

**INTELLECTUAL PROPERTY CONCERNS ARISING FROM THE USE OF  
MICROSOFT POWERPOINT IN CONTEMPORARY CLASSROOM**

Abraham ORIJl (PhD; DLS)

Department of Curriculum Studies & Educational Technology  
Faculty of Education University of Port Harcourt, Nigeria.

&

Mercy OKE-CHINDA (PhD: English)(PhD: Law)

Department of Jurisprudence and International Law,  
Faculty of Law, University of Port Harcourt, Nigeria.

**ABSTRACT**

The use of technology in the field of education is constantly on the rise. The new technologies have come to stay with us, and are continually being forced into the educational arena; while the teachers are gradually breaking out of their technological slumber and ancient ways of instructional techniques or strategies and experimenting with the latest technological devices and/or software in the market to improve the classroom experience, especially for the digital students/learners. Based on this premise, educators have started replacing old school chalk and board with the use of projectors to improve lecture and particularly engage the students in the class. Consequently, the use of one of the most powerful and widely used technologies for instruction has found its way into the 21<sup>st</sup> Century classroom. The teachers' use of PowerPoint as an instructional approach has become an in-thing in most of the modern classrooms. Therefore, this position paper attempts to discuss the importance Microsoft PowerPoint in the present-day classroom; also discussed are the challenges, and the obstacles/challenges of integrating Microsoft PowerPoint presentation software in modern classroom environment based on the accolade and criticisms leveled on it. The authors did not shy away from the rules for creating a good Microsoft PowerPoint presentation to enhance the teaching-learning process. Further elaborated are some of the abuses of Microsoft PowerPoint, particularly the issue of intellectual property infringement. This paper concludes by offering suggestions on how to enhance the use of Microsoft PowerPoint while maintaining academic integrity.

*Keywords:* Intellectual property, Education, Visual aid, ITC Software.

**1. INTRODUCTION**

The technology infiltration in education has put more challenges to educators or teachers as more and more teachers are reverting or breaking out of the "old school" methods of teaching and embracing and implementing the new technological breakthrough to enhance the classroom experience for the students.<sup>1</sup> The use of PowerPoint presentation package is now

---

<sup>1</sup>MM Priya, *PowerPoint use in Teaching*, Computer Science Department, Illinois Institute of Technology Chicago, Illinois 60616, 2022, 1. Available at: <https://www.niu.edu/citl/resources/guides/instructional-guide/teaching-with-powerpoint.shtml>. Last accessed: 10/02/2022.

common and has become indispensable in all sectors of the economy, particularly in the universities. They are also used in professional and personal lives, in the workplace environment, as well as in the military and the court room in different ways, such as lectures, class presentations, webinars, product introductions, speeches and court arguments.<sup>2</sup>

PowerPoint is one of the Microsoft technological creations. It is one of the Microsoft (MS) Office Suite; a presentation package, which makes it possible for teachers/instructors to create an easy instructional content for the audience in any known fields, which may be in the business or education settings. PowerPoint provides a variety of tools that enable instructors to manage instructional contents, edit texts and other instructional graphic materials that enhance teaching and learning processes.

Researchers have proven that PowerPoint is one of the effective ways of putting forth a concept or idea to an audience, and special application software that makes it easy to provide tools for managing and editing text and graphics to build a more effective learning experience.<sup>3</sup> Hence, the use of one of this most powerful and widely used ICT<sup>4</sup> instructional application software has found its way into the 21<sup>st</sup> Century classroom. Of all these technological devices created, PowerPoint has proven to be one of the most popular and widely used presentation package frequently used by teachers/educators to enhance the classroom experience.<sup>5</sup>

The flipside to this is that the expansion of digital technologies has increased the simplicity, speed, scope, and affordability with which works can be copied, communicated, distributed, or shared. The result of these advancements is that the owner can no longer track, monitor, or regulate the usage of works as simply as in the past. Herein is the challenge. Innovative e-learning materials demand a substantial initial commitment of time, effort, and expertise. At each stage of the instructional design procedure, intellectual property is generated, communicated, and utilised. This gives rise to questions like: What claims may individuals involved in the production of materials make on their works? How do they view the results of their labour? What are the implications for the management, maintenance, and use of these materials in the future?

It is believed that technology-enhanced learning holds great potential for educational revolution. As part of the educational offering, educational designers produce or seek access to what are regarded as high-quality resources. This is especially true in networked education, where the availability of pedagogically rich resources is in high demand.<sup>6</sup> For this reason, universities are highly urged to build effective intellectual property right practices by establishing structures and procedures to enhance awareness of and safeguard intellectual property, as well as to identify potential worldwide working models. The rapid development and intensification of human creativity and invention on a global scale necessitate a robust

---

<sup>2</sup> SM Kosslyn, RA Kievit, AG Russell, & JM Shephard, 'PowerPoint Presentation Flaws and Failures: A Psychological Analysis' (2012) *Frontiers in Psychology*. Available at: <https://doi.org/10.3389/fpsyg.2012.00230>

<sup>3</sup> MM Priya (n. 1) 1

<sup>4</sup> LAM Abdelrahman, M Attaran, & C Hai-Leng, 'What does PowerPoint mean to you? A Phenomenological Study' (2013) 103 *Procedia-Social and Behavioral Sciences*, 1319,1326. Available at: <https://doi.org/10.1016/j.sbspro.2013.10.462>.

<sup>5</sup> KB Hopper, & JB Waugh, 'PowerPoint: An Overused Technology Deserving of Criticism, but Indispensable' (2014) 54(5) *Educational Technology*, 29-34.

<sup>6</sup> Caroline Windrum, 'Managing Intellectual Property Rights in Cross-National e-Learning' *e-Learning Initiatives in China: Pedagogy, Policy and Culture* (Helen Spencer-Oatey ed.) (Hong Kong University Press 2007), 206. Available at: <https://www.jstor.org/stable/j.ctt1xw966.23> Last accessed: 20/01/2023

legal framework to safeguard such important ingenuity. Therefore, the legal system of intellectual property was developed to give adequate protection for these creative inventions.<sup>7</sup> This paper examines the merits of PowerPoint and highlights the major challenges posed by the new technology of instruction for both teachers and students in the education sector, particularly the legal implications of the unauthorized use of PowerPoint materials and the need to avoid falling into the intellectual property rights infringement trap.

## 2. LITERATURE REVIEW ON POWERPOINT USAGE

Technology plays a significant role in the education sector and can be used as a tool to facilitate teaching and learning.<sup>8</sup> Microsoft PowerPoint is one the technological breakthroughs that is currently playing enormous role in the education industry. Recently, most higher education institutions are moving or transiting from the use of overhead projection to PowerPoint slides as the main presentation medium in modern classrooms. Several researches have been conducted on the effectiveness of Microsoft PowerPoint presentation in contemporary classrooms; the results of some of these researches have proved very positive, while some are found to be negative.

PowerPoint presentation however, can be both good and bad as stated earlier depending on situation. For instance, in a research conducted by Chou, Chang, & Lu<sup>9</sup>. It revealed that PowerPoint did not result in greater performance among students studied compared to those who received traditional instruction. In a positive note, the same PowerPoint provides a brief outline to facilitate students' note-taking and under-scoring points with "high impact photos, charts, graphs, film clips and humor".<sup>10</sup> However, its excessive use has also been widely considered to be detrimental to the complex decision making required in organizations.

Therefore, the literature review on PowerPoint use will examine both the positive and the negative aspects of the PowerPoint as presentation software, even though some of them were said to be speculative.<sup>11</sup> Consequently, it will be pertinent to give conceptual meanings to some of the salient terms on the topic before delving into the inherent legal implications.

Microsoft PowerPoint. Encyclopaedia Britannica<sup>12</sup> defined Microsoft PowerPoint as presentation software, created by Robert Gaskin and Dennis Austin at a software company named Forethought, Inc., and was released on April 20, 1987. Microsoft Power-Point was also defined by Segundo & Salazar<sup>13</sup> as a presentation program developed by Microsoft. It is a part of the Microsoft Office suite, used by business people, educators, students, and trainers. It is a program that allows teachers to produce professional-looking presentations that enhances learning. According to Encyclopedia Britannica<sup>14</sup>, PowerPoint was originally designed to provide visuals for group presentations within business organizations; presently,

---

<sup>7</sup> *ibid*

<sup>8</sup> FS Lari, 'The Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools' (2014) 98 *Procedia - Social and Behavioral Sciences*, 1672 – 1677. Available at: doi: 10.1016/j.sbspro.2014.03.592

<sup>9</sup> PN Chou, CC Chang, PF & Lu, 'Prezi versus PowerPoint: The Effects of Varied Digital Presentation Tools on Students' Learning Performance' (2015) 91 *Computers & Education*, 91, 73-82. 10.1016/j.compedu.2015.10.020

<sup>10</sup> TH Hammes, 'Dumb-dumb Bullets'(2009) *Armed Forces Journal*. Available at: from <http://armedforcesjournal.com/essay-dumb-dumb-bullets/>. Last accessed: 18/02/2022.

<sup>11</sup> ST Moulton, S Türkay, & SM Kosslyn, 'Does a Presentation's Medium Affect its Message?: PowerPoint, Prezi and Oral Presentations' (2017) 12(7) *PLoS One*. Available at: <https://doi.org/10.1371/journal.pone.0186673>

<sup>12</sup> Wikipedia, *Microsoft PowerPoint*, 2022. Available at: <https://www.britannica.com/> Last accessed: 18/02/2022.

<sup>13</sup> E Segundo & D Salazar, The efficacy of using power point presentations to improve grammar and vocabulary learning among students of the intermediate II level (Regular program) of El Cultural Centro Peruano Americano in Trujillo, Peru, 2011, Repositorio institucional PIRHUA- Universidad de Piura.

<sup>14</sup> Wikipedia (n. 12)

the software has gone beyond business, very widely used and is been experienced as a powerful change throughout society.<sup>15</sup>

Technology: “Technology”, from its historical derivation, is derived from a combination of two Greek words - “Techne” and “Logos”. “Techne” means art, craft, or skill, while “Logos” means “to speak of”. Holistically, technology, as Merriam-Webster<sup>16</sup> in Waddell defined it is the:

Application of knowledge to the practical aims of human life or to changing and manipulating the human environment. Technology includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive. Whereas science is concerned with how and why things happen, technology focuses on making things happen.

The uses of technology can be very enormous, as it could be used by people to produce both human and material things; it is the skills, methods, and processes used to achieve goals. It is the creation, usage and knowledge of tools, techniques, crafts, systems, or methods of organization to solve a problem or serve some purpose or end.<sup>17</sup>

Education: Education was initially defined as the transmission of cultural heritage from one generation to the next. However, it is defined as transmission of cultural heritage from one generation to the next. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development.<sup>18</sup> It has further been referred to as the process of receiving or giving systematic instruction, especially at a school or university. It is also defined as the field of study that deals mainly with methods of teaching and learning in schools.<sup>19</sup>

### *2.1 Uses and Benefits of PowerPoint as Instructional Package*

The teachers or instructor use of PowerPoint in the classroom has been attributed with lots of advantages. The study by Uzun and Kilis<sup>20</sup> revealed that the pre-service teachers favoured the slides because of their simplification of the content, using PowerPoint as multimedia, using PowerPoint slides as course notes, and for following the course content easier.<sup>21</sup>

PowerPoint can contribute to teaching and learning, as it has the advantage of presenting both visual and auditory information at a time. This, according to learning theories, dual channel assumption posits that people have two distinct channels for processing visual and auditory information. Hence, Mayer<sup>22</sup> stated that Cognitive Theory of Multimedia Learning (CTML) posits that when multiple sources of information (i.e., both visual and auditory) are presented,

---

<sup>15</sup> R Davies, 29 Reasons to Love PowerPoint (2016). Available at: <https://www.wired.co.uk/article/powerpoint-birthday-defence>. Last accessed 18/02/2022

<sup>16</sup> N Waddell, ‘What is Technology?’, (2013) *Cantech Letter*. Available at: <https://www.cantechletter.com/2013/01/what-is-technology0103/#> Last accessed 23/01/2023.

<sup>17</sup> Wikipedia, 2022. Available at: <https://simple.wikipedia.org/wiki/Technology>

<sup>18</sup> *ibid*

<sup>19</sup> <https://www.google.com/search?q=define+education&oq=Define+>

<sup>20</sup> AM Uzun & S Kilis, ‘Impressions of Pre-service Teachers about use of PowerPoint Slides by their Instructors and its Effects on their Learning’ (2019) 6(1) *International Journal of Contemporary Educational Research*, 40-52. Available at: DOI: <https://doi.org/10.33200/ijcer.547253>

<sup>21</sup> *ibid*

<sup>22</sup> RE Mayer, *Multimedia Learning* (2nd ed.) (Cambridge University Press 2009).

learning is enhanced. Also, as Levasseur and Sawyer<sup>23</sup> reported that PowerPoint slides have the capability of providing opportunities for instructors to couple-up visual and verbal information correspondingly, which may lead to a better learning outcome.

Researchers, based on arousal theory, have also affirmed that slides may be well suited to the needs of different learners who possess different learning styles (e.g., visualizers and verbalizers). Hill, Arford, Lubitow and Smollin<sup>24</sup> opined that PowerPoint suits larger class sizes, as information can be easily disseminated, especially through a projector. Mayer<sup>25</sup> averred that PowerPoint allows for the improvement of organization of both lectures and lecture notes, and that hypermedia tools, such as graphics, images, animations and sound can easily be incorporate into PowerPoint presentations.

PowerPoint has been regarded as a substitute to the regular oral lectures by teachers; the technology, as observed by Pariya<sup>26</sup> has radically changed the course of lectures in classrooms by replacing old school chalk and board by the use of projectors to engage the students in the class. PowerPoint could be used to break down lectures into segments or layers, and also enables very easy note-taking by students/learners.<sup>27</sup> Jones<sup>28</sup> asserts that the information being covered by PowerPoint presentation could be distributed easily via various storage media and the internet. Jones<sup>29</sup> further pointed out that in view of the focal points, and the use of visual aids, such as pictures, graphs and multimedia attributed to PowerPoint presentations keeps the class interesting and the students also attentive.

Researchers have demonstrated how PowerPoint assisted instruction in the classroom. In a research carried out by Dean, Lee-Post, & Hapke,<sup>30</sup> the scholars found that student' perceived learning scores to be significantly associated with instructors' usage of PowerPoint as opposed to achievement the traditional method of teaching-learning process. In the same manner too, Erdemir<sup>31</sup> demonstrated that PowerPoint assisted instruction led to higher achievement in Physics lectures than the traditional whiteboard approach. N. Amare<sup>32</sup>, El Khoury and Mattar<sup>33</sup> and Bamne & Bamne<sup>34</sup> revealed that students who received instruction

---

<sup>23</sup> DG Levasseur & K Sawyer, 'Pedagogy Meets PowerPoint: A Research Review of the Effects of Computer-generated slides in the Classroom' (2006) 6(1-2) *Review of Communication*, 101-123 Available at: <https://doi.org/10.1080/15358590600763383>.

<sup>24</sup> A Hill, et al. "'I'm ambivalent about it": The Dilemmas of PowerPoint' (2012)40(3) *Teaching Sociology*, 242-256. Available at: <https://doi.org/10.1177/0092055X12444071>

<sup>25</sup> RE Mayer (n. 22)

<sup>26</sup> MM Priya (n. 1) 2

<sup>27</sup> ibid

<sup>28</sup> AM Jones, The Use and Abuse of PowerPoint in Teaching and Learning in the Life Sciences: A Personal Overview (2003) *Bioscience Education Journal (BEE-j)*, 2.

<sup>29</sup> ibid

<sup>30</sup> T Dean, A Lee-Post, & H Hapke, Universal Design for Learning in Teaching Large Lecture Classes (2017) 39(1) *Journal of Marketing Education*, 5-16. Available at: <https://doi.org/10.1177/0273475316662104> Education. Retrieved 12 March, 2022 from <https://www.google.com/search?q=define+education&oq=Define+Education&aqs=chrome.0.0i433i512j0i51219.9564j1j15&sourceid=chrome&ie=UTF-8>. Last accessed: 12/03/2022.

<sup>31</sup> N Erdemir, The Effect of PowerPoint and Traditional Lectures on Students' Achievement in Physics (2011) 8(3) *Journal of Turkish Science Education*, 176-189.

<sup>32</sup> N Amare, 'To slideware or not to slideware: Students' Experiences with PowerPoint vs. Lecture' (2006) 36(3) *Journal of Technical Writing and Communication*, 297-308. Available at: <https://doi.org/10.2190/03gx-flhw-vw5m-7dar>

<sup>33</sup> RM El Khoury & DM Mattar, 'PowerPoint in Accounting Classrooms: Constructive or Destructive?' (2012) 3(10) *International Journal of Business and Social Science*, 240-259

<sup>34</sup> S Bamne & A Bamne, Comparative Study of Chalkboard Teaching over PowerPoint Teaching as a Teaching Tool in Undergraduate Medical Teaching' (2016) 5 (12) *International Journal of Medical Science and Public Health*, 2585-2587. Available at: 10.5455/ijmsph.2016.01072016532

based on PowerPoint presentations performed considerably better than those who received the traditional lecture method. Xingeng & Jianxiang<sup>35</sup> summarized some of the advantages of PowerPoint as producing better visual effects, high efficiency in information transfer, precise and systemic knowledge structure.

It has been established that PowerPoint presentation slides embedded or inserted with pictures, flow charts, schematics, animations, sound, and video clips, makes lectures more vivid and attractive to students, especially in science subjects that will hardly be explained using chalkboard.<sup>36</sup> In a computer class for instance, it will be very difficult to draw computer peripherals (mouse, Printer, Scanners, Keyboard, etc.) on the chalkboard. But the real pictures of these peripherals could be inserted into the slides. Research has been proven that graphics and animations improve students' recall.<sup>37</sup> One wonders how expert a teacher will be to draw these items and the amount of time that will be required to draw during a lecture period.

The more appreciated features of PowerPoint could be observed with regards to the amount of information placed on the slides during lectures. The teachers often put more information via PowerPoint presentation; this is because the amount of information transferred by the instructor/teacher on the chalkboard during a conventional lecture depends or is most times limited by the writing speed of the instructor on chalkboard. Categorically, there is no amount of speed that will be possessed by a teacher that will be commensurate to the amount of information that will be placed on PowerPoint presentation slides. Again, a PowerPoint file could be easily copied, maintained, printed, and transferred from one person to the other; the same file could be hosted on the web, which could be available or accessible to students before or after the class presentation.<sup>38</sup>

The use of PowerPoint presentation in class activities saves time for students, because the presentation is systemically organized; the time used by teachers to write or draw on the chalkboard is saved, and the teacher is oftentimes more precise as he hits on the points as displayed on the slides. Ozaslan and Maden<sup>39</sup> affirmed that students learn better when a course material is presented through some visual tools and that PowerPoint presentation makes content more appealing to students. In addition, Brock and Joglekar<sup>40</sup> in their paper titled: "Empowering PowerPoint: Slides and Teaching Effectiveness", revealed that lower textual density in slides and added non-textual elements (graphics) both appear to stimulate positive student feedback.

Nonetheless, let us examine some of the drawbacks of the use of PowerPoint in teaching and learning processes amongst which copyright infringement looms large.

### **3. THE CHALLENGES OF POWERPOINT AS INSTRUCTIONAL PACKAGE**

The use of PowerPoint in education has yielded a significant impact. PowerPoint, though credited with several merits has its major drawbacks. Several studies have shown the negative effects of the use of PowerPoint on learning. Uzun & Kilis<sup>41</sup> in their paper titled,

---

<sup>35</sup> D Xingeng & L Jianxiang, 'Advantages and Disadvantages of PowerPoint in Lectures to Science Students' (2012) 9 *Educational and Management Engineering*, 61–65.

<sup>36</sup> *ibid*

<sup>37</sup> LJ ChanLin, 'Attributes of animation for Learning Scientific Knowledge' (2000) 27 *J. Instr. Psychol.*, 228–238.

<sup>38</sup> D Xingeng & L Jianxiang (n. 35)

<sup>39</sup> EN Ozaslan & Z Maden, 'The Use of PowerPoint Presentations at in the Department of Foreign Language Education at Middle East Technical University' (2013) 2 *Middle Eastern & African Journal of Research*.

<sup>40</sup> S Brock & Y Joglekar, (2011) 'Empowering PowerPoint: Slides and Teaching Effectiveness' (2011) 6 *Interdisciplinary Journal of Information, Knowledge, and Management*, 85-94.

<sup>41</sup> AM Uzun & S Kilis (n. 20)

“Impressions of pre-service teachers about use of PowerPoint slides by their instructors and its effects on their learning”, revealed that pre-service teachers, in terms of the design and content of their instructors’ PowerPoint slides, complained mostly about text inefficiency, and favoured the visual aids used in the slides. Uzun and Kilis<sup>42</sup> further found out that the pre-service teachers complained about instructors’ repeatedly reading verbatim from the slides.

As part of the advantages, Uzun and Kilis<sup>43</sup> opined that the PowerPoint is an easy to use, stable technology, which readily comes with the Microsoft Office package of programs. Uzun and Kilis<sup>44</sup> further declared that both Inexperienced students and instructors can use PowerPoint with little effort; instead, as the authors further stated they could focus on their content and design skills rather than learning the technology, which would require higher-level knowledge or complex technical skills.<sup>45</sup>

Many criticisms have been leveled against the use of PowerPoint for instruction. Uzun and Kilis<sup>46</sup> declared that when PowerPoint slides present too much information to handle, this limited capacity may be exceeded and “PowerPoint overload” occurs. This may happen when most of the principles of *modality, segmenting, multimedia, redundancy, contiguity, and coherence* as proposed by Mayer<sup>47</sup> are violated. For instance, the modality principle may be violated, when the screen involves too much on-screen text as the presentation instead of reliance on the spoken word of the presenter or narrator. Redundancy principle may also occur if the instructor simply reads out the screen content verbatim, which is very common in PowerPoint practices.<sup>48</sup>

Additionally, the segmenting principle may be violated when slides contains too much information and are not broken down into smaller units. Coherence principle may also be violated if irrelevant content exists within a presentation. Multimedia principle could also be violated if on-screen text does not have corresponding graphics.<sup>49</sup> Moreover, the contiguity principle may be violated if visuals and text (spoken and on-screen) are presented consecutively rather than simultaneously, and finally, signalling principle may be violated when the essential materials are not highlighted by the presenter.<sup>50</sup>

Visual is usually more captivating than text. There the use of PowerPoint slides in class may pose some challenges to students/learners. For instance, when the instructor presents a slide with captivating graphic(s), the interesting visual may capture the student’/learners’ attention. Hence, the learner my focus more on the visual than paying attention to important oral information.<sup>51</sup> Another accusation leveled against the use of PowerPoint in the classroom is that it promotes oversimplification of certain content. Since PowerPoint presents contents via bullet points, it does not elaborately cover most subject matters in details. Therefore, over

---

<sup>42</sup> ibid

<sup>43</sup> ibid

<sup>44</sup> ibid

<sup>45</sup> B Hertz, C van Woerkum, & P Kerkhof, ‘Why do scholars use PowerPoint the way they do?’ (2015) 78(3) *Business Communication Quarterly*, 273-29. Available at: <https://doi.org/10.1177/2329490615589171>

<sup>46</sup> AM Uzun & S Kilis (n. 20)

<sup>47</sup> RE Mayer (n. 22)

<sup>48</sup> Hill et al., (n. 24)

<sup>49</sup> C Atkinson, & RE Mayer, (2004). Five Ways to Reduce PowerPoint Overload (2004). Available at: <https://www.indezine.com/stuff/atkinsonmaye.pdf>. Last accessed: 14/02/2022.

<sup>50</sup> RE Mayer (n. 22)

<sup>51</sup> DG Levasseur & K Sawyer, (n. 23)

simplification of content as observed in PowerPoint technology may cause the loss of important facts, thereby students/learners complain of removing some of the course contents.

The use of PowerPoint in the class has also been criticized of being a teacher-centered rather than a student-centered approach.<sup>52</sup> This may not be in conformity with subjects/disciplines that are practical oriented where active participation, engagement, and critical pedagogy are required.<sup>53</sup> As reported by Uzun and Kilis,<sup>54</sup> PowerPoint presenters most often times imply read the slide content to the class verbatim, thereby hindering spontaneous classroom discussion and discovery. Again, the challenge of learners passivity also exists since the teacher is the sole speaker, and with little or no contribution by the audience (students).

Several studies on the use of PowerPoint as instructional package have shown the negative effects of PowerPoint on learning. There are numerous evidences for such results. For instance, the use of PowerPoint, as revealed by Chou, Chang, & Lu<sup>55</sup> did not result in greater performance among students compared to those who received traditional instruction.<sup>56</sup> It has also been reported that the majority of the students preferred whiteboard lectures over PowerPoint presentation method of instruction.<sup>57</sup>

El-Khoury and Mattar<sup>58</sup> conducted a research whereby they found out that conventional lectures led to more learning than using PowerPoint presentations. Bamne & Bamne<sup>59</sup> in their study also discovered that the majority of the students preferred whiteboard lectures in preference to PowerPoint presentation method of instruction. Wecker<sup>60</sup> also found out that slides act as speech suppressors due to the dysfunctional allocation of attention. In the same manner, and in concord with Priya,<sup>61</sup> Xingeng and Jianxiang,<sup>62</sup> while contributing to advantages and disadvantages of PowerPoint in lectures to science students, stated that the demerits of PowerPoint may be as a result of irrelevant information in slides, neglect of interaction with students, uncontrolled speed in presenting or too strict order of slides.

#### **4. OBSTACLES TO THE USE OF POWERPOINT PRESENTATION**

The use of PowerPoint presentations in modern classroom teaching has been proved to be very effective, and better than the traditional "chalk-and-talk" lecture.<sup>63</sup> But despite its effectiveness, several constraints, which comprises of technology, slide presentation and the people involved have been identified impeding its use in the class.<sup>64</sup> On technological grounds, Priya<sup>65</sup> pointed out computer system can crash at any time without any warning, and virus attack is also inevitable. Again, the author further stressed that the technological infrastructure of the school may be another impediment to its usage in the class. On the

---

<sup>52</sup> KB Hopper, & JB Waugh, (n. 5)

<sup>53</sup> A Hill, et al (n. 24)

<sup>54</sup> AM Uzun & S Kilis (n. 20)

<sup>55</sup> PN Chou, CC Chang, PF & Lu, (n. 9)

<sup>56</sup> D Xingeng & L Jianxiang (n. 35)

<sup>57</sup> S Bamne & A Bamne, (n. 34)

<sup>58</sup> RM El Khoury & DM Mattar, (n. 33)

<sup>59</sup> S Bamne & A Bamne, (n. 34)

<sup>60</sup> C Wecker, 'Slide Presentations as Speech Suppressors: When and Why Learners Miss Oral Information', (2012) 59(2), *Computer & Education*, 260 – 273. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S0360131512000140>. Last accessed: 23/01/2023.

<sup>61</sup> MM Priya (n. 1)

<sup>62</sup> D Xingeng & L Jianxiang (n. 35)

<sup>63</sup> *ibid*

<sup>64</sup> MM Priya (n. 1) 2

<sup>65</sup> *ibid*



presentation aspect, the scholar further stated that when the presentation is full of texts, this poses problems for the students to easily comprehend.

Further, the use of several colours in a presentation is yet another obstacle. Oftentimes, some texts are placed on wrong backgrounds, which makes it very difficult for the audience to read. Another drawback is unnecessary moving or flying animations and pictures, which may appear very fascinating to students, thereby making them not to focus on the real content. In concord, Xingeng & Jianxiang<sup>66</sup> observed that some instructors in order to attract students' attention may add some decorative but irrelevant figures or animations into a slide. Additionally, when a presentation is full of many slides, it prolongs the lesson and makes it very boring for students.<sup>67</sup> Another impediment comes for the teachers who are not knowledgeable about the subject matter but merely turn to 'Slide Slave' by reading pre-prepared presentations word to word and completely avoiding the oral lecture; secondly, some teachers deliver their PowerPoint presentations either too fast or too slow, thereby making the lecture unattractive and difficult for students to understand, especially the slow learners.

Sometimes, the teacher makes the slides available to students before the initial presentation, this makes the students pay less attention during the teacher's formal presentation, and this also gives room to less attendance in the class.<sup>68</sup> Among other things that may make PowerPoint presentation unattractive are as follows: unrelated graphics or photographs/pictures, unrelated backgrounds with texts, over simplified presentations, irrelevant information, violation of most of the media principles, irrelevant instructional materials, and lack of eye-contacts between teacher and students, which is similar to a "virtual lecture" in some aspects.

In spite of the foregoing, one of the most daunting challenges of the use of PowerPoint presentation is the issue of intellectual property. Recent and emerging developments in information technology, the intangibility of intellectual property, lack of or inadequate policy and legal framework, and the thorny issue of compliance enforcement have contributed, to varying degrees, to the current increase in copyright infringement and the complexities that plague issues of copyright and intellectual property in general. Copyright infringement is recognized globally as an enemy of the creative arts, intellect, and creativity. The Nigerian Copyright Commission (NCC), which is charged with monitoring, administering, and enforcing copyright laws and guaranteeing correct execution of set out rules and regulations on the populace in the event of default, attempts to combat piracy in acknowledgement of the following fundamental realities.<sup>69</sup>

## 5. ENHANCING POWERPOINT PRESENTATIONS

---

<sup>66</sup> D Xingeng & L Jianxiang (n. 35)

<sup>67</sup> MM Priya (n. 1) 2

<sup>68</sup> *ibid*

<sup>69</sup> Ibibia Lucky Worika and Mercy Oke-Chinda, *Copyright and Choral Music Production and Performance in Nigeria; Implications, Challenges and Prospects*. O. V. C. Okene (Ed.) Excellence in Governance and Creativity: Legal Essays in Honour of His Excellency, Chief Nyesom Ezenwo Wike, 2018, pp. 416 – 432.

PowerPoint presentation is a new innovation in the education sector. One thing is to create a beautiful or a professionally looking PowerPoint for presentation and another is to effectively present it to the audience. Smith<sup>70</sup> and Kim<sup>71</sup> have suggested several skills to make PowerPoint presentation very effective to the audience. Nonetheless, to professionally deliver a PowerPoint presentation, the following information or guidelines should be noted:

- a) **Know your Audience:** A good presenter must know the target audience he wants to present the information. Knowing the audience presupposes that you know the background of the audience, especially the academic level and the interest of the audience. What do you think the audience will hear that will please them? You should know that language, the examples you give to illustrate points will not be same with those for medical professionals, young entrepreneurs, or Engineering and Education students. The prior knowledge of the audience is plus and will enable you make a good presentation.
- b) **Adequate Knowledge of Your content:** The audience did not come to admire the pictures or the funny aspect of your transitions and animation effects, but to get the facts of the subject matter. How do you want to pass your information to your audience? You must be very versatile with the content that you want to deliver to the audience. You must know the statistics, facts, figures, of what you want get across to your audience. You should also know their fears, wants, and desires for better presentation.
- c) **Print Handouts:** After delivering a high-quality PowerPoint presentation, the audience will like to remember the presenter. How would they remember you after? For the audience to remember you (the presenter), you need to give them a copy of the PowerPoint presentation printout to take home for reference purposes. Sometimes, the printout will be accompanied with notes. This method enables the audience to keep a copy or copies of your slides, along with their own notes. This is the perfect way to ensure everyone engages with and retains your content.
- d) **Highlight the Most Important Point:** What you want to presentation to your audience is called PowerPoint. PowerPoint means that you want present the most importance aspect of your subject matter. Therefore, Pick the key points and put the rest information in “Appendix” for further reference, particularly during the Q&A session at the end of the presentation.
- e) **Keep Your Slides Very Simple:** This one of the keep points to note when designing PowerPoint presentations. When slides are cluttered or untidy will distract and confuse the audience. It has been observed that visually appealing slide usually engage the audience and keeping them on track as you present your main points. Do not full the slides with texts. Choose few words or bullets. Let the audience listen, but not to subject them to be reading your presentation.

---

<sup>70</sup> B Smith, ‘60 Effective PowerPoint Presentation Tips & Tricks (To Improve Your Skills)’, 2021. Available at: <https://business.tutsplus.com/articles/37-effective-powerpoint-presentation-tips--cms-25421> Last accessed: 11/02/2022.

<sup>71</sup> L Kim, ‘Ways to Improve Pour presentation Skills (2021). Available at: <https://www.wordstream.com/blog/ws/2014/11/19/how-to-improve-presentation-skills>. Last accessed: 10/03/2022.

- f) Do Not Read Directly from your Presentation/Screen. In order not to lose the confidence of your audience during PowerPoint presentation, try as much as possible not to read directly from the screen or paper. This is because the audience will assume that you are not prepared. Since the presenter reads from the screen or the paper, the audience will feel that it is a waste of time of the presenter since the audience can equally read from the screen. Therefore, to avoid reading from the screen, it is advisable that you (the presenter) memorized the main points of the presentation, and as a general rule, only present the best you can.
- g) Add Video Clip: When an important idea in a presentation is to be vividly conveyed to the audience, it becomes very pertinent to add a video clip to supplement the content.
- h) Use Bullet Points: Some PowerPoint presentations cannot be differentiated from ordinary Word documents, as they are full of texts. Instead of using full sentences, it is advisable to use bullet points to deliver your key ideas on the slides to make your audience more focused. Consequently, bullet points devoid of too much information on a slide will make your presentation more professional. It will be advisable to have 5-6 words in a slide, and each of the slides should not have more than six (6) bullet points.
- i) Employ Quality Pictures & Graphics: Creating a PowerPoint that is visually appealing is usually preferred by the audience. Therefore, it is better to use high-quality photographs, graphics, Charts, graphs and tables to express ideas. Again, Charts and other forms of illustrations will add to make the presentation more attractive and effective for the audience. It is as well important to label them appropriately so that the audience doesn't spend much time trying to interpret what X and Y axis say.
- j) Choose Sizeable Fonts & Good Colour Contrast: Choosing appropriate font size and good colour combination will have positive effect to the audience. And choosing unsuitable font size that is less than 24 may render some of the information invisible or very difficult for the audience to read. In addition, when designing a professional looking PowerPoint, you should choose colours that have high contrast to make the text and graphics easily visible during presentation. For instance, a dark background, such as navy blue or dark purple with a light text color such as white or yellow. It is therefore advisable to create a PowerPoint presentation that has sizeable font sizes and good colour combinations to make it easier for the audience to read without any hindrance.
- k) Avoid Grammatical and Punctuation Errors: It is important to note that your PowerPoint presentation represents what you are to the audience. Hence, you should try as much as possible to punctuate correctly and carefully proof read your write-up before presentation to your audience. If possible, employ the services of a friend to help your proof read it.
- l) Use Professional Designs: The professional design of your PowerPoint will entice your audience. Irrespective of the valuable information presented on the slides, if the presentation is poorly designed, it will either disengage or distract the audience.

- m) Engage the Audience: In order not to make the presentation look very passive, you need to engage your audience. Some of the persons in the audience would like to be heard, hence, seek their opinions by asking or inviting some questions from them. To effectively achieve this, you can create a slide for questions and answers, which will absolutely and positively involve the audience. This is because PowerPoint presentation is usually not a non-sided affair. As a presenter, you need to devise various means of welcoming the audience and this will improve participation and boost engagement, thereby making the attendees feel belonged. Additionally, the presenter should by all means include some jokes and cheerful slides to ease fatigue or dizziness. This will help the audience and also relieve the presenter of anxiety. It is therefore necessary to inject a little humor into your discussion to make the audience feel more comfortable.
  
- n) Rehearse and Time Your Presentation: There is need to rehearse your presentation based on the timeframe. Rehearse your delivery and timing techniques so that you can effectively deliver your points as practiced with a live audience. Proper practice enhances the PowerPoint presentation so as not to unduly over stress the audience. If it is possible, use your phone's voice recorder to assess and critique yourself before the day you present it to the target audience.
  
- o) Use Few Animations: Do not overload your presentations with too many animations; if this is done, the audience will lose focus on the key ideas on the presentation. Therefore, in order to catch the audience's attention and keep them focused on the main topic of discussion, there is a need to use attractive animations to create motions and hold an audience's attention to the points under discussion. When animations are sparingly used in PowerPoint presentations, it will add flavour to key elements on your slide and you will properly capture the audience's attention.
  
- p) Drink Water and Visit the Bathroom: There is no doubt that anxiety during PowerPoint presentation is frequently accompanied with dry mouth. This is very common, especially when the presenter is not very knowledgeable about the content, and/or when the presentation is very prolonged. Therefore, to prevent dry mouth or staying dehydrated during PowerPoint presentation, you need to drink sufficient water before starting, or you keep a bottle of water at arm's reach while presenting.

## **6. INTELLECTUAL PROPERTY CONCERNS IN THE USE OF POWERPOINT**

Numerous attempts have been made to define the phrase intellectual property. One is that it is a collection of "legal rights that come from intellectual work in the economic, scientific, literary, and artistic domains," and that these legal rights "may be invoked with regard to the production of human intellect. "Intellectual property gives a legal definition for the results of human creativity, invention, and innovation and assigns ownership to the creator of the work. There are numerous types of intellectual property, including patents, copyright, trademarks, and design rights. <sup>72</sup> Intellectual property rights have traditionally been considered as an attempt to find a balance between private and public interests. It is maintained that society, i.e., users and consumers, benefit from access to the creators' new ideas and knowledge. The justification is that 'man's ingenuity as manifested in his or her creative potential is so unique and vital to the development of any society that the outcome of this effort needs to be

---

<sup>72</sup> Caroline Windrum, (n. 6) 206

protected and the creator further encouraged'<sup>73</sup>. Intellectual property is distinguished by its ability to prevent unauthorized individuals from intruding on valuable intellectual assets. Individual innovators must be incentivized to share their ideas and knowledge with others. Rewards can take several forms for the individual, including personal acknowledgment, monetary return, and reputation enhancement.<sup>74</sup> A fundamental advantage of these legal rights granted to those who engage in creative, inventive, and promotional activities is that it results in the production of original work, as it protects some of the finest examples of human achievement by focusing on 'legal rights associated with creative effort or commercial reputation and goodwill'<sup>75</sup>

Intellectual property is a set of legal regimes designed to foster creation by extending legal protection to creators and inventors and enabling them a monopoly on the market for their products, allowing them to repay their initial investment over time. In addition, this idea is deemed essential since it fosters intellectual innovation and serves as the foundation for the social, economic, cultural, and technical growth of nations. As with any other property owner, the creator can be in charge and freely exploit and enjoy the accruing rewards. They are transferable via testamentary disposition or assignment despite being intangible. Although they are intangible, the law fully protects them.

Academic articles, books, plays, engineering designs, inventions, art works, poems, novels, research outputs, designed processes, computer programmes or software, service symbols, etc. are intellectual products and are therefore referred to as intellectual properties. The fact that intellectual property is intangible makes it more susceptible to theft and unauthorized use. Given the issue of ownership, producers of such works require some sort of right and protection to prevent unauthorized use of their intellectual property by third parties. In spite of the fact that Nigeria recognizes intellectual property rights, given the difficulties in enforcing compliance, there is rising doubt regarding the validity of these rights and whether they can be appropriately preserved.<sup>76</sup>

Copyright is the most prevalent type of intellectual property in educational resources. Copyright protects the labour, skill and judgement that someone — author, artist or some other creator — expends in the creation of an original piece of work, whether it be a literary work, a piece of music, a multimedia programme, a Web page, a painting, a photograph, a TV programme, or whatever.<sup>77</sup> It includes several genres of work, such as literary, dramatic, sonic, and visual, which may be contained in various forms of media, such as print, digital, etc. However, copyright does not grant the owner an exclusive right to do something; it is just the right to prohibit others from performing particular actions, such as copying, distributing, selling, renting, broadcasting, etc. — the so-called “restrictive” acts. During the copyright era, a reader may read, enjoy, discuss with friends, and use the ideas contained in a book, but may not copy, reproduce, lease, adapt, or modify the original work without clearance or the owner’s consent. Thus, copyright protects the material expression of ideas, but crucially not the ideas themselves.

---

<sup>73</sup> Adebambo Adewopo. *Nigerian Copyright System: Principles and Perspectives*. (Odade Publishers 2012) 298

<sup>74</sup> Caroline Windrum, (n. 6) 206

<sup>75</sup> David I. Bainbridge, *Intellectual Property* (6th Ed., Essex: Pearson) 3

<sup>76</sup> *ibid*

<sup>77</sup> C Oppenheim, 'Copyright for Information Professional: Practical Copying for Information Professionals' (2004) 60(5) *Journal of Documentation*, 581 – 583. Available at: <https://www.emerald.com/insight/content/doi/10.1108/00220410410560636/full/html> Last accessed: 23/01/2023.

Copyright is intended to safeguard the unique expression of an idea. Copyright law is intended to safeguard literal copying of creative works, such as publishing a book without the author's permission or broadcasting a musical performance online without the consent of the music firm that holds the copyright to that performance. When copyrights threaten to grant significant market power, their protection is frequently lowered. On the one hand, some copyright holders express deep worry that contemporary information technology enables rampant piracy and that the Internet serves as "one gigantic copying machine" that takes intellectual content from authors, composers, and artists.<sup>78</sup> These individuals want to legislate technology that prevent or restrict the unlawful duplication of copyrighted content. In addition, they desire wide powers to identify copyright violators and harsh penalties for anybody found to have exploited intellectual materials without permission. Nonetheless, many other observers are concerned that copyright law is not serving us well in the digital age, since rights holders deploy technology to restrict otherwise lawful uses of their works that are harmless or socially desirable. These critics say that copyrights currently bestow an excessive amount of power, either to restrict how works are used or to keep works out of the public domain for many years, and that "fair use" is being interpreted too narrowly.<sup>79</sup>

The Nigerian Copyright Act Section 39 (1) of the Act states that, "Copyright means copyright under this Act"<sup>80</sup> which is vague and insufficient. Nevertheless, the general purpose of the law is stated in the long title, which describes the Copyright Act as an:

Act to make provisions for the definition, protection, transfer, infringement of and remedy and penalty thereof of the copyright in literary works, musical works, artistic works, cinematograph films, sound recordings, broadcast and other ancillary matters.

There have been several attempts by the courts to properly articulate the peculiar nature of Copyright. Hon. Justice Georgewill of the Court of Appeal, while delivering the lead judgment in *MTN Nigeria Communications Limited v. Musical Copyright Society of Nigeria Limited/GTE*<sup>81</sup> elucidated that, "Copyright is a property right exercisable over certain types of intangible/movable property, hence a person having a legal right over such property is entitled to enforce his right in accordance with laid down principles of law contained in the Copyright Act Cap C28, Laws of the Federation of Nigeria, 2004."

Courts are currently determining the correct meaning and function of copyright law and policy in the digital age. New technologies, many of which fall under the category of "Digital Rights Management" can be used by rights holders to restrict copyright works' fair use.

Nigeria possesses the required legal infrastructure in the field of Intellectual Property, as national, regional, and international laws exist for its protection. Section 44 of the 1999 Constitution of the Federal Republic of Nigeria recognizes and protects the rights related to all types of property. The Copyright Act, Cap. C28, Laws of the Federation of Nigeria 2004, for example, protects rights in literary, musical, and creative works, cinematograph films,

---

<sup>78</sup> Joseph Farrell and Carl Shapiro, 'Intellectual Property, Competition, and Information Technology', 6, 34. 17 March, 2004. Available at: <https://escholarship.org/uc/item/3s03932b>. Last accessed: 20/01/2023

<sup>79</sup> *ibid*

<sup>80</sup> Section 39 (1), Copyright Act, Cap. C28, Laws of the Federation of Nigeria, 2004.

<sup>81</sup> *MTN Nigeria Communications Limited v. Musical Copyright Society of Nigeria Limited/GTE* (CA/L/698/2010). Judgment was delivered on Wednesday the 22<sup>nd</sup> day of March, 2017 at the Lagos Division of the Court of Appeal.

sound recordings, and broadcasts, with the Nigerian Copyright Commission serving as the governing body.

Nigeria is a signatory to the Universal Copyright Convention, the Berne Convention for the Protection of Literary and Artistic Works of 1886, and the Rome Convention for the Protection of Performers, Producers of Phonograms, and Broadcasting Organizations of 1961. Nigeria is also a member of the World Intellectual Property Organization (WIPO) and the Agreement on Trade-Related Aspects of Intellectual Property (TRIPS). The Copyright Act's Second Schedule contains, among other exceptions, the "fair use" doctrine as follows:

The right conferred on a work by section 6 of this Act does not include the right to control - the doing of any of the acts mentioned in the said section by way of fair dealing for purposes of research, private use, criticism or review or the reporting of current events, subject to the condition that, if the use is public, it shall be accompanied by an acknowledgement of the title of the work and its authorship except where the work is incidentally included in a broadcast;

Although the Copyright Act just mentions fair use without defining it, Lord Denning M.R.'s statement in *Hubbard v. Vosper*<sup>82</sup> regarding "fair dealing" is illuminating. He stated that it is impossible to define "fair dealing" since it is a matter of degree. He added that the standard for defining what constitutes fair dealing ought to be based on quality, not quantity; hence, the degree varies from instance to situation. Therefore, you must first examine the quantity and scope of the citations and excerpts to ascertain if they are, in total, too numerous and too long to be fair? Then you must consider their application. If they are utilized as the basis for commentary, criticism, or review, this may constitute fair dealing. He reckoned that it may be unjust if they are used to transmit the same information as the author for a competing purpose.

Despite the above, fair dealing remains one of the most significant exceptions because it strikes a compromise between copyright protection and the public's pursuit of information. The idea of fair dealing creates the necessary equality between the rights of copyright owners and copyright users, so that neither is privileged over the other. The justification for the fair use concept, according to Matthew Bunker, is to prevent 'authors from exercising absolute control over their room for the use of works without consent in a way that would be socially beneficial'.<sup>83</sup> Even while robust legal infrastructure and intellectual property protection measures are essential, they will not suffice in this instance. For these laws to be robust and effective, considerable public education and enforcement are required.

Regrettably, the implementation problem that has plagued every aspect of our legal system is equally apparent in this area of Copyright law. These laws lack an appropriate enforcement mechanism to guarantee their applicability. The issue of Nigerian copyright laws not being enforced is becoming increasingly problematic. It is concerning that despite the vast body of national and international Copyright legislation, the protection envisioned remains elusive. Until this issue of practical implementation is resolved, the current copyright rules may be incapable of providing effective protection for owners. As Adewopo correctly stated, 'the

---

<sup>82</sup> [1972] 2 Q. B. 84

<sup>83</sup> D Matthew Bunker, 'Eroding Fair Use: The "Transformative" Use Doctrine After Campbell' (2002) 7(1) Journal of Communication Law and Policy. Available at: [https://doi.org/10.1207/s15326926CLP0701\\_01](https://doi.org/10.1207/s15326926CLP0701_01) . Last accessed: 20/01/2023.

subsistence of copyright law does not depend on the letters of the law alone but also in the “governance mechanism” that implement the Law’.<sup>84</sup> Even though the Copyright Act has been criticized for being unclear, outmoded, and restrictive, if it were aligned with worldwide best practices, much could be accomplished in the growth of intellectual property in Nigeria. A positive first step would be for the Commission to execute section 34 (2) (e) by maintaining ‘an effective data bank on authors and their works’.

## **7. CONCLUSION**

It has been proven that technology is constantly playing important role in the education sector. The Microsoft PowerPoint, which is one of the technological advances, could be used to facilitate teaching and learning processes. It could be used to promote students’ motivation towards learning, and of all the presentation software in the market today, Microsoft PowerPoint stands out globally to be one of the most popular and powerful teaching tools, and very useful aid to teachers when prepared correctly and used moderately. Hence, whenever intended to be used in the class, its merits, challenges and guidelines should be meticulously recognized to create a better presentation that will engage the audience, help understand and provoke their thoughts. The use of PowerPoint in the classroom continues to be the most popular, easy-to-use and effective tool in the field of education.<sup>85</sup> Despite its advantages, the authors have tried to articulate some of the disadvantages as established in literature. The paper further highlights the major obstacles impeding the use of PowerPoint presentation in the modern classroom, highlighting the vexed issue of copyright infringement in PowerPoint presentations. Finally, the scholars simultaneously and succinctly provided guidelines or suggestions to improving the effective presentation in one of World’s most popular presentation software (Microsoft PowerPoint) but cautions against the attendant trap of intellectual property infringement for the purposes of academic integrity.

---

<sup>84</sup> Adewopo (n 74) xxxv

<sup>85</sup> MM Priya (n. 1) 2