

PREZI, CLOUD-BASED PRESENTATION, FOR TEACHING: HOW IS IT INTERESTING?

Santiana

Asri Siti Fatimah

Siliwangi University,
Tasikmalaya Indonesia

santiana@unsil.ac.id
asrisitifatimah@unsil.ac.id

ABSTRACT

This study aims at analyzing reflection of the use of Prezi as instructional media for teaching English in Indonesian context. Prezi is presentation software which is not commonly used in Indonesia producing a cloud-based presentation and storytelling tool for presenting ideas on a virtual canvas. This study is conducted based on the previous survey study done by Fox et.al (2016) finding that all of the students in their study preferred Prezi rather than Power points as a presentation tool in the areas of ease of use, fun to use, text, graphics, and usage in future presentations. However, this study has a purpose to reflect the student-teacher's experience when using Prezi in teaching English. To obtain the data, journal writing and self-observation by using video recording are used. It deeply investigates: 1) how he creates Prezi for teaching English and 2) challenges and benefits of using it for teaching. The finding revealed that Prezi is a powerful tool attracting the students' attention which creates better classroom atmosphere and meaningful learning experience. On the other hand, it encourages the teacher to have high access of internet and be creative on making Prezi presentation.

Keyword: Technology, Prezi, Presentation, Teaching

I. INTRODUCTION

The use of technology as instructional media for teaching is not recently new in this world. The development of technology grows very fast until it cannot be unheeded that teachers are also encouraged to use it in education. Technology provides productive teaching and learning in order to increase people's creative and intellectual resources especially in today's information society. Through the simultaneous use of audio, text, multicolour images, graphics, and motion, technology gives ample and exceptional opportunities to the students to develop capacities for high quality learning and to increase their ability to innovate (Aduwa, 2015).

Moreover, there are so many tools and applications provided in this era which will help the teachers to easily give the instruction to the students. Teacher simply can create innovative learning atmosphere by the help of technology. Technology can be used to restructure and redesign the classroom to produce an environment that promotes the development of higher-order thinking skills (Kurt, 2010).

When using technology in education, teachers should be able to focus on the educational value of the tools and applications they use. Teachers should focus on five areas of software programs that have the potential to strongly influence children's learning experience:

1. The educational value of the program,
2. Its ability to engage children in learning,
3. Ease of use,
4. Interactivity between the child and programs,
5. The possibility that a software program monitors the progress of the child (Clements and Sarama, 2003).

Recently, most of the teachers frequently use presentation tool technology while explaining the material in the classroom. This tool certainly can help teacher to present material and demonstrate their competence effectively to enrich students' learning. By the help of technology, teacher can simply choose many presentation tools such as power points, Glogster, Prezi, Go animate, and so on. Prezi, as one of web-based applications, is believed as the powerful presentation tool which can give the sophisticated visual effect attracting the students' motivation to study. However, Prezi was officially established in 2009 by co-founders Adam Somlai -Fischer, Peter Halacsy and Peter Arvai. It is a Hungarian software company, producing a cloud-based presentation software and storytelling tool for presenting ideas on a virtual canvas. The product employs a Zooming User Interface (ZUI), which allows users to zoom in and out of their presentation media, and allows user to display and navigate through information within a 2.5D or parallax 3D space on Z-axis (Prezi, Inc, 2017)



Picture 1. Prezi Presentation

Perron and Stearns (2010) argue that Prezi is online presentation service provider which offers different types of accounts and options for creating and storing digital presentations. Prezi allows for both a linear and a free-flowing presentation of a story line. To create Prezi, teacher can make it on a large blank workspace called the canvas, where all the elements of a presentation are visible. A story line is then created by arranging the elements on the canvas. Various tools are used to connect these elements in order to communicate the presenter's message. In line with the statement, Fox et.al (2016, p. 37) state, Prezi is a newer flash based presentation tool that uses a single large canvas. The user zooms in and out of the canvas. Prezi does present all the information at the same time versus the analytical approach to information that is inherent in the slide by slide approach to information sharing.

However, Prezi was developed to address the perceived limitation of existing presentation tool (Akgun et al., 2016). It is designed on unlimited two dimensional spaces without using a series of slides. Prezi elements are arranged in a specific order and incoming information is zoomed in and comes to the forefront and is compared to the other elements in the screen (Graham, 2011). Using Prezi for teaching is commonly new in Indonesia. However, Prezi is the effective tool for helping teacher delivering material. Aljaehani (2015) points out that using Prezi in the classroom can provide teachers and students with many benefits that facilitate teaching and learning processes. It can offer teachers the ability to present the content of a course in a totally different manner, using graphics, tables, mental maps, animation and even sound or

video. Using Prezi should be encouraged for the students' active participation in class (Akgun et al., 2016). Consequently, it was suggested that incorporating multimedia into the classroom necessarily provide a simple solution to improving the effectiveness of students' learning outcomes.

Prezi is more interesting than Ms. Power points which is commonly used for teaching. Akgun et al. (2016, p. 8) find that Prezi demonstrated higher conceptual learning over Power points. It is more effective because the program displays in-depth concepts on a single canvas. Accordingly, it reduces undesired cognitive load and increases conceptual learning. However, he said that Prezi is recommended for use in teaching.

The use of Prezi for teaching has been investigated by previous researchers. The study conducted by Mustafa et al. (2012) reveal that students show interest when teachers use Prezi in Islamic education. They state that students show positive attitude towards the use of Prezi in the classroom. Prezi can provide interesting movement and increase the students' curiosity on the slide provided. When using Prezi, teacher can insert video, picture, text and also directly download power points slides, search online for pictures to download and YouTube links. Rockinson-Szapkiw, Knight and Tucker (2011) claim that Prezi has the potential to assist educators and instructional designers in creating effective multimedia instruction.

Moreover, Aljehani's study (2015) also reveals that the use of Prezi has statistically significant effect on the students' vocabulary mastery. He states that Prezi has so many benefits which can be attention grabber for the students and help the students to easily memorize the material. In line with the statement, Ladores (2013, p. 3) defines Prezi as "a web-based presentation tool that has awesome features you can use to create compelling, attention-grabbing, and memorable presentations".

Furthermore, the study done by Kiss (2016) entitled "Ms. Power points vs Prezi in Higher Education" shows that the group which is given Prezi as presentation tool has achieved better result in their papers. It can be seen from the significant divergence of the knowledge of the students. Finally, he concludes that Prezi can motivate students to take part in a Prezi-based lesson. It is because Prezi becomes a new way of presentation with different

visual effect. In line with the statement, Chicioreanu and Oproiu (2012) point to the advantages of Prezi presentation software. They are:

- (1) It is an interesting presentation and introduces an innovative style;
- (2) It is accessible and it can be made by creating a simple user account;
- (3) The presentation is dynamic, and attractive;
- (4) It is easy to use;
- (5) It values the ideas and stimulates the creativity of the one preparing it;
- (6) It helps delivering a more fluent demonstration.

II. DISCUSSION

The method of the study was reflective practice focusing on analyzing reflection done by one student-teacher who used Prezi when teaching English. Reflective practice means the processes of analyzing and making judgments about what has happened in the classroom, in this case, what has happened while using Prezi for teaching. Reflective practice is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation (Boud, 1985). However, this study used reflection on action focusing on looking back and reviewing the actions, thought and final product done by the participant when using Prezi for teaching. Mann et al. (2009) argue that reflection involves number of skills (such as observation, self awareness, critical thinking, self evaluation and taking others' perspectives) and has the outcome of integrating this understanding into future planning and goal setting. Thus, this reflection was aimed at increasing the teachers' awareness and critical thinking in relation to the process of using Prezi done to create better performance and develop his teacher's professional development. It is supported by Epstein and Hundert (2002) stating that reflective practice enables the increase of their self-awareness and professional competence.

The participant of the study was a student teacher in one of the universities who has joined technology enhanced language learning classroom in third semester. In joining the subject, he studied several applications, such as Toondoo, Gonimate, Prezi and Glogster which can be used for teaching. However, the final project of the subject required him to choose one of the

applications to use in teaching English. Finally, he chose Prezi as the instructional media for teaching English.

The data were obtained from a diary journal consisting of written reflection done by him after teaching using Prezi. In addition, self-observation from video recording was also used to clarify the data. In this study, guidelines adapted from John's model (1994) were used to help the participant conduct reflection. It is as follows;

a. Description of experience

1) Describe the 'here and now' experience!

Actually, using Prezi is new for me. I know this application from my lecturers since I join Technology Enhanced Language Learning Classroom. To create Prezi, I downloaded the application of Prezi from internet. However, creating Prezi can also be conducted by connecting internet directly. But I need high access of internet if i use that way. As a result, I preferred to download and created Prezi without internet connection. Creating Prezi is very simple. I only need to make free account in Prezi and chose the interesting canvas which was suitable with the materials I was going to teach. I also put pictures, video and text on my Prezi. I tried to make an interesting presentation by using Prezi in order to make my students interested in it.

Teaching English by using Prezi is really amazing. My students looked so engaged when I explain the material using Prezi. The movements and everything provided such as video and picture made them amazed. It was very easy to attract their attention when I showed material provided in Prezi. However, the students were easy to memorize vocabularies I taught because Prezi could also show animation which can help them to memorize the materials. However, I needed 5 hours for creating Prezi I used. I needed to prepare the materials and put pictures, video and slide on Prezi. But it didn't matter because the classroom condition was very appealing (Participant's daily journal 1).

2) What essential factors contributed to this experience?

Teaching by using Prezi was very influential since it had many benefits to create better learning atmosphere and improve the students' performance. However, I taught in one of the elementary schools who rarely used technology in their classroom. The previous teacher usually used traditional media such as flashcard and board which frequently made the students bored (Participant's daily journal 2).

b. Reflection

1) What was I trying to achieve?

There were so many reasons why I taught English using Prezi. Doing innovation is necessary for every teacher in this world. Prezi could simply attract students' attention and improved their participations. Prezi could show interesting movement so that the students were interested and thought that they studied through played. In addition, Prezi also consisted of interesting

background, pictures, video and animation which easily could motivate and engage the students to study (Participant's daily journal 3).

2) What were the consequences of my actions for?

Using Prezi in the classroom was easy. Nevertheless, I needed to prepare what I was going to show on my Prezi. I needed to download Prezi and also pictures and videos which were suitable with the material I was going to teach. I spent 5 hours to create my Prezi. In addition, I found a limitation when I presented Prezi in the classroom. I needed to go to my desk to move the next slide on my Prezi. However, I needed to use pointer for next meeting in order to help me easily present my Prezi (Participant's daily journal 4).

3) How did I feel about this experience when it was happening?

Knowing Prezi was very interesting for me. When firstly I knew that application from my lecturers, I was very curious to use it for teaching English. It was familiar like power points that was usually used by me. But Prezi was more interesting. It was very easy to use helping me to put pictures, video, graphic, and everything inside presentation. What I like the most in Prezi is the movement from one slide to another. It was like I was making a movie. I like because using Prezi could make me become "most technology person". It made me confident. Furthermore, teaching by using very was influential. My students were very easy to focus on my explanation. As far I know that most of young learners were difficult to totally pay attention to teacher's explanation. But it did not happen when I taught by using Prezi. I believe that Prezi was a powerful instructional media to use in teaching English (Participant's daily journal 5).

4) How did my students feel about it?

My students felt interested when I taught using Prezi. They usually focused on my explanation since I used Prezi for explaining my materials. Prezi allowed the creation of 3D slides which was very eye catching. Consequently, the students enjoyed while paying attention to the presentation. In addition, it also created memorable presentation which helped the students to easily remember the materials given (Participant's daily journal 6).

c. Influencing factors

1) What internal factors influenced my decision-making?

The factor that influenced in my decision to use Prezi when I taught English is that because Prezi can increase my self-confidence to teach. I wanted to give the best performance which can help the students increase their competence. The use of Prezi for teaching really helped me to build my confidence. I could decrease my anxiety when I taught and gave my best performance (Participant's daily journal 7)

2) What external factors influenced my decision-making?

The classroom condition which frequently used traditional instructional media encouraged me to use innovation strategy for creating better classroom

environment. In addition, the characteristics of young learners who are imaginative and like learning through playing were suitable with the characteristic of Prezi which shows an innovative style in its presentation. (Participant's daily journal 8)

d. Could I have dealt better with the situation?

1) What other choices did I have?

Actually, there were so many instructional media which can be used by me to teach English. I might use traditional media such as card, board, picture and many else. In addition, using technology for teaching English was also appropriate. There were many educational technologies which can be used. They are Go animate, Glogster, zimmertwins, and so on (Participant's daily journal 9).

2) What would be the consequences of those choices?

If I used traditional media in the classroom, It would make the students bored to study. However, using other educational technologies such as goanimate allowing me to create animation explaining the materials was more difficult than using Prezi. To create Goanimate, Glogster or Zimmertwins, I need to have high access of internet which encourages me to spend more money and time. As a result, I chose Prezi which was easy to use but really satisfying. In addition, Prezi also can be downloaded until I was still able to create it without having access of internet (Participant's daily journal 10).

e. Learning

1) How do I now feel about this experience?

Knowing that Prezi had so many benefits for the students and classroom atmosphere, I feel that this experience gives me a sense that being innovative teacher is a must to do. I should be able to provide interesting activities to help the students enjoy studying and increase their competence (Participant's daily journal 11).

2) How have I made sense of this experience in the light of past experiences and future practice?

Using Prezi for teaching was really a meaningful experience for me. It showed me that the use of technology was really powerful to make the classroom alive. It is different when last time I used traditional media to teach, the classroom atmosphere was monotonous and boring. Considering those reasons, I certainly would use this educational technology for teaching English in the future.

From the previous reflection, it can be seen that the use of Prezi for teaching English is easy. There are two ways that can be done to create Prezi. In this study, the participant downloaded the application and used it without

having internet connection. However, he also stated that creating Prezi also can be conducted online but it encouraged him to have high access internet while making the presentation. To create Prezi, he only needed to make a free account and chose interesting canvas provided. Later, he could simply put text, pictures and video which are suitable with the materials given. Finally, he creatively made the interesting movement by zooming in and out every slide provided. Those steps are useful to create amazing presentation in order to attract the students' attention in the classroom.

There are some benefits of Prezi found when the participant used it for teaching English. The finding revealed that Prezi can give positive effects on the students and teacher's performance. It can be seen from the daily journal¹ stating that the students are easy to memorize the materials given on Prezi. The special movement on canvas provided in Prezi is suitable with the process of remembering information on human brain. As a result, the process of brainstorm the material is easy (Swan wick, 2009). The use of Prezi for teaching is really interesting since teacher can put so many pictures, video, text and many things on a single canvas. Chiciooreanu (2010) has pointed out that Prezi is an educational tool that allows the teacher to present a vast array of content including animation, graphics and video.

In addition, the reason why it is appealing is because the novelty of Prezi increases the students' curiosity during the first stages of their use. It can be seen from daily journal⁵ stating that the participant was very curious to use it for teaching English. Furthermore, the students' interest is also high which can be seen from the data that they usually focus on the slide presented. This tool is appropriate with the characteristics of young learner who prefer to study by using visual media. Virtanen and Wallander (2013) claimed that Prezi is an especially appropriate tool for visual and kinaesthetic learners. The presentation made by using Prezi is dynamic and prevailing because the movement of slides is not monotonous. Prezi presentation software include the ability to make a presentation that is interesting, innovative, dynamic, attractive, easy to use, and allows for creativity on the part of the presenter (Chiciooreanu and Oproiu, 2012). Finally, there are some challenges also found when using Prezi for teaching. Since the use of Prezi as

web-based tools, the teacher needs to have internet connection to create Prezi. However, it can be solved by downloading the application. Consequently, he does not need to have internet connection while making the presentation. Lastly, the teacher also is encouraged to be creative in creating the presentation because Prezi can provide so many strengths which can be produced if the users can maximize it well.

III. CONCLUSION

The findings revealed that using Prezi for teaching is easy and interesting. The characteristics of Prezi which produced cloud based presentation on a virtual canvas really gave positive effect on classroom atmosphere and students' engagement. To create Prezi, teacher only needed to make a free account and chose interesting canvas which can attract the students' attention. Moreover, he might also put picture, power points slides and video on canvas he chose. There are so many benefits of using Prezi for teaching. They are 1) increasing teacher's confidence, 2) decreasing his teaching anxiety, 3) helping the students to easily brainstorm the material provided, 4) giving motivation to study and 5) producing better learning experience. However, it has also challenges which encourages the teacher to have high access of internet and be creative on making Prezi presentation.

REFERENCES

- Aduwa-Ogiegbaen, S. E., &Iyamu, E. O. S. (2005). Using information and communication technology in secondary schools in Nigeria: Problems and prospects. *Educational Technology & Society*, 8 (1), 104-112.
- Aljaehani, W. M. (2015). Using Prezi presentation software to enhance vocabulary learning to EFL secondary school students. *Educational Research International Vol 4(4) August 2015*.
- Akgun, O. Erkan et al. (2016). Effects of lectures with power point or Prezi presentations on cognitive load, recall, and conceptual learning. *International Online Journal of Educational Sciences*, 2016, 8 (3), 1-11.

- Bransford, J. et al. (2000). *How people learn: brain, mind, experience, and school*. Washington DC: National Academic Press.
- Banstrom, C. (2011). *Using the internet in education-strength and Weaknesses*. Hogskolan Igaple: Sweden.
- Blai, N. (2012). *Technology integration for the new 21st century learner*. Available: http://www.naesp.org/sites/default/files/Blair_JF12.pdf.
- Boud, D. et al. (1985) Promoting reflection in learning: a model. In D. Boud, R.Keogh and D. Walker (eds.) *Reflection: turning experience into learning*. London: Kogan Page.
- Busch, et al. (2007). *Maximizing the impact: the pivotal role of technology in a 21st century education system*. Available: <http://www.p21.org/storage/documents/p21setdaistepaper.pdf>.
- Chicioreanu, T. (2010). An awesome online presentation tool-Prezi. *Petroleum-Gas University of Ploiesti Bulletin, Educational Sciences Series*, 62.
- Chicioreanu, T. D. and Oproiu, G. C., (2012). New ways to present the information in the teaching activity. Paper presented *Conference proceedings of" e-Learning and Software for Education" (eLSE)*, 90-95. Retrieved from <http://search.proquest.com/docview/1287962851?accountid=34864>.
- Clements, D.H., & J. Sarama. (2003). "Strip mining for gold: research and policy in educational technology: a response to 'fool's gold.'" *AACE Journal*, 11 (1): 7-69.
- Costley, K. C. (2014). *The positive effects of technology on teaching and student learning*. Unpublished: Arkansas Tech University.
- Dede, C. (2008). *Technological supports for acquiring 21st century skills*. Cambridge: USA.
- Duhaney, D. C. (2000). Technology and the educational process: transforming classroom activities. *Int'l J of Instructional Media Vol. 27*.
- Epstein, R. M, & Hundert, E. (2002). Defining and assessing professional competence. *Journal of the American Medical Association*, 287(2), 226-235.
- Fox, H. et al. (2016). Prezi versus powerpoint in EFL classroom. *Proceedings of 63rd The IIER International Conference*, p 37-41.
- Graham, K. L. (2011). Tech matters: "Prezi"-tations: an alternative to power points, *LOEX Quarterly*,38 (2), 1 -25.

- Johns, C. (1994). A philosophical basis for Nursing Practice. In C. Johns (ed) *The Burford NDU Model :Caring in Practice*. Oxford, Blackwell Scientific Publications.
- Kiss, G. (2016). Ms power points vs prezi in higher education. *TOJET: The Turkish Online Journal of Educational Technology – July 2016, volume 15 issue 3*.
- Kurt, S. (2010). Technology use in elementary education in Turkey: A case study. *New Horizons in Education* , 58(1), 65-76.
- Ladores, M. (2013). *Instant Prezi starter a user-friendly, step-by-step introductory guide to using Prezi, a web-based presentation application program ideal for engaging your audience*. Birmingham, UK: Packt Pub.
- Mann, K.et.al. (2009). Reflection and reflective practice in health professions education: a systematic review. *Advances in Health Sciences Education*, 14(4), 595-621.
- Mustaffa, A. et al. (2013). Students' perceptions and attitude towards the effectiveness of Prezi uses in learning Islamic subject. *arXivpreprint arXiv:1312.5481*.
- OECD (2010). *Inspired by technology, driven by pedagogy: a systemic approach to technology-based school innovations*. OECD: Paris, France.
- Perron, B. E. and Alyson G. S. (2010). A review of a presentation technology. *Research on Social Work Practice* 000(00) 1-2.
- Perron, B., & Stearns, A. (2010). *A review of apresentation technology: Prezi*.
- Prezi Inc. (2017). Retrieved from www.prezi.com.
- Rockinson-Szapkiw, A. et al. (2011). *Prezi: trading linear presentations for conceptual learning experiences in counselor education*.
- Swanwick. (2009, October 19). *Prezi presentation tool*. [web log comment]. Retrieved from <http://swanthinks.wordpress.com/2009/10/19/Prezi>
- Virtanen, P. et.al. (2013). Diversifying higher education: Facilitating different ways of learning. *Campus - Wide Information Systems*, 30(3),201-211.
- Yusuf, M.O. (2005). Information and communication education: analyzing the Nigerian national policy for information technology. *International Education Journal* **Vol. 6** No. (3), Pp; 316-321.