

Portfolio Project

EDUC 765: Trends and Issues in Instructional Design

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Project Proposal

PROJECT TITLE

Giving a presentation while using PowerPoint.

SPONSORING ORGANIZATION

[Redacted]

Training will be created for [Redacted]. The school is owned by a large educational company. The school is fairly “old school” in its approaches to education; still teaching in the traditional ways of lecture based passive learning. There is very little to no technology use. Rote memorization and lecture style instruction is mainly how teachers here teach their students. The typical class length is 50 minutes long with 10 minute breaks in between and a 45 minute lunch break. There are 7 – 8 classes a day and the school starts at 7:40 or 8:30 depending on track) and ends at 4:35 or 5:45. There are about 1500 students in total.

The school is very good at making the students study and pushes them to get into top rated, famous universities throughout the country. They are fairly successful at this endeavor. The school is very concerned with changing attitudes towards educational technology and technology in the workplace and must stay competitive and prepare their students for university. They newly installed HDMI projectors in all of the classrooms. They have two pc rooms, although there are few pcs to use comparatively to the often large class sizes of 35 – 40 students per class on average. The school would like to have the third year students focus their last term on giving presentations on a topic in English and using technology to do it. But they have no idea how to do it as many of the teachers themselves do not speak English or feel confident using technology. The English department will be the ones to implement and oversee the presentation unit.

PROJECT DESCRIPTION

The issue is many students do not have basic technology skills that are adequate enough for what they will need in university, especially PowerPoint or using Google drive. Many students also do not know how to give presentations in either Japanese or English, as it is not a part of traditional learning strategies used in classrooms (Lectures style passive learning, all work handwritten from students if a report or writing of some kind must be done). This project is relevant to the issues at hand because universities, especially the top ones, are increasingly using more technology in educating students and expect that incoming students will have already mastered basics.

AIM

- Students will develop presentation/speech skills and demonstrate those skills.
- Students will discover how to make a basic PowerPoint presentation and prepare one on their topic of choice to demonstrate in class.

TARGET AUDIENCE

- Participants will be third year students. Students are 17-18 years old.
- Students are split up into different categories of tracks; athlete, regular, and special T class. Athlete track is where the focus is on sports and their day is structured for competitive sports as their focus. Many of these students are poor academically but excel in their chosen sport, some even go pro. They often have attention issues and a poor attitude about school. The regular track is comprised of normal high school students with no special designation. Special T classes are the highest academic achievers with the impressive scores to match. Many of these students already have scholarships for the top universities. They tend to get bored easily. All student classes are differentiated by test scores and academic ability and within their tracks as well.
- For this particular project, the three highest academic classes and the three lowest academic sports classes will participate. There is on average 35 students in a class with my smallest class being 28 students and my largest being 42 students.

DELIVERY OPTIONS

The instruction will be delivered face-to-face, as this will be a continuation of their special English class. It is also the method of instruction students are most familiar with and considering the language barrier, it is best to stick to a routine they know. They will also be instructed using the programs they will learn as an example. They will have many task based activities in pair work, group work, and individual instruction.

Front-End Analysis: Instructional Need

INSTRUCTIONAL NEED

We already know the problem, but what exactly is the gap in student knowledge and what they need to do still needs to be determined. So a learner analysis will also be conducted anonymously via survey and a short answer questionnaire given to students. Students are already aware that they must do this task and will be given a few minutes to think about it before being given the survey and questionnaire. This will be in their both in English and their native Japanese language and can respond in either of those languages. A different questionnaire with short answer responses will also go to their homeroom teachers who know the target students best. This information can be used to help determine the goals in our steps to take to accomplish our main task.

(Survey/ questionnaire is included on last page of the document)

Problem Identification: The vice principal and the head of the English Department at the school want the students in their last year of high school (3rd years) to make and present a short in-class presentation and incorporate the use of power point. They have not used it themselves in school and most have not given presentations even in their own native language. Purpose of the planned instruction is to get their presentation

skills up and an opportunity to practice them and use whatever English they have learned. They will also know how to use basic functions of PowerPoint, as they will need to know how to do this before entering university or junior college (which most students go on to do).

A learner analysis will be conducted anonymously via survey and a short answer questionnaire given to students. Students are already aware that they must do this task and will be given a few minutes to think about it before being given the survey and questionnaire. This will be in their both in English and their native Japanese language and can respond in either of those languages. A different questionnaire with short answer responses will also go to their homeroom teachers who know the target students best. This information can be used to help determine the goals in our steps to take to accomplish our main task.

What it revealed: Students have limited knowledge and ability using Microsoft PowerPoint. Many students do not feel confident giving a speech, especially in English. Some students in the special T classes do know how to use PowerPoint but not well or do not feel confident about it. Students in the sports track have the highest number of students who do not know how to use PowerPoint at all. All students have basic knowledge of computer use, and of Microsoft word. PowerPoint was the one that students have seen being used, but have not used it themselves. It was also revealed that students do not know much about different methods of saving documents or using internet tools like Google docs or Google slides. Special T class students had more knowledgeable on these. Regardless of academic track, all students reported great anxiety about giving the presentation in English. There is a knowledge and skills gap and we must close it for their future success in entering and thriving in University or any post-secondary education setting. It will also be important for many careers they may work in the future.

Front-End Analysis: Learner Characteristics

LEARNER ANALYSIS

Primary Audience

- Third year high school students sports track classes: 1, 2, 3
- Third year high school students Special T track classes: 12,13,14

Secondary Audience

- Japanese English teachers

General Learner Characteristics

- Ages 17 – 18
- Gender: sports track is 80-90% boys, Special T classes are about 50/50.
- All are Japanese with a couple from bicultural international family households, limited knowledge and experience of other styles of instruction.
- Classes are already differentiated by academic ability and by “track.” (higher the number of class category, higher the academic ability and therefore usually higher the English ability)

Motivation and Academics

- Sports track classes Sports track students are very energetic, have issues focusing, very low English comprehension ability. Short attention span. Lower maturity level comparatively to the other level classes at the high school. Very low English ability in all aspects (reading, listening, speaking, writing).
- Need more individual attention and structure.
- Give up easily if too hard and then either sleep or chat.
- Special T classes are academically good and the English usually follows (but not always). Better at the 4 essential communication skills.
- Give up is something is too easy or too hard.

- Do not have to be spoon feed information as much and can generally figure out how to do something. Don't need as much structure. Better at coming up with original ideas. More likely to try new things.
- Quieter
- Bullying and shyness and select mutism is a much bigger issue in these upper level classes than the sports track.
- Used to listening to the teacher lecture style and memorizing huge amounts of information and then reciting it.

Entry Characteristics

- All have basic computer knowledge, like how to use Microsoft Word and to operate the computer.
- Special T classes have more tech savvy students, are more open to learning.
- Special T classes have a higher English competence and comprehension than typical Japanese high school students (as seen from test scores).
- Sports track students are great at cooperating, asking questions, and notifying an instructor when they don't understand something. Sports track students are usually confident with tasks that bring attention to themselves individually.
- Most of the students have strong hobbies/sports interests or people they admire – will make it easy for them to come up with content for their presentations.

CONTEXTUAL ANALYSIS

Orienting Context

- They have to attend because it is required for their English class. They want to practice some English and maybe be less scared of using new technology.
- They think it is very useful for school. Some mentioned future work.
- They are happy if they can write some English sentences or words and read off their simple PowerPoint slides. They must do this for a grade.

- They are overwhelmed by the thought of doing it all in English and think the PowerPoint program will be in English too (it won't). They think their English must be perfect.

Instructional Context

- Their schedule consists of one 50 minute class per week with 10 minutes passing time. We have 5 classes.
- Overhead florescent lights can be shut off. Only a gauzy curtain shuts out natural light and the school is built so that the most natural light gets in, sometimes on sunny days there are issues with seeing the projector screen due to sunlight.
- There is regular hallway noise from students moving from one place to another. If returning to the classroom, sometimes outside sounds if close to ground floor and windows are open.
- AC is available but only to 23 degrees Celsius. All windows open a bit due to Covid-19 precautions.
- 15 computers and chairs in main computer lab, students in neat rows 28 -42 students per class arranged like this. Sometimes for pair work they are 2 desks pushed together. For small group work, 4-5 desks are together.
- Classes are in Students' classrooms and the main computer lab
- Available equipment - PCs in computer lab, projector with HDMI hook up in every classroom, internet on all computers. Worksheets will be used as well. Videos and power point used on projector.
- No transportation required. Everything is at school.

Technology Inventory

- HDMI projector for laptops in every classroom.
- 20 computers in the main computer lab
- All computers have access to the internet and PowerPoint installed.

- Only some students have access to computers at home and even less have access to PowerPoint. It is best to have students do all work required on a computer at school.

Transfer Context

- They can use it for other classes, but for the future they can use these skills in university, other post-secondary educational situations, or even the workplace.
- They can use what they learn to do presentation in Japanese for other classes if allowed, and definitely in future English classes. But to retain information, other teachers must allow them to use PowerPoint, and/or to give more presentations in classes.
- Other teachers, especially the accompanying partner teachers assisting the class, can support their use. The head English teacher expressed a desire to have them use it in other English classes.

Instructional Impact Based Upon Learner Characteristics

APPLICATION OF LEARNING THEORIES

Since the primary target audience is 17 – 18 years in age, I will use theories that can be applied to that age group as well as adults. Most of the students have some interest in English and prior exposure, and many want to learn either because they are interested in English or they see a need to learn it and practice it to gain entry into university or advanced sports programs. This means most of the students have an intrinsic motivation to do well and learn this content (Sutton, 2017). The theory of different learner styles to cater to that would help students process information better and make meaning from what they learn. Functional context uses prior knowledge and relatability and using as real world examples as possible to help learners absorb meaning (Culatta, 2018). Most learners for this particular project will need this information in the future for

school and work in some capacity. Chunking and cognitive load will also be useful to apply here as informational processes to learn can be overwhelming, especially to those who have not used the program before, therefore, in order to simplify the process, it is best to present the information in logical order and in digestible chunks. The learners will have time to help each other and absorb information and attempt to apply what they have learned/ observed (Sweller, 2018). With this student group, it is all about building confidence and breaking things down in an easy to follow format to give them time to learn. There will be some social learning theory applied as well as they are group orientated and thrive in group participation and according to Sutton (2017), many cultures and age groups, but especially adolescents heavily rely on social learning. They are less likely to speak up for help individually and rather would differ to a group and feel uneasy at trying new things in front of a large group of others. They will be working and learning from each other as well as together in activities to build up skill and knowledge to eventually demonstrate the desired learning goal of giving the presentation with the aid of PowerPoint to highlight their work.

APPLICATION OF MOTIVATIONAL THEORIES

Self-efficacy and ARC would in helping be very useful in helping and encouraging students to engage in content for learning. Japanese students' cultural peculiarities have them more likely lacking in confidence and willingness to challenge themselves, despite how they might feel about something personally. It's beneficial to show them how they might use this content in their futures. Many are very motivated to achieve their goals and to apply useful information. They are also easily entertained but easily bored so getting their attention at first and holding on to it will have them pay attention to the "boring but necessary" content long enough to have an increased chance in remembering that content. And building confidence with little achievable steps that guide them into more challenging tasks will have the learners not give up so easily.

IMPACT OF A DIVERSE AUDIENCE ON INSTRUCTION

Primary Audience consists mostly of Japanese students and staff with limited exposure to other learning methodologies and strategies. There is a range in English comprehension and almost no one has native level English fluency. Easy English must be used and anything vital should have either key words translated or shown visually, especially if it is a process. Japanese students do not like to stick out and their culture dictates that group consensus is better than individual opinion, so students are not used to voicing their opinions or speaking up if they have a question or an issue. It is very important to be able to read body language, let students work together in pairs or small groups, and then let them write things down that do not need to be shared with the group individually. It is best to do most activities in pairs or small groups so students can confer with each other and feel more comfortable participating and engaging in class. It is also better to have students choose their partners in most classes that get along because they will refuse to work with others and flat out not do what is required if they are with someone of the opposite sex or with someone they do not prefer. So, class temperament and gender must be considered. They are used to a teacher centered class, so it is best to tell them step by step what to do and show them what done looks like (this will also help them and their aversion to making any mistakes, which can paralyze them).

The primary target audience consists of all Japanese students, most who have never left Japan and have limited exposure to other cultures. Japan is a high context culture, whereas the USA is a low context culture. They are more in-group / out-group orientated when organizing socially, and very hierarchal and patriarchal. This means that you have to read the room and be aware of gender behavior discrepancies, and that students work much better and feel more comfortable working in pairs or small groups of friends or people they are more familiar with. They also are more acquainted with a certain ridged way of doing something and do not usually deviate from that norm, therefore, consistency and sticking to a pattern when educating them is key. The learners also tend to give up or not try to challenge themselves due to the extreme fear

of failure and the concept of saving face. Students are used to being spoon-fed information in passive learning environments, therefore, they have difficulty seeing connections between concepts and ideas.

When designing activities to encourage learning, it is important to challenge them a little but make sure all the tasks are achievable, be more group orientated in nature, and they have to know what a finished task looks like before they start.

Goal and Task Analysis

GOAL ANALYSIS

Step 1: Original goal(s):

- *Students will make an approximate 2 minute presentation.
- *Students will give the presentation.
- *Students will use PowerPoint to assist them in giving their presentations.

Step 2:

-Understanding key vocabulary and symbols to accomplish task:

- *English instructions, PowerPoint symbols in English and Japanese

-Making / writing a presentation.

- *Basic structure of an informational presentation: intro – body – conclusion
- *Proper English, with well-constructed sentences.
- *organized information
- *relevant information to the topic
- *Includes hook for attention getting
- *sentence length written for speaking and not reading.

-How to deliver a speech (best practices as referred to in a rubric):

- *Gestures to illustrate key points.
- *Using demonstrated posture / body language communication
- *Eye contact

- *Use of correct English
- *Good flow / organization/
- *Good voice – intonation, pronunciation, speed, appropriate volume
- *Preparedness
- *Use of notecards and their role. Doesn't read off of them.

-Use of PowerPoint slides and how to create

- * Make and customize different slides – types, color, and orientation
- *Text – how to change size / color / font / position
- *How to add pictures, embed video, or add hyperlinks
- *How to save it to class file on school network.

Step 3

Creating a presentation

1. Basic structure of an informational presentation: intro – body – conclusion
2. Includes hook for attention getting
3. Organized information
 - a. Using relevant information to the topic
4. Sentence length written for speaking and not reading.
5. Using correct English, with well-constructed sentences.

Delivering a presentation.

1. Using demonstrated posture / body language communication
2. Eye contact with audience instead of reading off paper/notes.
3. Preparedness – being ready and well-rehearsed.
4. Good voice – intonation, pronunciation, speed, appropriate volume
5. Gestures to illustrate key points.
7. How to use PowerPoint for the presentation
 - a. Use of only key points for text on slides.

- b. Use pictures or videos for visual aids relevant to topic only.
- c. Use of readable, clear font
- d. No using of distracting effects
- c. Use at least five slides to demonstrate.

Use of PowerPoint slides and how to create

1. Can make and customize different slides – types, color, and orientation
2. Able to change text – how to change size / color / font / position
3. Adds pictures, embeds video, or adds hyperlinks

Step 4 :

1. Students will choose a topic from a pre-approved list.
2. Students will create a 2 minute presentation after learning the basic main points on what a presentation consists of, and in a well-organized manner.
3. Students will deliver a speech using best practices of public speaking as per the rubric after learning about the fundamentals of giving a speech and how to incorporate the use of PowerPoint within the presentation.
4. Students will learn how to use PowerPoint to create visual aids for their in-class presentation, using best practices from defined standards.

INSTRUCTIONAL GOAL

Students will choose a topic from a pre-approved list and create and deliver a 2 minute presentation that incorporates the usage of PowerPoint. They will learn how to make and give a presentation using defined standards from a rubric. Students will also learn how to create slides and add content for their visual aids on PowerPoint, demonstrating what they have learned by using it in said presentation.

TASK ANALYSIS METHOD

Procedural analysis was chosen due to the overall objective being about how to give a presentation and how to use PowerPoint. The learners must demonstrate certain tasks to show their skills.

TASK ANALYSIS

1. Choosing a topic

- a. Choosing a topic to present on from a pre-approved list provided by teacher.

*Topics are familiar to the student so very little to no research is required as all work is done in class and technology is limited.

2. Creating a presentation

- a. Watch video of a student giving a similar speech as an example of what is expected.

- b. Learn basic structure of an informational presentation (hook - intro – body – conclusion) by listening to teacher and watching demonstration on how to fill out an outline/organizer on projector where there is an example.

- c. Fill out the outline/organizer with information about the chosen topic. Use only information that is related to the topic.

- d. When writing notes to complete the outline, sentence length is written for speaking and not reading. Correct English must be used, with well-constructed sentences.

- e. Hand in the outline to the teacher to check for English mistakes, completion at satisfactory levels, and appropriate topic from list chosen. It will be returned.

3. Delivering a presentation.

- a. Watch demonstration video again to serve as an example of expectations and receive handout. Look at the hand out and read it over.
- b. Use demonstrated posture / body language while giving presentation.
- c. Make eye contact with audience. Do not read off note cards/ outline/ or slides.
- d. Speak at a loud enough level where your audience in the room can hear you clearly, but not so loud you will disturb others in the next room. Also have good intonation, pronunciation (no katakana sounds or mispronunciations), and speed.
- e. Use gestures to illustrate key points or emphasize/ illustrate what is said.

4. How to make and customize different slides – types, color, and orientation

- a. Watch teacher demonstration via the projector and follow along.
- b. Click on PowerPoint program on desktop. It will pop up on the screen.
- c. Click on title page slide, add title and any other text. If text is not in desired position, click on the dots on the edges or corners of the text box. Position it where you want.
- d. To change font, font size, font color, go to the “home” tab or right click the mouse and the toolbox will come up.
- e. To add a new slide, in the “home” tab, click the new slide drop down and choose the style of slide.
- f. When wanting to change style of current slide, right click and “choose layout” from the tool box that appears. Make sure the slide is clicked on and not the text box.
- g. To change the color or theme of slides go to the “design” tab. Choose from the menu or click on the colors drop down label and choose there.

- h. If certain design elements aren't wanted for a particular slide, choose "hide background graphics," and it will only show the color scheme chosen.
- i. To add pictures, embed video, or add hyperlinks to slides go to the "insert" tab. Click on icon or drop down. It will bring you to a browser window where media from certain files can be searched for and used.
- j. When video or picture needed is found, click on file in the folder. It will be highlighted or a checkmark next to it. This denotes selection. When ready, click "insert."
- k. Images can be adjusted like aforementioned textboxes with dots on the sides and corners.
- l. To crop the image, click on the "crop" drop down and little black tabs in the corners and sides will show up. Use these to where it needs to be cropped, then click on the "crop" drop down again and click on "crop". It will crop your images where you set those little tabs on the side of the image. This can also be done via right clicking the mouse/curser.
- m. To add hyperlinks, go to the "design" tab and make a text box (horizontal or vertical, for this project, only choose horizontal). A small cross will appear, click and drag where you want the text box.
- n. Go to insert, click on hyperlink icon. A window will pop up. Copy and paste the web address into the address box. You can change what the hypertext will look like in the text to display box. Highlight, delete and retype desired word or phrase that will become how the hyperlink is displayed. When finished click the "okay" button.
- o. If the slide order needs to be different than how it is set, look at the left part of your screen in PowerPoint, that section will say "slides" and "outline." Drag slide where wanted to reposition. Both slides and outline are fine to use.
- p. When finished making at least 5 slides, save it to the class folder using the school network. Go to "file" "save as," label the new saved file with your family name, and

save in the class folder. Use the browser pop up to find the class folder, just like in Microsoft word.

5. How to use PowerPoint for the presentation and creation.
 - a. Use of only key points for text on slides.
 - b. Use pictures or videos for visual aids relevant to topic only.
 - c. Use readable, clear font when adding text to slides
 - d. No using of distracting effects
 - e. Use at least five slides to demonstrate.

Instructional Objectives

TERMINAL OBJECTIVES AND ENABLING OBJECTIVES

- Students will prepare a 2 minute presentation using defined standards from a rubric. – (cognitive – applying, creating)
 - Presentation includes basic structure of an informational presentation: intro – body – conclusion and includes hook for attention getting. (cognitive – applying, affective - organizing)
 - Learners will use correct English with well-constructed sentences by using well-constructed sentences, no mispronounced words, no grammar mistakes that interfere with communication or disrupt understanding from the audience: no word order mistakes, no tense mistakes, no dropped prepositions, or misused indefinite pronouns. (cognitive – understanding, applying)

- Presentation content is organized in a logical manner that makes sense.
Good flow (affective – organizing, psychomotor - presenting)
- Uses relevant information to the topic. (affective – valuing)
- Students will also learn how to create slides and add content for their visual aids on PowerPoint, demonstrating what they have learned by using it in said presentation. - (Cognitive – creating)
 - Students will use only key points for text on slides. (affective – valuing, organizing, cognitive - remembering)
 - They only use pictures or videos for visual aids relevant to topic only.
(affective – valuing, organizing)
 - Students will use readable, clear font when adding text to slides as per basic design principles for PowerPoint – Proximity, Alignment, Repetition, Contrast, Space, and Memory Load. (cognitive – applying)
 - No using of distracting effects or word animations (cognitive – applying)
 - Students will use at least five slides to demonstrate. (cognitive - creating)
 - Any English the students use will be correct, with little to no mistakes that would interfere with understanding from audience: no word order mistakes, no tense mistakes, no dropped prepositions, or misused indefinite pronouns, no more than three other grammatical mistakes
(cognitive – applying)
- Giving the 2 minute presentation using defined standards from a rubric presentation in front of class. – (cognitive – applying)
 - They will do gestures to illustrate key points. (psychomotor – adaptation)
 - Individuals will be mindful of posture / body language and show confidence through body language: Standing up tall, no slouching over or

- leaning, faces audience, not overly rigid. There is little to no distracting movements. (psychomotor – adaptation, affective - attitude)
- There is good eye contact with the audience. Students will be looking at the audience for the majority of the time to establish connection (psychomotor – adaptation)
 - They will use appropriate voice – intonation, pronunciation (little to no katakana sounds), speed, appropriate volume for setting, clarity. (psychomotor – adaptation)
 - Preparedness – Students will smoothly deliver the speech with little to no pauses (no more than one) and use of notecards; doesn't read off of them the majority of the time. (psychomotor – set, cognitive – remembering)

Enabling Objectives Matrix & Supporting Content

Title of the unit/module:

Giving a presentation while using PowerPoint.

Brief description of target audience:

Participants will be third year students. Students are 17-18 years old. For this particular project, the three highest academic classes and the three lowest academic sports classes will participate. There is on average 35 students in a class with my smallest class being 28 students and my largest being 42 students.

List Terminal Objective Here:

Students will prepare information and organization of a 2 minute PowerPoint presentation.

List Pre-Instructional Strategy:

Overview in simple English and watch video of a student giving a similar speech as an example of what is expected.

Enabling Objective	Level on Bloom's Taxonomy	Learner Activity (What would learners do to master this objective?)	Delivery Method (Group presentation/lecture, self-paced, or small group)
Presentation includes basic structure of an informational presentation: intro – body – conclusion and includes hook for attention getting.	cognitive – applying, affective - organizing	Students learn the basic structure of an informational presentation by listening to teacher and watching demonstration on how to fill out an outline/organizer on projector where there is an example. Students then fill out outline with required information following the outline.	Group lecture, then individual activity or pairs working together.
Learners will use correct English with well-constructed sentences.	cognitive – understanding, applying	When writing notes to complete the outline, students write for speaking and not reading. Correct English will be used, with well-constructed sentences that show mastery of skill level (no mispronounced words, no grammar mistakes that interfere with communication or disrupt understanding from the audience, no word order mistakes, no tense mistakes, no dropped prepositions, or misused indefinite pronouns).	Individual activity or pairs working together.
Students will use relevant information to the topic.	affective – valuing	Students fill out the outline/organizer with information about the chosen topic. They will only use information that is related to the chosen topic and remove information that is not.	Individual activity with possible small group
Presentation content will be organized in a logical manner that makes sense.	affective – organizing, psychomotor - presenting	Students finish completing the outline and hand in the completed outline copy to the teacher. Students practice presenting if they completed the tasks.	Individual activity and then small group activity

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