

Abstract

The thesis studies using PowerPoint presentation in geography teaching, especially for the impact of visualized substance on the effectiveness of teaching. The theoretical part is followed by questionnaire survey to monitor the current situation in Czech schools. Students and teachers of Geography were asked if they are computer users and how are their subjective views and experiences of using PowerPoint in teaching. I also examined the technical background of Czech schools and whether there is even possible to use audio-visual technology in education. I also asked which teaching method was preferred by students and whether they preferred the lessons with PowerPoint presentations. The number of 62 teachers and 283 students were participants in this survey. Most of them is an ordinary computer user. PowerPoint presentations are often used in Geography. Their opinion of using powerpoint presentations in lessons is rather positive. The most popular method among students is an interpretation, which corresponds with the most common PowerPoint usage. The second part of the thesis includes qualitative research of effectiveness using PowerPoint in Geography lessons. In two parallel classes, there were taught substance, which has been visualized by PowerPoint presentation in one class and by any analog methods (e.g. copied images) in the second. Testing was realized in three phases. The first phase tested a flash memory immediately after the lesson, the second phase tested a long-term memory during unannounced testing and the last phase tested a long-term memory during a previously reported written examination. According results of this research, students, who saw the PowerPoint presentation, are better in the visualized substance than the other. Results of this survey confirmed some of the assumptions that arised from the literature. Visualisation of some topics makes better understanding and remembering of this problem to students. Some students used pictures to express their responses, which were same as drawings, which was seen during lessons. Students were concentrated during watching PowerPoint. The level of students achievement was increasing with increasing number of ressource phases. The best results were achieved by students in the final phase of the research. Because of the small number of examined cases, there aren't generally applicable results and the problem needs further investigation.

Key words: Geography teaching, PowerPoint presentation, computers in education, visualization, visual literacy, learning from images, forms and methods of teaching.