



## Role of online presentation archiving facilities as otolaryngology knowledge base

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### Abstract:

Presentation is a powerful teaching tool. Every teacher would love to support his lecture with presentation aids. Eventhough these presentations are created using standalone tools like presentation software, these presentations need to be archived for future retrieval. Till a few years ago faculty used to carry their presentations in the form of slides, which used to be cumbersome. Presentations using photographic slides were rigid offering no flexibility to the speaker. Now with the increasing use of computers and laptops digital presentations are becoming the order of the day. Today's teachers are expected to be comfortable with presentation software and their use. This study was performed to assess the awareness of faculty about online presentation archiving facilities. Questionnaires were used to elicit responses from faculty. This study revealed that only 10% of the faculty questioned knew about the online storage facilities and only 2% of them are regularly archiving their presentation. This study concludes that more needs to be done in creating awareness among faculty regarding online presentation storage facilities available.

### Introduction:

#### Importance of presentation:

Every teacher knows that it is pretty difficult to retain the attention of class for more than 15 <sup>1</sup> minutes. It is really a great constraint to compress a whole topic within that 15 minute attention span. This is where presentation play a role.

Most of the teachers simply convert their lecture notes into power point slides. But this has its own limitation. It doesn't allow the student to interact and think critically. The role of a good teacher is to stimulate this critical thought process in his student. An ideal presentation should follow a set model with an intention to cater to the best needs of the student.

Here in I would like to recall Robert Gagne's Model of instruction.

#### Robert Gagne's model <sup>2</sup>:

1. Gaining attention
2. Informing the learner of the objective
3. Stimulating the recall of prior learning
4. Presenting the stimulus

5. Providing the necessary learning guidance
6. Eliciting the performance
7. Providing the feedback
8. Assessing performance
9. Enhancing retention and transfer

#### Gaining attention of the student:

In the present day age of distractions it is rather important to go that extra mile to gain attention of the student. A student who is entering the class will be having a cluttered mind, heavily preoccupied with the events of the day, probable events of the next day etc. The best way to gain attention in this scenario is to raise the voice, providing an interesting visual (this is where a splash screen comes into play).

Over use of multimedia could also prove counterproductive as students are likely to get distracted from the class. They may even lose concentration thinking about the multimedia / anticipating the next multimedia event.

Attention seeker should be an ideal mix of multimedia / voice intonation / .

#### Preparing student for the lecture:

Students of the class should be clearly informed about the objectives of the class. This would enable them to concentrate better and to stay focused. The whole blocks of the teaching module should be communicated to the student in very clear terms even before the lecture is begun. This is where Modular teaching really helps. Of course care should be taken in preparing the teaching modules. These modules should preferably be arranged in a sequential order to enable the student to recollect the lecture after the class.

#### Presenting the stimulus:

A well primed student will make a good learner. To attract the attention and to enable the student to stay focused the lecture class should be stimulating. Stimulus could be in the form of audio / visuals / screen theatrics.

#### Providing learning guidance:

This is the most important task of the lecturer. Any student can learn from text books. The role of a teacher is to guide the student in learning and grasping the concept. As the adage goes "A good class is worth a hundred books". The teacher should provide various examples to make the student understand the concept discussed. Images and mnemonics will teach a student to remember the subject better. It has been proved the use of pictures and mnemonics will enable a student to recall the lesson better. Mnemonics should always be introduced towards the end of the class lest the focus of the lesson is lost.

#### Eliciting the performance:

Any teacher should assess the impact he has made on the students. Every effort should be made by the teacher to ascertain whether the students who attended his class have learnt the concepts correctly. They should also be encouraged to provide examples to explain the concepts taught. This

can be assessed by well prepared post test. For a post test to be informative a pretest should also be performed before the beginning of the class. The test questions should be carefully framed in such a way to elicit the correct information. The students should also be made to repeat the crucial points of the lesson to enable better retention.

Assessing performance:

A good teacher should not be satisfied with a single class. The student's performance should be evaluated on a continuing basis to ensure better and correct understanding of the subject. They should also be encouraged to practice the lesson adequately by providing them homework. The homework should be tied to the lesson's objectives and should not deviate from it in any way.

Enhancing retention & transfer:

This is the most important aspect of any learning process. This is possible only by continuous practice and skill evaluation during spaced intervals.

With all these aspects in mind a good lecture should be prepared and rehearsed well in advance by the teacher.

"Always start with the end in view".

On an average a faculty is expected to take 4 hours class per week in otolaryngology. For this 4 hours class they spend nearly 10 hours in preparing. Roughly 10% of this time is spent on preparing slides. It goes without saying quite a lot of time is spent on lecture preparation. These hours will go a waste if the presentation gets lost / misplaced after the lecture. Ironically the same slides can be reused with minor modifications year after year. Archiving them would be in the best interest of faculty and student population.

Advantages of archiving:

1. Presentation does not get lost / misplaced
2. Can be retrived from anywhere (all it needs is an internet connection)
3. Can be embeded to a website / blog

Aim of the study:

1. To assess the level of awareness about the availability of online presentation archiving facility among faculty in otolaryngology.
2. To assess the percentage of faculty of otolaryngology who actually make use of these

facilities on a regular basis

3. To assess the role played by presentation archiving facilities in knowledge dissemination

#### Methodology:

1. 300 faculties belonging to otolaryngology were e mailed a questionnaire. Their responses were tabulated.
2. Google search was conducted using the following keywords: Otolaryngology presentations; otology presentations; rhinology presentations; laryngology presentations. These results were subjected to analysis.

#### Results:

Number of questionnaires mailed: 460

Number of respondents: 300

Male: 260

Female: 40

Number of respondents who answered that they have heard about online presentation storage services in the affirmative: 32

Number of respondents who answered that they use online presentation storage services on regular basis in the affirmative: 8

Commonly used online presentation storage service:

Slideshare: 26

Scribd: 4

Others: 2

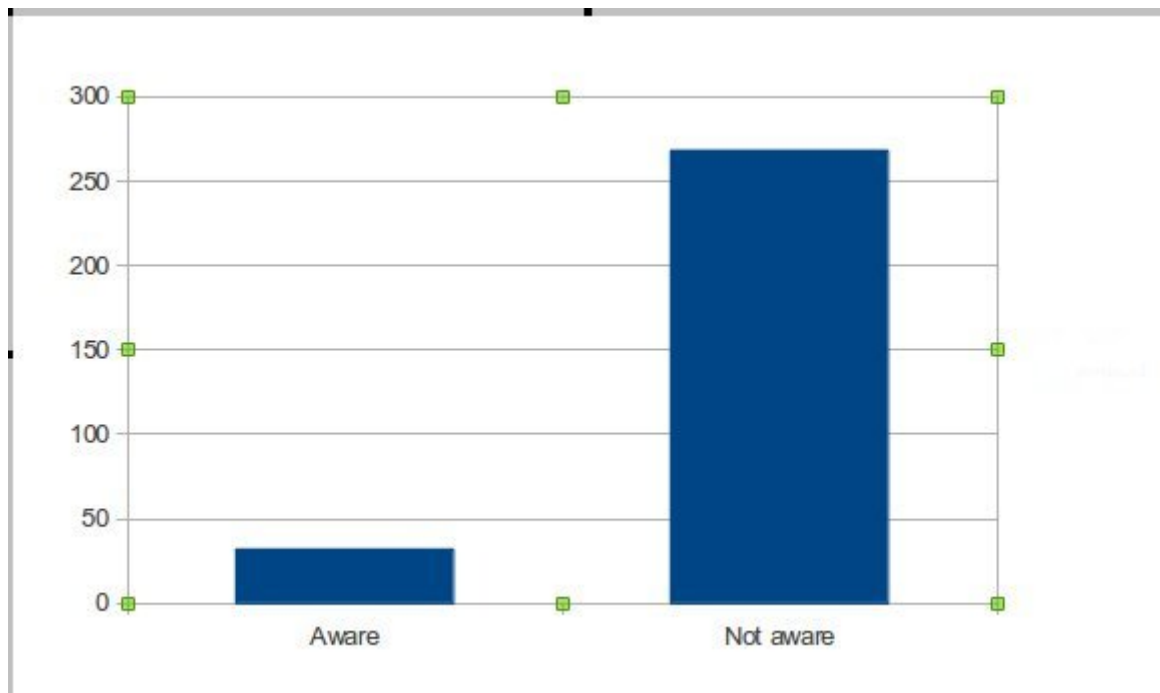


Chart showing the number of respondents who were aware of online presentation archiving sites

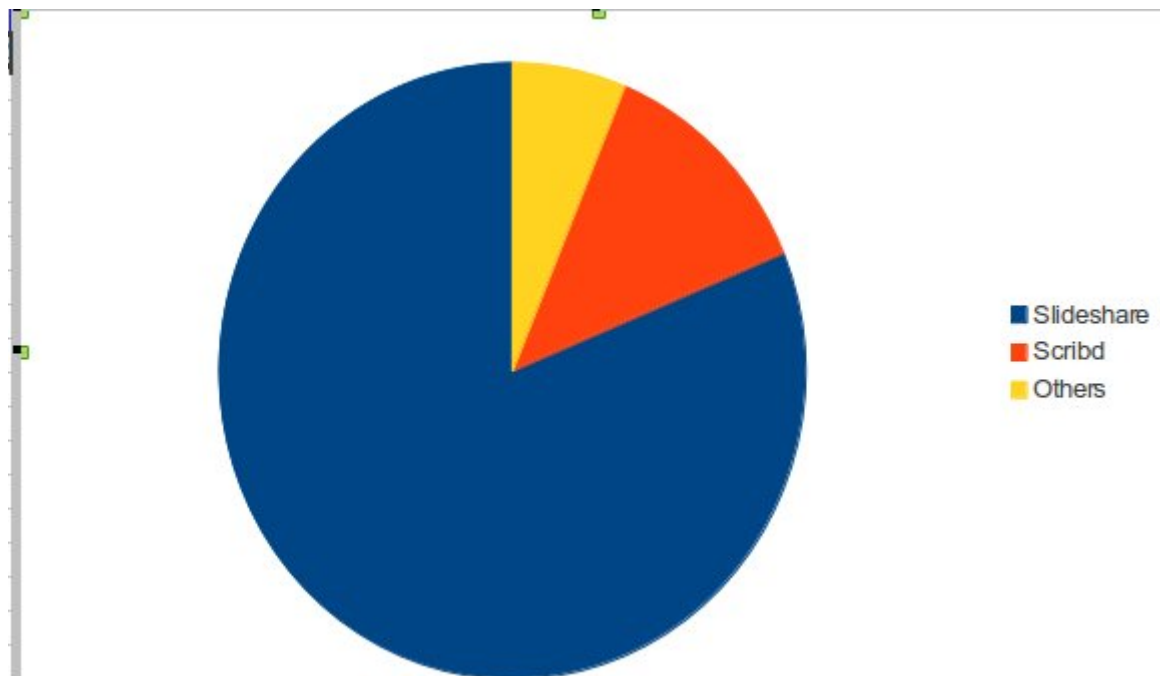


Chart showing some of the commonly used online presentation archiving sites

## Discussion:

This study reveals poor awareness about online presentation storage facilities among otolaryngology faculties. Among the respondents only 10% answered in the affirmative that they were aware of these services. Only 2% of respondents were really using these services on a regular basis.

Among the online presentation archiving facilities most commonly used:

1. Slideshare
2. Scribd
3. Others

Slide share seems to be popular because the name itself suggests that slides can be stored there. Its interface is fairly simple. Sharing and embedding is also easy.

Scribd storage service is also an online storage repository where documents, ebooks and presentations can be archived. It gives download preference only to those who share their documents with scribd <sup>4</sup>.

There are also online presentation creation softwares hosted in skydrive, googledocs, google drive, Zoho office etc. Some of them offer premium services on moderate terms. These are yet to catch up because of poor internet connectivity and internet penetration. With improved internet facilities and good penetration this scenario is only set to improve.

## References:

1. <http://entslides.wikidot.com/why-presentation>
2. <http://tip.psychology.org/gagne.html>
3. <http://www.slideshare.net>
4. <http://www.scribd.com/>