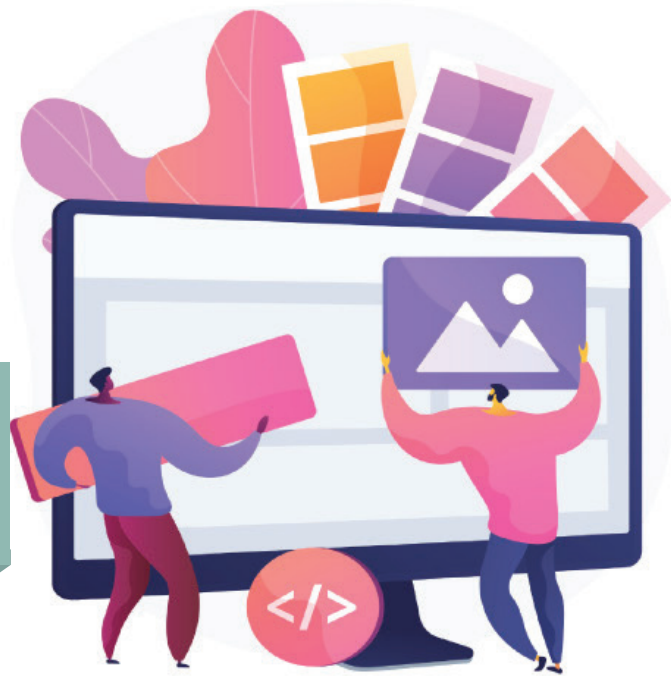# MICRO CASE STUDIES

## Increasing The Effectiveness of Course Videos and Materials

"

I mostly use Powerpoint presentations in my classes as course material. I share the course material I prepare with students via LMS at the end of the class. As per my own observations and the feedback I have received from some of my students about my class, I have come to the conclusion that I need to make my presentations more engaging, more easy to read, and more easy to follow.

## Approach to Solve the Problem

Numerous faculty members from different faculties have contacted the OLTE instructional design consultants as to how to improve the Powerpoint presentations they use in their classes.

Our instructional design consultants analyzed the presentations prepared by the faculty members and identified the issues. The main areas for improvement identified in the presentations are as follows:

- Too long and/or directly quoted texts
- Extraneous, non-content pertinent elements
- Content visually unsupported or not supported sufficiently

It is of paramount importance to design course materials in a way to reduce the learner's cognitive load. Also, promoting the learner's interaction with the course material contributes to learners' self-assessment and increases their motivation. By taking into account these two different dimensions, the following solutions are recommended:
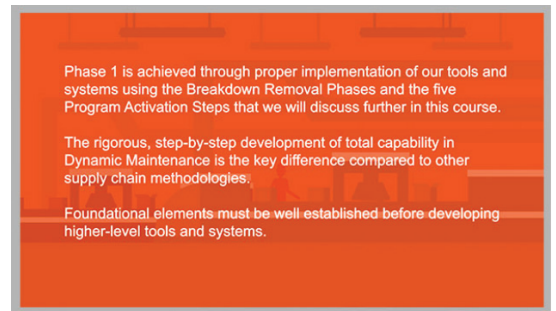
# Solution Suggestions -1

**Keep in mind the multimedia design principles when designing course materials**

It is of paramount important to observe, in particular, the following principles to solve the problems identified in the Powerpoint presentations that were analyzed for the purpose of this case study:
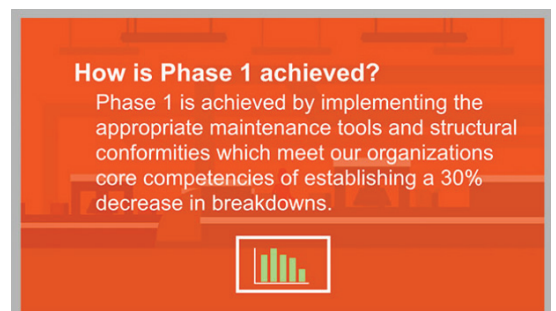
- **Multimedia Principle:** When texts are supported with visuals, learning is maximized.
- **Coherence Principle:** When extraneous material is not included, learning is maximized.
- **Segmenting Principle:** When information is presented in appropriate segments, learning is maximized.
- **Personalization Principle** When informal language is preferred instead of academic language, learning is maximized.

You may also watch our previous tutorial on the principles to observe when designing course materials here.

## MULTIMEDIA PRINCIPLE
(Çoklu Ortam İlkesi)



## PERSONALIZATION PRINCIPLE
(Kişiselleştirme İlkesi)

# Solution Suggestions -2

**Make your Powerpoint presentations more engaging and enriched with the iSpring tool**

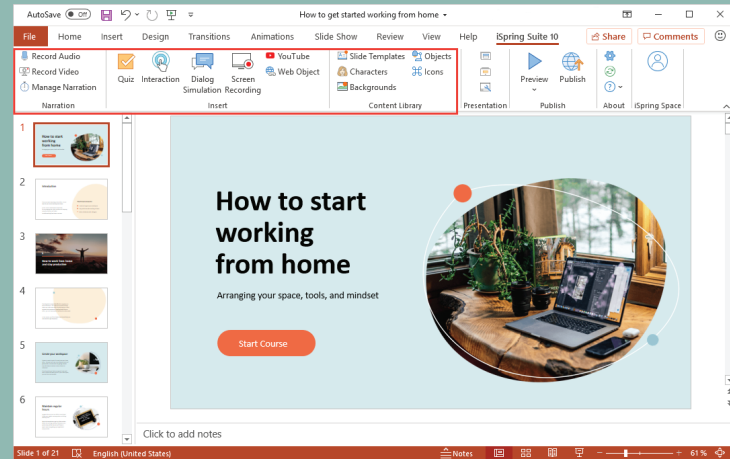- By using iSpring to prepare interactive presentations:
  - In the **synchronous** section of your class:
    - You can better draw the interest and attention of your students to the course material.
    - You can use interactive elements in your course materials to increase interaction with your students.
  - In the a**synchronous** section of your class:
    - You can increase the learner-content interaction.

  You may also watch our previous iSpring tutorial [here.](here)

  You may access our user guides for iSpring Suite and iSpring Space on our [website.](website)



- The key **features** of **iSpring** are as follows;
  - **Interactive** slide functions,
  - **Quiz/survey** maker,
  - **Conversation** simulator,
  - **Screen recorder,**
  - **External links,**
  - **Audio-visual** instruction.

# Conclusion and Feedback:

Following the recommendations provided to the faculty members who consulted our unit:
- The LMS pages of courses were examined and it was determined that presentations have been improved using iSpring.
- It is seen that the contents of presentations have been simplified, and more attention was given to some of the design principles.

Highlights from the feedback received from faculty members are as follows:
- *"I enriched my theoretical Powerpoint presentations with iSpring and reduced, in particular, content density."*
- *"It is easy to use and I can easily add interactive elements."*
- *"I watched your tutorial videos and was able to apply them."*