

# **Creating a Simple Educational PowerPoint Presentation for Middle School Students**

## **1. Introduction**

The purpose of this Instructional Unit 2 (IU2) is to begin the Design phase of the ADDIE instructional design process by conducting a task analysis for the instructional goal identified in IU1. In the Analysis phase, the learning needs, instructional goals, intended audience, and learning environment were identified for middle school students learning how to create educational PowerPoint presentations. This IU2 project expands upon the previous phase by breaking the instructional goal into smaller measurable tasks, identifying subordinate skills learners must master, and developing performance objectives and assessments that will guide instruction.

This instructional unit focuses on helping middle school learners develop foundational presentation design skills such as slide organization, multimedia integration, visual design consistency, and simple animation usage within a 20–30 minute lesson.

## **2. Instructional Goal**

Learners will be able to create a simple 6–8 slide educational PowerPoint presentation using basic design principles, multimedia elements, and organized content structure.

## **3. First-Level Task Analysis**

### **Specific Goal 1**

Learners will create a title slide with an appropriate presentation title and student name.

### **Specific Goal 2**

Learners will organize information using bullet points and proper slide alignment.

### **Specific Goal 3**

Learners will apply a consistent design theme, readable font style, and appropriate font size throughout the presentation.

### **Specific Goal 4**

Learners will insert at least one relevant image and one short video into the presentation.

### **Specific Goal 5**

Learners will apply simple transitions or animation effects appropriately to enhance the presentation.

#### **4. In-Depth Task Analysis**

##### **Goal 1: Create a Title Slide**

Subordinate Skills:

- Open Microsoft PowerPoint
- Select a blank presentation
- Insert a title slide layout
- Type presentation title
- Type student name
- Adjust text size and alignment

##### **Goal 2: Organize Information with Bullet Points**

Subordinate Skills:

- Insert a new slide
- Select bullet point layout
- Type short key ideas
- Limit text quantity
- Align content properly
- Check readability

##### **Goal 3: Apply a Consistent Design Theme**

Subordinate Skills:

- Open design tab
- Select presentation theme
- Apply readable font style
- Adjust font size
- Maintain consistency across slides

#### **Goal 4: Insert Multimedia Elements**

Subordinate Skills:

- Select insert tab
- Search for image
- Insert image
- Resize and position image
- Insert short video
- Preview multimedia content

#### **Goal 5: Apply Simple Animations and Transitions**

Subordinate Skills:

- Select object(slide Title) or slide
- Open animation or transition tab
- Apply transition effect
- Apply animation effect
- Preview animation
- Save presentation

#### **Entry Behaviors (Prerequisite Skills)**

Before beginning instruction, learners should already be able to:

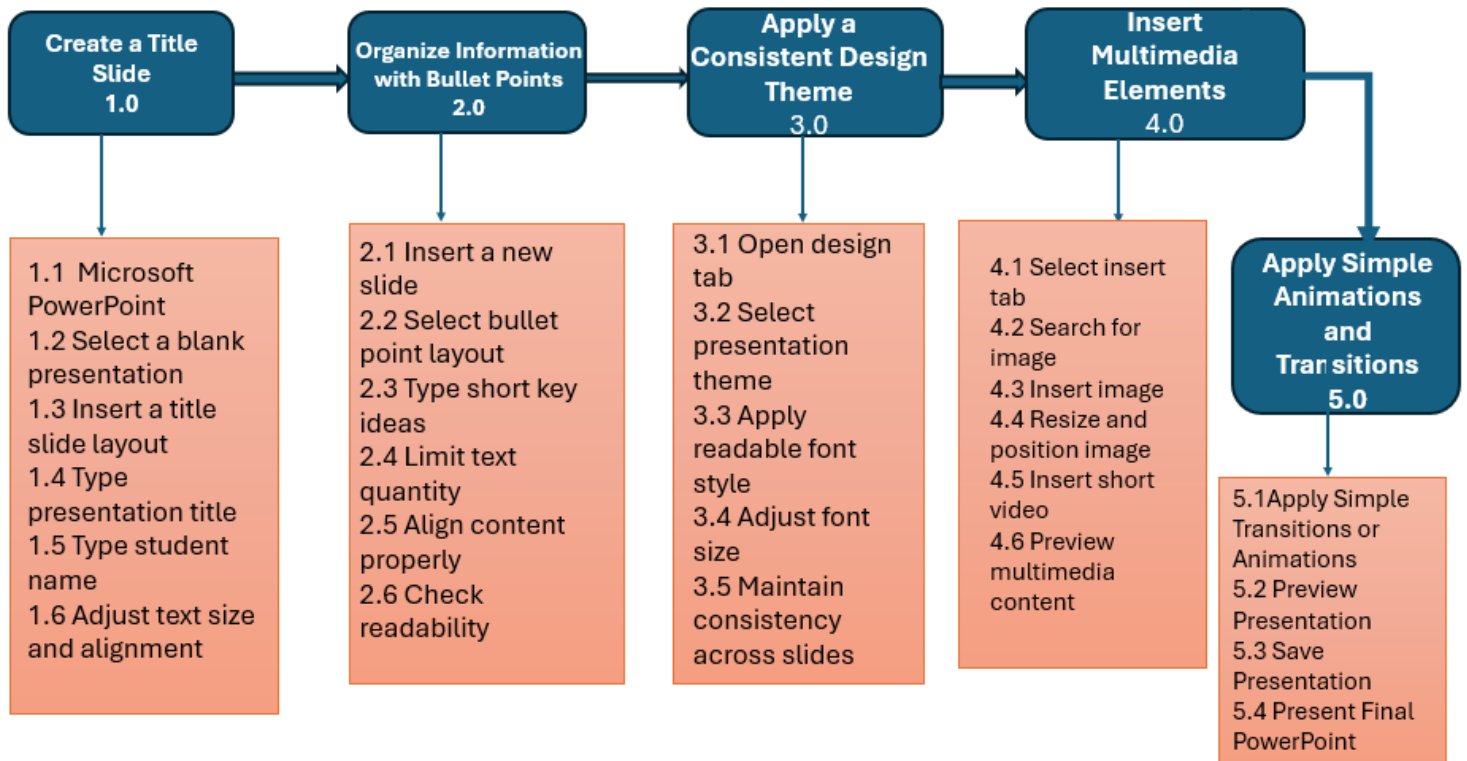
- Use a computer mouse and keyboard
- Open software applications
- Type basic text
- Navigate simple computer menus
- Save files

These prerequisite skills are considered entry behaviors and will not require direct instruction during the lesson.

### In-Depth Task Analysis Flow Chart

Instructional Goal:

Learners will create a simple 6–8 slide educational PowerPoint presentation using basic design principles, multimedia elements, and organized content structure.



*an In-Depth Task Analysis Flow Chart*

## 5. Performance Objectives & Assessments

<b>Performance Objective</b>	<b>Condition</b>	<b>Behavior</b>	<b>Criteria</b>	<b>Assessment</b>
Using Microsoft PowerPoint, learners will create a title slide	Using PowerPoint software	Create title slide with student name	Without assistance	Instructor observation
Using a slide layout, learners will organize content with bullet points	Given a presentation template	Organize slide information	With no major formatting errors	Slide review checklist
Using the design tab, learners will apply a consistent theme	Using PowerPoint tools	Apply readable theme and font	Consistent across all slides	Instructor rubric
Using multimedia tools, learners will insert one image and one video	Given internet access and PowerPoint	Insert multimedia elements	Successfully displayed on slide	Presentation demonstration
Using animation tools, learners will apply transitions or animations	Using PowerPoint animation tools	Add simple transitions	At least one successful transition	Instructor observation

## 6. Assessments

Assessment activities will focus on direct observation and review of completed learner presentations. Learners will demonstrate mastery by successfully creating a simple 6–8 slide presentation that includes organized content, multimedia elements, consistent design formatting, and appropriate transitions or animations.

The instructor will use a checklist and simple rubric to evaluate whether learners successfully completed each performance objective. Similar skills such as slide organization and visual consistency may be evaluated together through the final presentation product.

## 7. Learning Domain

The primary learning domain for this instructional unit is the Cognitive Domain because learners are developing intellectual skills related to organizing information, applying design principles, and using multimedia tools. The lesson also includes some Psychomotor Domain elements

because learners physically interact with technology tools such as computers, keyboards, and PowerPoint software while completing the presentation tasks.

The instructional goal mainly focuses on applying learned digital presentation skills and demonstrating understanding through observable performance tasks.

## **8. Peer Review of this IU**

A peer familiar with educational technology and presentation software reviewed the instructional goal, first-level task analysis, in-depth task analysis, performance objectives, and assessments. The reviewer stated that the instructional goals were clear, measurable, and appropriate for middle school learners. Feedback suggested simplifying some multimedia instructions and ensuring enough guided examples are included for students who have limited PowerPoint experience.

Based on the feedback, additional visual demonstrations and simplified step-by-step instructions will be incorporated into the lesson design. Overall, the peer review confirmed that the instructional unit is realistic, organized, and aligned with the learner needs identified during the Analysis phase.

## **9. Summary**

This IU2 project focused on the Design phase of the ADDIE instructional design process by conducting a detailed task analysis for middle school students learning how to create educational PowerPoint presentations. The instructional goal was divided into measurable tasks and subordinate skills that support learner success within a 20–30 minute instructional lesson. Performance objectives, assessments, learning domains, and peer feedback were also developed to guide instructional planning and ensure alignment between learner needs, instructional goals, and assessment strategies. This design process helps create a structured, learner-centered instructional experience that supports digital literacy, communication, and multimedia presentation skills.

## **AI Use Declaration**

This project used ChatGPT (OpenAI GPT-5.5) to support brainstorming, organization of ideas, grammar refinement, formatting, and content development. AI was used as a supportive learning tool during the development of instructional design content. All final writing, editing, analysis, and submission decisions were reviewed and approved by the student author.

## **References**

Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer.

OpenAI. (2026). *ChatGPT* (GPT-5.5) [Large language model]. <https://chat.openai.com/>