

Are We Serving Students Well with Communication Textbooks' Recommendations About PowerPoint?

Abstract:

Speaking with presentation software as a visual aid has become an important communication skill. In many academic and industry environments people now expect presentation visuals to be a part of communication (Cyphert, 2007). PowerPoint, the most popular tool, is used 1.25 million times per hour across the world (Mahin, 2004). Computer presentation technologies are taught in 79.1 % of basic communication courses in the U.S. (Morreale, 2006). Therefore, textbooks for these classes are students' primary source of information about effective presentation software use. This study identified the recommendations about using presentation software in communication textbooks for the basic course in the California State University system and evaluated how those claims were supported by research. The study posed the question of whether students are being well served by these recommendations. Study results showed the general topics of recommendations are fairly constant and that most advice is based on experience, not on research. Common recommendations included keeping slides simple and being consistent throughout a presentation. But, only 33% of textbooks contained any sourced recommendations and of those sources listed, only 35% were based on research. The study concluded that students might be better served by PowerPoint recommendations that are grounded in research. The sourced recommendations in the current textbooks are a place to start for adjusting the PowerPoint curriculum and research in multimedia learning (Mayer, 2005) is a place to look for grounding further communication research.

Introduction

Presentation software, most commonly PowerPoint, has gained popularity in college classrooms over the last decade as both a teacher's and a student's visual aid. This classroom use reflects the popularity of PowerPoint in general, as the presentation aid is used 1.25 million times per hour worldwide (Mahin, 2004). In the age of electronic mass media, audiences' expectations are that presentation technology, such as PowerPoint, will be used in public address (Cyphert, 2007). Because speaking with presentation software has become an important communication skill, the topic has been incorporated into the communication curriculum. A study of the basic communication

course at U.S. colleges showed that 79.1% of responding institutions teach computer presentation technology in their basic course (Morreale, 2006). There are many recommendations on how to use PowerPoint effectively that appear in a wide range of reading material, from popular press, to academic journals, to textbooks. This advice, though profuse, tends to vary greatly and even to be contradictory (Tuft, 2003; Doumont, 2005).

To make sense of the myriad of claims on presentation software use, students are likely to rely on communication scholarship. Given their interest in public speaking and visual aids, communication scholars are likely candidates to have empirically-based answers to what makes presentation software use effective. Therefore, this paper explores the claims about presentation software in communication textbooks. Specifically, the study looked at communication textbooks used for introductory courses in public speaking and hybrid oral communication courses within the California State University System. Authors' claims about presentation software were evaluated in terms of content and in terms of empirical versus experiential supporting evidence.

Before evaluating the communication-textbook assertions and their support, it is valuable to understand what the current research reveals about presentation software effectiveness in the classroom and about effective use of presentation software.

Presentation Software Research

The research on PowerPoint in the classroom has primarily focused on attitudes and learning outcomes, with little research being conducted on the specifics of using of the tool. In the few studies that addressed specific use of the tool, research has been done on how slide design changed learning outcomes and students' preference for particular elements or styles. Recently, Levasseur & Sawyer (2006) completed a research compilation of the computer-generated slides in the classroom. The authors looked at computer-generated slide research in four categories: student reactions; learning outcomes; learning styles; and slide variation effects. The summaries from this research, along with specifics from individually reviewed research are contained within this literature review.

Students' Attitudes

Most students' reactions to the use of presentation software, commonly PowerPoint, in the classroom were positive (Amare, 2006; Blokzijl & Naeff, 2004; Hastings & Attila, 2000; Levasseur & Sawyer, 2006). Studies have shown that students believe teachers' use of presentation software improves their learning (Amare, 2006; Atkins-Sayre, 1998; Hastings & Attila, 2000). In a survey of freshman taking public speaking courses, Atkins-Sayre (1998) found that 73% of respondents indicated PowerPoint helped maintain interest, 69% indicated it enhanced understanding, and 68% indicated it helped retain material. In addition, students have expressed a preference for PowerPoint being used in the classroom (Blokzijl & Naeff, 2004; Hastings & Attila, 2000). Hastings & Attila (2000) surveyed college students on their attitudes about PowerPoint and found that 85% of respondents indicated PowerPoint lectures were more interesting than traditional lectures. In studies of basic communication courses, researchers found a curvilinear effect of technology use in the classroom, with moderate use, including PowerPoint, being most desired by students (Schrodt & Turman, 2005; Schrodt & Will, 2006). In Levasseur & Sawyer's compilation, some student reactions studies used a two-group, post-test design where one group received lecture with slide and one without and the post-test garnered student's reactions (11 studies). Other studies in this area used an ex post facto design with one treatment group and a post test (14 studies). "Virtually all of these studies have shown that students respond quite positively to the use of computer-generated slides in the classroom" (Levasseur & Sawyer, 2006, p. 107).

Learning Outcomes

Research on learning outcomes has been mixed, with most studies showing that teachers' use of PowerPoint does not improve student learning.

In Levasseur & Sawyer's (2006) review of research, the overall conclusion was that the tool did not improve learning. Study designs included two-group post-test as well as counterbalanced studies in which all groups receive all treatments at different times, and an alternative design in which the teacher taught alternative weeks with different

visual tools. In looking at learning outcome studies that utilized post-test method design for one lecture, Levasseur and Sawyer determined that four out of five studies found no improvement in post-test scores. In the fifth study, the computer-generated slide treatment group scored 8.3% higher on the post-test exam than the group who had overheads. In looking at studies in which PowerPoint was used over an entire course term (or not), ten of eleven studies showed no significant difference in learning outcomes. The one study that did find significant improvement had a small sample size of only 34. In the four studies in which all groups received all treatments, no significant differences were found. The one study that used a design of teaching one week with PowerPoint and the next week with overheads found a significant difference in resulting test scores (Average grade of 75% versus average grade of 49%), but the study had an internal validity problem of different course material being taught each week. “Put simply, the majority of studies comparing computer-generated slide-based instruction against other instructional methods have failed to find significant differences in learning outcomes,” (Levasseur & Sawyer, 2006, p. 116).

Other research reviewed individually has shown positive or mixed results. In a study of undergraduate Business Communication students, Earnest (2003) found that both short term and long-term learning was greater with the use of slides than when no slides were used. In two studies of PowerPoint in college classroom by Hastings & Attila (2000), the results were mixed. The first study showed an increase in learning with average grades of 78% for the PowerPoint lecture and 49% for the overheads/blackboard lecture. The second study showed no significant difference between grades of students in classes being taught with PowerPoint and classes being taught with overheads.

Specific Use of PowerPoint

As indicated previously, much more research has been conducted on the overall use of PowerPoint in the classroom than on the specifics that make PowerPoint use effective. The studies that have been completed on specific elements of PowerPoint show that simpler slides are preferred (Blokzijl & Naeff, 2004) and that simpler slides also improve learning (Bradshaw, 2003; Lavasseur & Sawyer, 2006). In a study of college students’ PowerPoint preferences, Blokzijl & Naeff (2004) found that 91% of

students fully disagreed that the use of sound effects was desirable and 72% fully disagreed that the use of animations was desirable. Bradshaw (2003) found that students' post-test scores were lower after viewing slides with interference as compared to viewing slides that were interference-free. Bradshaw defined interference-free slides as including high-contrast colors and easy-to-read text, graphs, and graphics.

In a study of PowerPoint in the classroom, Earnest (2003) tested the effect of two specific elements – contrast levels and font styles – on learning outcomes and learning satisfaction. The hypotheses that learning outcomes would be higher with high-contrast slides than with medium-contrast slides and higher with Verdanda sans-serif font than with Times serif-font were not supported by the data. The data did support the hypothesis that learning satisfaction was greater with high-contrast slides than with medium-contrast slides. Perhaps the results of the study may have been more significant if greater differences were used between contrasts and font types.

In Lavasseur & Sawyers (2006) compilation of PowerPoint research, the authors found most studies showed that using pictures, sounds, and moving text reduced or showed no change in learning outcomes. In the research category of computer generated slide variation studies, the six studies reviewed had mixed results. The study that compared “Basic PowerPoint” to “Expanded PowerPoint” had a reverse outcome in which students who had the expanded condition actual performed worse than those with the basic condition (Bartsch & Cobern, 2003, studies I & II as cited in Lavasseur & Sawyer, 2006). The other studies showed no significant difference between test scores of students receiving different slide designs. Interestingly, three of the six studies compared more complicated designs with simpler designs. All found that adding more elements to a slide did not improve learning.

Perhaps many of the studies done thus far on presentation software in the classroom are failing to show an effect on learning outcomes because they are not employing the tool most effectively. There is extensive research and theory in multimedia learning that indicates PowerPoint can be used to improve learning outcomes (Beacham, 2002; Gellevij, 2002; Mayer & Anderson, 1991, 1992; Smith & Woody, 2000). Beacham (2002) found that mean scores on post-tests were higher when sound and diagrams were presented together rather than when text only was presented,

highlighting the advantages of mixed verbal and visual pedagogy. In a study leveraging the theories of cognitive load and dual coding, Gellevij (2002) showed that multimodal instruction leads to better learning outcomes than unimodal instruction. Mayer & Anderson (1991, 1992) articulated the multimedia principle based on their research. The multimedia principle states that students perform better on retention and transfer tests when presented with both words and pictures (Mayer, 2005). With theory and multimedia research as a foundation, perhaps future research on PowerPoint could ensure the tool is used effectively and then determine if learning outcomes are improved.

Research Questions

Given the mixed results of existing research on PowerPoint use in the classroom and the limited data from research on specifics for effectively using the tool, there are still many questions left unanswered. One area of query centers on what is currently being taught to communication students about the use of presentation software. As a discipline, are we serving students well with the current PowerPoint curriculum? This study addresses that query area with two specific questions:

How many and what type of claims about presentation software are made in textbooks for university introductory communication courses?

Is there an academic research basis for presentation software recommendations in public speaking textbooks?

Research Method

Design

The research design for this study was a content analysis. In order to better understand whether textbooks were relying on academic research for recommendations made about presentation software, and what exact recommendations were being made, the content of claims were analyzed. The specific elements analyzed were claims about presentation software in textbooks used for introductory public speaking and oral communication university courses.

For this study, claim was defined as advice containing a directive about the most effective use of presentation software programs. For example, a claim might be a recommendation about font type or size. Claim was unitized as a sentence within the text that delineated the specific recommendation. The categories of claims explored include: Color, Equipment, Font, Graphics, Other, Preparing, Presenting, Purpose, Rehearsing, Slide Design, Special Effects, and Text. These categories were created initially based on the topics covered in the existing academic research on presentation software. Through the content analysis process, the categories were adjusted according to the claims found. For example, initially the Color category was called Color Contrast, but that turned out to be too narrow for the variety of color claims found in the textbooks.

Citation was defined as listing a reference related to a specific claim. That reference could be in the body of the text or in a footnote. In order to determine the amount of claims that were based on academic research, claim citation categories included Industry Experience, Industry Research, Academic Experience, and Academic Research. A claim was placed into one of the Industry categories if the author of the source was not in academia, such a business consultant or author of a popular press book. If the source author was an academic, then the claim was placed in one of the Academic categories. The claims were then further divided based on whether the information in the source was from experimental or survey research or was gained through experience – either professional or academic. It is worthwhile to note that all of the authors of these examined textbooks have extensive experience of their own that was applied to the recommendations made in the books, even if it was not specifically sourced.

Data Source & Selection

The source for the data was textbooks used in universities within the California State University (CSU) system for introductory public speaking or hybrid oral communication courses. The CSU system was selected because it is the largest higher education system in the United States, educating 405,000 students annually (<http://www.calstate.edu>). There are 23 universities in the system and 20 of the 23 require an introductory public speaking or hybrid oral communication course, and are, therefore, represented in this study. A total of 21 textbooks were included in the data sample, 18 of

which were in use in the CSU system as of Fall 2006 (see Appendix for book list). In addition to the books in use in the CSU system, the sample included 5 textbooks identified by the publishers of the CSU texts as ‘technology savvy introductory public speaking or communication’ books. These technology savvy textbooks were included in the content analysis to see if authors who were technically aware would be more likely to include PowerPoint recommendations and what sources they would use for those recommendations. Two of the tech savvy books were also in use at multiple CSU campuses; therefore the total number of text analyzed was 21.

Data Sampling

The list of books sampled was obtained by querying the Communication Department heads of all CSU campuses via email, requesting the titles of books used in the department’s introductory courses in public speaking and/or oral communication. For those universities that did not respond via email, the book titles were obtained by searching the department’s website to determine the introductory course that satisfied the state’s requirement. Then the corresponding textbook was found by searching the bookstore’s website. Physical copies of all analyzed books were collected.

Content Analysis Procedure

The procedure for finding the PowerPoint claims within textbooks was to first look up the words PowerPoint, Presentation Aids, and Visual Aids in the Index. If any or all of these words were listed, then the page reference, chapter, and specific section were recorded. Within the specific section, all claims related to presentation software (commonly PowerPoint) were counted, recorded, and categorized. If a source was cited, it was recorded and then categorized. A claim was counted as sourced if the author mentioned a source in the text or used a footnote. In cases where the author credited an entire section to a source, every claim within that section was counted as being sourced.

The following chart shows the claims definitions for each category and an example of each from the textbooks.

Category	Definition	Example from Textbooks
Color	Advice about what colors and contrast to use and how to combine colors on a slide.	Avoid combinations of colors that are hard to read, such as bright red on dark green or white on light beige.
Equipment	Advice about computer technology equipment related to using presentation software in preparing for, rehearsing, and giving speeches.	If you are projecting off a computer, have the program launched and the file(s) open.
Font	Advice about what font type and size to be used on slides in a presentation.	As a rule of thumb, use a simple font over a fancy font.
Graphics	Advice about what graphics (graphs, clip art, charts, photos) to use and how they should be used on slides.	Don't try to project complex charts or graphs; simplify them or find another format for providing them.
Other	Any other advice about using presentation software, such as PowerPoint, that is not included within another category.	Finally, if you make use of anyone else's work as part of your computerized presentation, get permission and give credit when necessary.
Preparing	Advice about the process of creating and preparing speeches using presentation software, except equipment, from the start of making the presentation until the point of beginning rehearsal.	While still in the planning stage, go back and remove every unnecessary word or figure.
Presenting	Advice about all aspects of presenting, except equipment, while using a projected computer slide presentation.	Present information from left to right and from top to bottom.
Purpose	Advice about the purpose of using presentation software technology for giving a speech.	Remember that the main point of using visuals is to aid listener understanding.
Rehearsing	Advice about rehearsing a speech with presentation software, except equipment, from after the initial presentation has been developed until the speech.	Practice using your visuals when you rehearse your speech.
Slide Design	Advice about including more than one element (color, font, graphics, text, information) on a slide, and what the overall look and effect of slides should be.	Regardless of the elements on your slide, try to achieve a pleasing sense of visual balance when arranging them.
Special Effects	Advice about how and when to use special effects (builds, transitions, video, sounds, animations) on a slide or in a presentation.	Avoid overly dramatic techniques, such as flying text and startling sound effects.
Text	Advice about how much text and the structure of text (bullets, phrases, sentences) on a slide.	Limit the total number of lines to six or fewer, and write points as phrases rather than complete sentences.

Once all claims were captured and coded, a coder-reliability check was conducted. Ten percent of the total number of claims were randomly selected and

checked, resulting in 85% accuracy. Of those few not coded the same, there was a pattern of intermixing claims in the “Preparing” and the “Other” categories. After discussion between coders, one claim that fit this pattern was recoded.

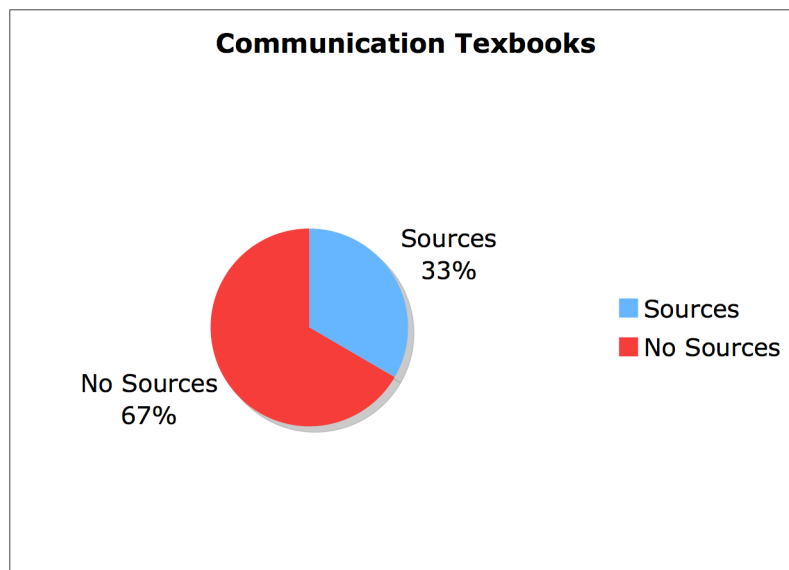
After coding the claims, the percentage of claims per content category, the total number of claims, and the mean number of claims per text was calculated. Then the percentage of claims with sources was calculated and further divided by the type of source. For all the sources listed, the original source was researched to determine the nature of the source so that it could be accurately categorized.

Textbooks Content Analysis Results

There were 611 recommendations made about presentation software (commonly PowerPoint) in the 21 textbooks, for a mean of 29 claims per text. The content analysis results showed that most claims were not sourced and that there was not a strong academic research basis for the recommendations made. The results also revealed that the most common claims made were about slide design, color, preparing presentations, presenting, font, and use of equipment.

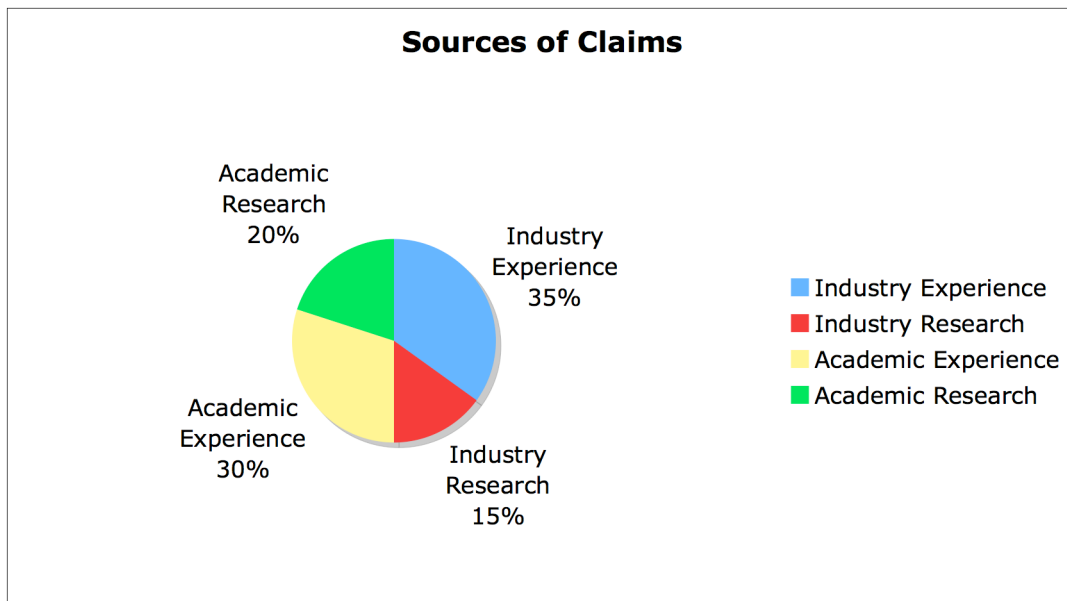
Sources of Claims

Of the textbooks analyzed 14 of 21 texts (67%) did not contain any sourced recommendations.



Of the 7 of 21 texts that did contain sources for claims, 3 of these 7 texts had sources based on research (1 industry, 1 academic, and 1 both industry and academic), showing that a greater number of textbook claims were supported by experiential evidence rather than by research. The textbooks deemed by publishers as ‘technology savvy’ did not contain more claims, nor did they contain more sourced claims than other textbooks.

Looking at the data by claim instead of by textbook, 74 of the 611 total claims (12%) listed a source. For the 74 sourced claims a total of 20 sources were used, indicating textbook authors used the same source for multiple claims. In one case (Beebe, 2005), 24 claims were made with only two sources because the author attributed an entire section to one source. Of the 20 sources across all textbooks, 7 (35%) were based on Industry Experience, 3 (15%) were based on Industry Research, 6 (30%) were based on Academic Experience, and 4 (20%) were based on Academic Research. Exactly half of the sources were from Industry and the other half from Academia. Cutting the data another way, 35% of claim sources were based on research and 65% were based on experience.

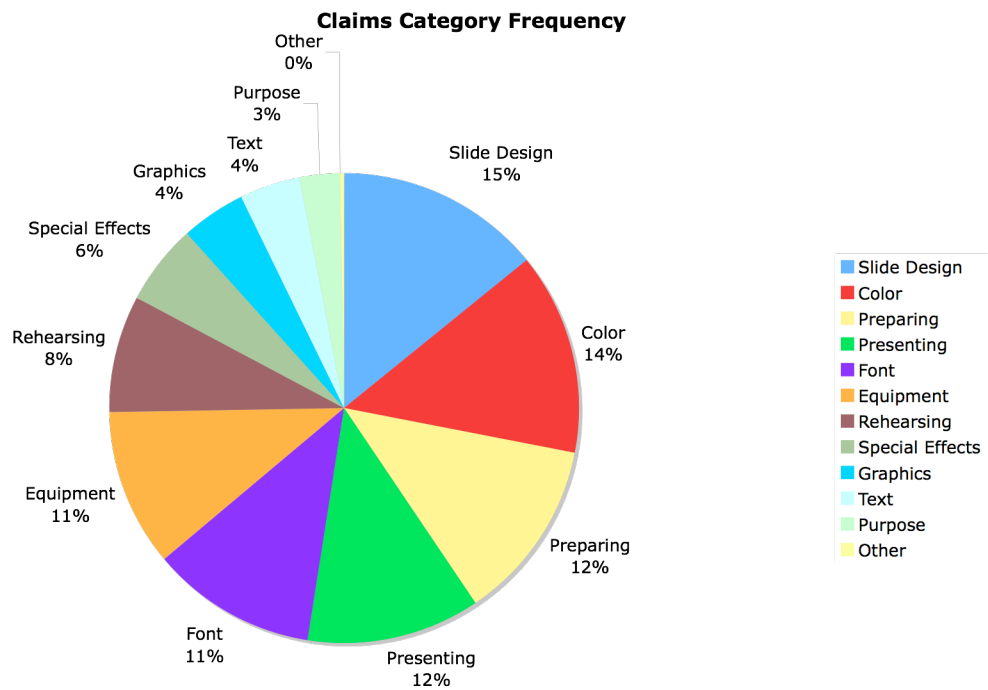


In their review of many PowerPoint studies in the classroom, Levasseur & Sawyer (2006) reinforced the same idea shown in the results of this study with the following comment.

“While public speaking texts in the communication discipline are filled with prescriptive advice for effective slide construction (e.g., the use of consistent slide template), such advice is generally based on practitioner intuition rather than empirical research” (Levasseur & Sawyer, 2006, p. 119).

Types of Claims

In terms of the types of claims made, the distribution of claims across categories was relatively even for the top 6 categories and then the much smaller for the remaining categories. The top 6 categories, all had between 11-15% of the claims, and the next 5 had 3-8% of claims, while the Other category had less than 1% of claims. The top 6 categories included Slide Design (15%), Color (14%), Preparing (12%), Presenting (12%), Font (11%), and Equipment (11%).



Examples of sourced claims in the top 6 categories of Slide Design, Color, Preparing, Presenting, Font, and Equipment included:

Slide Design

“Also, keep in mind the four design principles - contrast, repetition, alignment, and proximity -- as well as the specific design principles for text and visual graphics” (Hamilton, 2006).

“Here are some common pitfalls of PowerPoint you'll want to avoid: Too much detail on slides” (Brydon, 2005).

Color

“Consider using warm colors for positive messages (for example, "Profits are Up") and cooler colors for more negative messages ("We're losing money")” (Beebe, 2005).

“Develop your slides in black and white, and then add color sparingly to emphasize ideas” (Jaffe, 2006).

Preparing

“Avoid late-night, last-minute construction of your presentation aids” (Beebe, 2005).

“When using a computer for developing presentation aids, be careful not to get so caught up with the glitz and glitter that you lose sight of the fact that it is your message that is most important” (Osborn, 2006).

Presenting

“Don't put your speech outline on PowerPoint slides and then read it to the audience” (Osborn, 2006).

“Look at your computer screen and your audience instead of turning away from the audience to look at the projection screen behind you” (Hamilton, 2006).

Font

“Also, avoid mixing and matching different fonts” (Beebe, 2005).

“To do this [add variety to your visual aids by using different fonts in our titles or headings] use sans serif fonts, or fonts without the finishing strokes at the ends of the letter strokes” (Griffin, 2005).

Equipment

“Come prepared with a backup plan in case of equipment failure” (Hamilton, 2006).

Though there was consistency in the categories of claims throughout the different textbooks, some of the specifics of the claims varied in details and were contradictory. For example, in the Text category many authors recommended a certain amount of text appear on each slide, but that amount varied from 4 to 7 lines of text and from 3 to 6 words per line. So on one extreme a slide would have 4 lines of text with 3 words each and on the other extreme a slide would have 7 lines of text with 6 words each. That is a variation of 30 words (12 vs. 42) recommended for one slide. Some of the claims made were outright contradictory. For example, one textbook recommended, “Use a dark background with lighter text to catch attention” (Beebe, 2005), while another text recommend, “Use a very light background with black or dark lettering” (Berko, 2004). Another example of contradiction was in the Graphic category where one text recommended putting clip art on to a slide wherever you want it and another recommended being judicious about the use of clip art, along with another text that recommended clip art be used where appropriate.

In other cases, there was constancy throughout a category across the textbooks. For the Font category, 6 textbooks made specific recommendations about the size of fonts on a slide, and 4 of the 6 recommendations were the same: 36 point for headings, 24 point for the subheadings, and 18 point for the text. In the case of the Slide Design category there were common themes of consistency and simplicity. Many textbooks recommended using the same slide design and same transitions throughout a presentation as well as limiting the elements on any one given slide. In the Special Effects category, most of the claims recommended that restraint and consistency be applied. In fact, consistency was a recommendation that spanned many of the categories. In addition to being common in the Slide Design and Special Effects categories, consistency was recommended in the Font and Color categories. Simplicity was another theme that spanned many categories, including Preparing, Special Effects, and Slide Design.

Discussion

The results of the present study highlighted that communication scholars are not relying on the existing research to give advice about presentation software use. Since only 33% of the textbooks contained any sourced claims about the effective use of presentation software, the other 67% of these textbooks made claims based on the experience of the authors. While giving credit to the authors for their extensive knowledge and experience, I question if this current curriculum is serving students well. This lack of reliance on research as a basis of PowerPoint recommendations may be perpetuating the issue of profuse and contradictory advice being given to communication students about using presentation software. Perhaps students would be better served if for the next editions of the texts, authors leveraged research as a basis for the curriculum.

A place to start is the PowerPoint recommendations within the current editions of textbooks that are sourced. In Hamilton (2006) the author specifically recommended following the design principles of contrast, repetition, alignment, and proximity. The source for that claim was *The Non-Designer's Design Book* (Williams, 2004). This book may be a resource that communication scholars can leverage. In Beebe (2005), the authors recommended avoiding mixing and matching different fonts. The source for that claim was *Preparing Visual Aids for Presentation* (Cavanaugh, 2001), another possible resource. Osborn (2006) recommended that speakers avoid reading the audience an outline placed in PowerPoint. This claim was sourced from technology industry expert David Paradi, "Survey Shows How to Stop Annoying Audiences with Bad Power Point." This industry web survey completed by 688 people was conducted in September 2003 and identified the most annoying elements of PowerPoint: 1. Reading slides to the audience 2. Using text too small to be easily read 3. Writing full sentences instead of bulleted points 4. Making poor color choices that make slides hard to see 5. Using moving or flying text or graphics 6. Interjecting annoying sounds 7. Projecting complex diagrams or charts. Advice to avoid these seven points could be incorporated into future textbooks.

Although textbook authors and teachers may benefit from utilizing the existing PowerPoint research, the majority of the current studies on presentation software in the

classroom show that it does not improve learning outcomes. That leaves communication scholars in a quandary, since the popularity of PowerPoint suggests that it is a skill that should be taught in communication courses. The research on specific elements of PowerPoint provides more guidance to communication scholars. Although it is scant, the existing research is consistent in showing that simplicity is key to effective PowerPoint use. For example, Bradshaw (2003) showed that interference-free slides improved learning, where interference-free meant high-contrast and easy-to-read text, graphs, and graphics. Simplicity was also a common theme of advice given across many categories in communication textbooks in the current study. Defining simplicity then becomes the challenge. It is a challenge that can be met by leveraging multimedia learning theory and research.

There is vast amount of information on multimedia learning that has yet to be leveraged in communication studies about presentation software (Levasseur & Sawyer, 2006). Mayer (2005) compiles the theoretical foundations and principles of multimedia learning in his book, *The Cambridge Handbook of Multimedia Learning*. The basic multimedia principle is that students perform better on retention and transfer tests when presented with words and pictures. Mayer forwards that multimedia instruction should not be technology-centered but should be learner-centered and designed to support how the human mind works.

Granted, the debate on how to effectively use presentation software has yet to be settled and much of the current research might suggest that it should not be used in the classroom at all. But, since the work of Mayer and others has shown that multimedia use can improve learning outcomes, the necessity is now to alter the use of presentation software in the classroom and conduct communication research to determine the resulting learning outcomes. If and when the potential learning improvement is realized, then a consistent and reliable set of presentation software use guidelines can be taught. With consistent, research-based recommendations on how to utilize PowerPoint, students may be better served.

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Appendix

Textbooks in Use @ CSUs in 2006	Author	Publisher	Institution
A Speaker's Guidebook	O'Hair, D.O., Stewart, R., Rubenstein, H. (2007)	Bedford/St. Martin Press	CSU Los Angeles; CSU East Bay; CSU Northridge; Publisher Tech Savvy
Between One and Many: The Art and Science of Public Speaking	Brydon, S.R. & Scott, M.D. (2005)	McGraw-Hill	CSU Chico
Communicating: A Social and Career Focus, 10th Edition	Berko, R.M., Wolvin, A.D., Wolvin, D.R. (2004)	Houghton Mifflin	Publisher Tech Savvy
Communication in Our Lives	Wood, J.T. (2006)	Thomson Wadsworth	S.F. State
Communication: Principles for a Lifetime	Beebe, S.A., Beebe, J.A., Ivy, D.K. (2006)	Pearson	CSU Fullerton
Essentials of Public Speaking	Hamilton, C. (2006)	Thomson Wadsworth	Publisher Tech Savvy
Fundamentals of Human Communication	DeFleur, M.L., Kearney, P., Plax, T.G. (2004)	McGraw-Hill	CSU Long Beach
Human Communication: Motivation, Knowledge & Skills	Morreale, S.P., Spitzberg, B.H., Barge, J.K. (2006)	Thomson Wadsworth	San Diego State
Invitation to Public Speaking, 2nd Edition	Griffin, C.L. (2005)	Thomson Wadsworth	CSU Fresno
Principles of Public Speaking, 16th Edition	German, K.M., Gronbeck, B.E., Ehninger, D., Monroe, A.H. (2007)	Pearson Allen & Bacon	CSU Dominguez Hills; Cal Poly San Luis Obispo; San Jose State; Humbolt; Publisher Tech Savvy
Public Speaking, 7th Edition	Osborn, M. & Osborn, S. (2006)	Houghton Mifflin	CSU Bakersfield; SJSU; Cal Poly San LuisObispo;Humbolt; CSU East Bay
Public Speaking, A Guide for the Engaged Communicator	Nelson, P., Titsworth, S., Pearson, J. (2007)	McGraw-Hill	Publisher Tech Savvy
Public Speaking: An Audience-Centered Approach	Beebe, S.A. & Beebe, S.J. (2005)	Pearson Allyn & Bacon	San Jose State
Public Speaking: Concepts & Skills for a Diverse Society	Jaffe, C. (2006)	Thomson Wadsworth	CSU East Bay; CSU San Marcos
Public Speaking: Strategies for Success	Zarefsky, D. (2004)	Pearson Allyn & Bacon	CSU Fullerton
The Art of Public Speaking	Lucas, S.E.(2004)	McGraw-Hill	Cal Poly Pomona; Cal Poly San Luis Obispo; CSU San Bernardino; SJSU; Humbolt State; CSU Channel Island; CSU Stanislaus
The Challenge of Effective Speaking	Verderber, R.F. & Verderber, K.S. (2006)	Thomson Wadsworth	CSU San Bernardino
The Essential Elements of Public Speaking	De Vito, J. A. (2003)	Allen & Bacon	CSU Channel Islands
The Natural Speaker	Fujishin, R. (2005)	Allyn & Bacon	San Jose State
The Speaker's Handbook	Sprague, J. & Stuart, D. (2004)	Thomson Wadsworth	San Jose State, Cal Poly San Luis Obispo
The St. Martin's Guide to Public Speaking	Tuman, J.S. & Fraleigh,D.M. (2003)	Bedford St.Martin's Press	Sacramento State