

Original Paper

Escorting and Feedbacking Lecturers in Building Lesson Plans Using PowerPoint Software in the Training Center for Nurses

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Abstract

One of the challenges of today's lecturers in training centers for nurses is to teach large classes of over 60 students, maintain eye contact with students, ensure understanding, manage a structured lesson and change it according to the class mood. The lecturer must "feel" the class and, accordingly, conduct the lesson. The lecturer develops these skills over time and experience. Today, most of the lecturers prepare lesson plans using PowerPoint (PPT) presentations. It is a simple, user-friendly software that allows to combine images, videos, text, and graphs. In Israel, students learn to use this software even in elementary schools, but as lecturers there is a considerable gap using this tool, which affects the lecture's efficiency and quality. New lecturers who use presentation in their lecture do not necessarily know how to properly build a presentation. This may lead to the lecturer and lesson's low evaluation by the students, claiming the presentation is unclear, confusing, discontinuous. Therefore, the question is whether the organization inviting the lecturer has responsibility for the contents and the way of lecturing? Like a news anchor before reading the news, the editors check the content and how it is written, or before publishing a newspaper article it is reviewed and edited. In Ted lectures, the lecturers are the content experts and the knowledgeable, but before these lecturers go up to the stage and speak, media experts work with them on the presentation and clear and elegant message convey. Thus, it is possible to prevent or influence to a certain extent the lesson's low assessment by students at least in part of using a presentation. The lecturer is part of the organization, which wants to convey a message to the students that the organization is serious, professional and relevant.

This article, will present three new lecturers in one of the largest academic training centers in Israel for nurses, who have prepared lesson plans of their choice using PowerPoint (PPT) software. The problems arose in the presentations preparation will be presented, and as a result, the importance that the academic training center will provide support in feedback to improve lesson plans using this tool before entering the lecture.

Keywords

PowerPoint Presentation, lesson plans, academic training centers for nurses, lecturers, feedback

1. Introduction

The lecturers at the academy were not trained for teaching, although it is part of their responsibility, and most of them are not updated in this field, but mainly in their field of knowledge and research (Notzer, 2014).

In most higher education institutions frontal teaching is predominant. The characteristic of frontal teaching, i.e., lecture, is that the lecturer is at the front of the class in front of the learners, the lesson focus is in his hands, and the lecturer's activity controls the lesson. Frontal teaching is based on a lecture which is based on two basic assumptions:

1. The imparted knowledge is an external innovation to the learner. This knowledge is received and integrated into a previous knowledge base that exists from previous learning and is used to build new knowledge.
2. The lecturer is the learner's source of knowledge, i.e., a knowledge agent that organizes the knowledge for the learner receive it in the most efficient manner (Mahlev, 2003). This method of study has advantages: it enables the transfer of accumulated human knowledge in a structured way, it saves time and financial resources. It enables the organization of the material by the most optimal method and its presentation from the light to the heavy, based on previous knowledge bodies. The lecture method is an active process not only to the teacher but also to the learners who must listen and understand and express themselves verbally and allow dialogue. Since the lecturer is the lesson's focal point, he is able to manage the lesson by correct time division, directing the learners to additional sources of information to expand the knowledge, to create verbal and nonverbal communication that enables feedback and information evaluation and to identify weak points (Collins, 2004).

The disadvantages of this method are: the learners sit passively in class without having an opportunity to express themselves and their ideas (Flanders, 1963; in Mahlev, 2003). Another approach sees the student as a vessel of the teacher's knowledge and the lecture method was compared to memorization since it expresses a process of imitation rather than independent creation and discovery (Notzer, 2014).

The new lecturer is an expert in his field. Most lecturers or almost all of them choose to use a presentation, and it has many advantages, as: systematic and clear information organization, time saving using charts, adding tables and photographs, arousing interest and curiosity among learners. The student can easily copy the lesson. If the student is absent it is easier for him to catch-up the lesson. It allows effective lesson management. However, there is a problem in using presentations in lecture as: the lecturer focuses in the presentation, not in the lesson, or even reads it. It causes a situation in which the lecturer loses eye contact with the students and it harms the lecturer's uniqueness. Overloaded slides or slides that are displayed in not chronological order may cause confusion and inability to understand the transmitted information. A presentation given to learners in advance leads to a loss of

interest in class and even makes the lecturer irrelevant. A pre-edited lesson may impair the natural development of the subject by both learners and lecturers. A point-by-point presentation does not develop or deepen the subject, but constitutes a summary. A presentation that is loaded with colors or effects attracts and steals students' attention from the main subject. Building a presentation requires time to develop skills as: Web search, image search. Time that sometimes comes at the expense of learning and deepening knowledge of the material (Kala, 2006; Bar, 2006).

The presentation must be a tool which serves the lecturer, not the other way around (Kala, 2006). The lecture should be integrated and interactive to enable an interesting lesson that interests a large group as part of the lecturers' challenges (Steinert & Snell, 1999)

The responsibility of the training organization:

Due to rapid environmental changes and increasing competition, organizations are forced to cope and adapt to the changing reality (Meshulam & Granot, 2016). To succeed in advancing its goals in accordance with environmental changes, there is a need in cooperation between the executive level and the staff in the organization, in order to speak in the same language and recognize the organization's perceptions. The organization's human capital is not owned by the organization but is maintained in labor relations. The employee has expectations from the organization in form of economic reward, opportunity for development and growth. The employer's expectations are to earn from the investment in improving the performance and productivity in innovation and creativity (Meshulam & Harpaz, 2015). Employees feel good when they are welcomed, supported, given a sense of value and being mentored (Chapman, 2009; Elnaga & Imran, 2013). Following the program of employee's support and feedback, he is aware of what is expected, he is intended to do the necessary work and get the required results, and raises the service provision quality (in this case, it is the learners).

2. The Research

The research type:

Case study which aimed to examine the changes in the structure of lessons planning using the Power Point presentation after guiding and escorting new expert lecturers by the academic training centers for nurses.

The research population:

Three new lecturers without previous background and experience in lecturing. The lecturers are nurses holding MA degree and experts in their fields.

The method:

Face to face or e-mail correspondence feedback meetings with the lecturers in accordance with the lecturers' availability before the lectures.

The problem / the difficulty:

Following the students' evaluation of new lecturers' lessons and reviewing the lesson content through the lecturers' presentations, it was found that: The new lecturer is inexperienced, does not know how to

adjust the amount of content he has to teach according to the study guide and the course's number of lessons and does not know to adjust the presentation's length to the lesson's duration..

In some of the presentations there were found: misspellings, professional definitions that are at the basis of the course were not mentioned, the presentation was not proofreading, presentations with text only, without illustrating tools. Presentations that are loaded and overflowing, presentations that appear to be a long list without any division into topics. Therefore, there was an attempt to response the new lecturers and escort them at the beginning of their careers in preparing lesson plans for the students.

Goal:

To promote and influence the lesson course and the learner through support, escort and feedback new lecturers in building lesson plans using Power Point presentation.

Results:

- Lecturer 1 - Qualified nurse. 15 years of clinical experience. Master's degree. Asked to teach students in the generic course the neurological diseases course. Has no prior experience in teaching.
- Lecturer 2 - Qualified nurse. 12 years of clinical experience. Master's degree. Asked to teach the subject of arrhythmias. Has no prior experience in teaching.
- Lecturer 3 - Qualified nurse. 9 years of clinical experience. Master's degree, was asked to teach Cross shock situations. Has no prior experience in teaching.

All lecturers were asked to present their lesson plans prior to entering class to ensure: the content being taught, the language used, questions for discussion. The lecturers received prior information regarding their students' characteristics, their scholastic stage, previous and relevant basis courses to the course they teach.

Lecturer 1:

Table 1. The Findings in the Initial Presentation in the Subject of Neurological Diseases

The finding	The feedback	Rational
A lot of text only in English	Reduce text in slides, change the presentation to Hebrew for linguistic accessibility	The student will be available to listen and understand during class and not busy in translating
Professional terms were written in Hebrew letters without a definition explaining the term	Write professional terms in English letters, while defining and explaining the term in Hebrew	Understanding terms as a basis for understanding and learning the professional language and its use.
Confusing and disorganized description of the disease's pathophysiology	It was recommended to use schematic / descriptive description accompanied by an explanation in class while maintaining the continuum development.	A schematic description will allow the lecturer to maintain continuity and concentration in explaining. The student visually follows the lecturer along the continuum and

		listens to the explanation.
There is no reference to the nurse role according to the nursing process	Add the nurse role according to the nursing process including: Data collection, making estimates, intervention, evaluation.	The student learns the nurse's profession and therefore lesson must be relevant. The lecturer is an integrator between the learning material and its implementation in the field.

The initial feedback was given by telephone to explain the lecturer the meaning that another professional person is reviewing the presentation and can help with structure and language. The lecturer did not agree with the feedback but agreed to change and correct.

The lecturer corrected three presentations and sent again: The presentations were in Hebrew, included terms in English with Hebrew definition, reference to the nurse role was added, but in terms of content and explanation, the pathophysiology was confusing and unclear and the sequence was not preserved. For example, the presentation began with an explanation of the disease, causing signs and symptoms and repeating again pathophysiology and signs and symptoms. A feedback was given but the lecturer decided to leave the process and not lecture.

Lecturer 2:

Table 2. The Findings in the Initial Presentation in the Subject of Arrhythmias

The finding	The feedback	Rational
Slides overloaded with text and explanation.	Reduce text in slides. Keep the main things, 6-7 rows in slide.	Separate the wheat from the chaff Short presentation which suits the lesson time. Visually-friendly presentation, Legible font size.
No logic order in the presentation's content	Logically reorganize the presentation. It was recommended to make a diagram of the subject development.	Allows the lecturer to be focused. Allows the learner to follow the subject development.
Very detailed pathophysiology process and development.	Reduce the written explanation. It was recommended to combine illustrating images to the explanation. Combine videos. Ask a question to opens the subject. Write points that may be developed in class.	Allow discussion development in class. Images make a more tangible explanation. Develop class discussion.

The lesson goal appears in the summary by the end of the presentation. Move it to the beginning to open the lesson. Clarifying the lesson's subject.

The feedback was given to the lecturer by e-mail for each slide.

The lecturer's response—she was happy to get feedback and asked to correct and resubmit. She said: "I was not sure how to build the presentation this is my first time".

Lecturer 3

New school teacher. The feedback was given in person. In this manner it was possible to hear the lecturer's rational in the process of building the lesson plan.

Table 3. The Findings in a Initial Presentation in the Subject of Shock States

The finding	The feedback	Rational
The subject is logically unclear.	Organize in thinking or writing the subject by its development before putting it in the presentation.	There is a tend to build a presentation even before having the idea how to develop the subject in a structured way.
There is a use in spoken language in the presentation. Sentence structure is misused.	Use professional, simple and clear language, proofreading the presentation.	Using clear, simple language and correct sentence structure helps to understand the learning material. The student does not have to deal with "what did the lecturer mean?"
Pathophysiology description in overloaded slides.	Repeat the physiology and anatomy. Present pathophysiology using a flowchart.	Review of anatomy and physiology enables students to understand basic material before understanding pathophysiology. The use of flowcharts—summarizing the material, help the lecturer to be clear and the student to understand the processes development.
Professional terms were written in Hebrew letters without a definition or explanation.	Use and write professional terms in Latin and explain the term in Hebrew.	Professional language is the tool of our profession. If the student will not meet it correctly and clearly in class, he will continue to the clinical field not knowing the correct use and he will not be familiar with the terms.

The lecturer's response—she was happy to get feedback. She were asked to correct and come for additional meeting.

At the second meeting held two weeks later in person. The presentation was pleasant-looking, more clear-cut, without words' overload, and the lecturer could explain the subject more clearly. The lecturer added the lesson plan clarifying questions, videos and pictures.

The feedback given in the second session: Organize the appearance of the presentation: Choose a uniform font type, colors, equal font size in all slides.

3. Conclusions

The process has advantages and disadvantages for the beginner lecturer, for the organization and for the learner: for the beginner lecturer.

Table 4. Advantages and Disadvantages for the Beginner Lecturer, for the Organization and for the Learner: For the Beginner Lecturer

Advantage	Disadvantage
Personal process built according to the lecturer's character and thinking.	The process takes 2-4 meetings, requires the lecturer's willingness to have feedback
An opportunity to re-examine the initial plan that was built and to refine the information we want to teach.	It takes time to correct and refine the information and message the lecturer wants to pass.
Allows the lecturer to learn and deepen the discipline beyond what is required in class—it will give the lecturer control and confidence.	
A structured, continuous and clear lesson plan will enable the lecturer to transfer the material clearly to the learner.	
The lecturer is an integrator of the basic courses they have studied.	
The lecturer has a professional address—he is not alone	
The lecturer combines additional techniques in class as: videos, pictures, discussion questions—it leads to active learning.	
The lecturer feels valued and important in the organization.	

In this process the lecturer is the content expert and therefore the intervention is not in the content, but in the presentation of the information (visually, schematically). Of course, the lecturer following his experience will change the lesson plans several times in comparison with the learners' style, but the lecturer must now direct his energies to the lecture style.

Table 5. Advantages and Disadvantages for the Organization

Advantage	Disadvantage
Makes the lecturers be aware to proper use in building professional lesson plan	Requires the organization's resources to the activity as: money, team, time, developing unique and designated program for this cause
Follow up and control of the taught contents	
Creates connections with the lecturers and willing to cooperation	
The lecturer becomes part of the organization	
Creates unique organizational culture which is committed to professionalism	
Serving its direct customers (the learners) and its partners (the lecturers)—creates cooperation	

For the learner:

Advantage:

- The learner gets a structured lecture that organizes and promotes thinking,
- The student gets a lecture that includes the professionally required elements.
- The learner gets conditions for learning
- The student gets a confident lecturer who controls knowledge
- The student gets an active lecture

The risk:

The lecturers will not accept the process and will leave.

3.1 Future Recommendations

1. To institutionalize in all nurse training organizations a professional entity that will provide mandatory response to new lecturers in subjects concerning development of teaching systems and the use of presentations.
2. To continue conducting such processes only for new lecturers (an experienced lecturer already understands the meaning and essence of training students to nursing profession following this process).
3. To examine the construction of a uniform format to develop presentations dealing with diseases using professional language and maintaining a uniform sequence that will facilitate the lecturer in building a lesson plan and make it easier for students to monitor the lesson development.

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