Title : An observation of using digital technology approach in students' project presentation.

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ABSTRACT

Technology is increasingly being utilized in higher education environments. Smart phones, computers, and other sophisticated devices are used in both teaching and learning situations. These devices and associated software are also seen as significantly helping students execute their ideas and express their creativity. This study uses a pilot survey to record the responses of students who utilize digital technology to create a project presentation. Questionnaires were utilised to achieve this objective in a quantitative manner by evaluating the level of happiness among students. In a qualitative manner, 35 respondents agree that the use of digital technology and software is preferable to a conventional oral class presentation, increasing students' creativity and confidence.

Key Words: Happiness Index, Digital Technology, Presentation

1. Introduction

The stress of public speaking can make the oral presentation of ideas and projects difficult for students. Through observation in the classroom, students tend to repeat the techniques from previous presenters, likely due to a lack of confidence in their presentation skills. By preparing a presentation in advance using technological tools, this problem can be avoided, and the students' creativity and ideas can better come through.

According to britinica.com; its describe digital computer as devices that process and use digital information such as as personal computers, cellular phones and any related electronic equipment and applications that use information in the form of numeric code. Recently, Cambridge Assessment International Education has been introduced and practice 'digital technology in the classroom' (DTC) which can be described as digital processing systems that encourage active learning among students. It is also boost knowledge construction, inquiry, and exploration among students, and which allow them to create two ways of communication in different physical classroom locations. American Technology Consultant, and former managing editor of Release 1.0, a technology newsletter; Jerry Michalski said "use technologies to multitask as well as to dive deep into materials, weaving contexts of meaning that we haven't seen before".

Another, Westside toastmaster (2016) has defines the Six (6) main purposes of presentation as: to inform, to instruct, to entertain, to inspire or motivate, to activate or stimulate, and to persuade. The article strongly agrees that presentation should highlight the purpose. Identify the purpose of presentation has been discussing on several paper and journal such as Brenda Hayden Sheets and Lou Tillson (2007) who discuss the agreement of purpose have to include certain technique and he also discuss on how to prepare the presentation. Roberto Cipolla (2006) also discuss about reinforce visualization result on what audience want and see. Visual selection is common used to identify results using video and photo. The article described that method process can allow youth to introduce topics of importance, and more when they bring up the feedback either by interview or questionnaire.

This research focus on visual elicitation technique specifically to the student's video presentation, in theory and practical which subjectively focus on two comparisons which is positive impact and negative effects. This research involved 35 students from Department Graphic, Faculty Art and Design, Universiti Teknologi MARA, Sarawak, Malaysia. This research is follow up from observation survey which found 80% of student repeating and use the same way from previous presenter during presentation. Hence, students more focus on projector screen than participate with the audience.

2. <u>Objective</u>

The main objective of this research is to see the students' interests and preferences towards digital platforms in producing presentation vs traditional oral presentations.

3. <u>Methodology</u>

This research is used both qualitative and quantitative methods. A Pilot survey has been conducted to a sampling group of students. They have been given an assignment and they are required to present their final assignment outcome using video camera in the form of 3 to 5 minute; as digital video presentation. Students used whatever tools and software they preferred or had access to. There has no tools or equipment was provided to the students. Questionnaires were distributed to the students after their presentation.

4. <u>Findings</u>

Results showed that 100% of students successfully completed the assignment. All of the students agreed that making a video presentation made them feel creative and enabled them to express themselves more effectively than a traditional oral presentation. 3 out of the 35 students found it difficult to finish the assignment, due to time constraints and/or equipment problems. The aims of the research are (1) the development of guidelines that can be used collect similar data in the future, especially faculty in collecting students interest information, and (2) findings relevant to Malaysia Education Ministry regarding syllabus development in Malaysia education.

<u>Result from Interview:</u>

No	Gender	Feedback	Technique, Software and Quality
1	Female	I be able to learn video technique and more fun	Phone quality and editing using Movie Creation Apps
2	Female	I have much ideas and we work in group which become very easy task	Good quality and using Cinema Apps
3	Female	I love the exploration of software and assignment become easier	Adobe Premiere and Movie Maker
4	Male	Understanding the digital apps	Using Phone and Splice phone apps for editing

5	Male	Value added to make my assignment more colourful and learning experience	Adobe Creative Suite/After Effect and Imovie(Apple)
6	Male	Value for skills and more experience	Adobe Premiere and Movie Maker
7	Female	Easy process and a bit difficult than normal oral presentation but fun	Graava-Auto Video Editor
8	Male	The timeline process easy and I feel more confidence to talk with well preparation	Filmmaker Pro and Imovie
9	Male	Designing the video process bringing more experience	Vivavideo and Adobe Premiere
10	Female	Gaining more experience especially on software	Adobe Premiere
11	Female	Easy and learning new things	Sony Vegas and Movie Maker
12	Male	My assignment more easier because I have problem talking in front of audience	Videorama and Adobe
13	Male	Overcome my confidence and bring more creativity towards learning	Adobe Creative Suite/After Effect and Imovie(Apple)
14	Female	I love the software exploration and I gain more access on effect design	Sony Vegas
15	Female	Amazing experience and easy for assignment	After Effect
16	Female	I get the idea of using phone for extra benefit and learning the group work	Graava-Auto Video Editor and Movie Maker
17	Male	I just speak, without script and feel confidence	Adobe Premiere and After Effect
18	Female	Upgrade the current skills to new level of learning	Adobe Premiere and After Effect
19	Female	Never do video presentation and its fun	Sony Vegas and Movie Maker
20	Female	Editing and planning was easy	Movie Creation Apps
21	Male	Technique and skills development	After Effect

22	Female	Idea, skills and new learning experience	Adobe Premiere and After Effect
23	Female	Editing is easy, and I finish early	Adobe Premiere and After Effect
24	Male	New way of learn and knowledge	Adobe Creative Suite/After Effect and Imovie(Apple)
25	Male	Editing such a pleasant and easy	Videorama and Adobe
26	Female	I did the photo-shooting and editing within half day.	Splice and Movie Maker
27	Female	Technique and video effect, so fun.	Apple iMovie
28	Female	Group work and more easy to help each other and all my group member very supportive	Sony Vegas
29	Male	Designing timeline and short planning and it works	Video Editor Apps and Adobe
30	Female	Perfect, ideal for people who have nervous problem	Sony Vegas
31	Male	Using 2 different software and challenging	Sony Vegas and Movie Maker
32	Female	This project new learning technique for me, and have to find the software which is difficult.	Adobe Premiere
33	Female	I need more range time, 3-5 minute too short and feel competitive	Imovie
34	Male	I wish I get more time and the equipment problem. Overall I love the idea of video presentation instead of oral presentation.	Video Editor Apps and Adobe
35	Male	Concerning on material and no enough equipment in studio. Generally, I had fun.	Adobe and Sony Vegas

Table 1: Student's feedback to the interview and questionnaire

5. <u>Discussion</u>

From the research observation and questionnaire above, the following results are observed:

<u>1. Positive Results:</u>

i. *Creativity development*; Software and tools often spurred ideas for the presentation that might not have otherwise occurred to the students. Final works included video, text, animation and design. Oral presentations are much more limited in their creative scope.

ii. *Communication development*; students presented many different methods of communicating ideas not available to them in a traditional oral presentation. Ideas were communicated with more confidence than is generally seen in oral presentations.

iii. *Technology explorations*; students increased their knowledge of software and tools used in video creation and editing, skills that may be useful in other coursework, as well as in the workplace.

iv. *Digital proofing*; students have no chance to copy paste other as all work will be digitally approved.

***v.* Comfort;** no "stage fright" discomfort as is common with live oral presentations.

vi. Learning Satisfaction; most of the students found creating the presentation satisfying and interesting.

<u>2. Negative Results:</u>

i. Editing planning; several students did not carefully plan out their presentations before doing editing. They simply edited "on the fly". Technology should not be a substitute for careful presentation planning.

ii. Lack of Tools and Software; some of the students had difficulties editing because they lacked access to adequate tools and software.

iii. Learning Curve; unfamiliar software can take some time to learn and master, so new users will have to invest more time than those already comfortable with

the software. In addition, some tools and software are more user friendly than others, or may be better suited to different types of presentations than others, so choice of tools can be important.

6. <u>Conclusion</u>

Students prefer using technology to create video presentations over traditional oral presentations. The technological approach allows for a variety of creative approaches, increases student confidence, and eliminates the nervousness that often comes with public speaking. However, the tools necessary to create these presentations can be costly. If learning institutions do not provide access to these tools, some students will be disadvantaged in what they are able to create, or will have difficulty producing presentations in a timely manner.

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