

Creating a Simple Educational PowerPoint Presentation for Middle School Students

1. Introduction

The purpose of this Instructional Unit (IU1) is to identify the learning needs and instructional goals for middle school students who are learning to create educational PowerPoint presentations. This instructional unit is developed using the Analysis phase of the ADDIE instructional design model. The project focuses on helping learners develop foundational digital presentation skills that can support their academic learning across multiple subjects. Many middle school students are expected to create presentations for classroom assignments; however, they often lack the skills needed to organize content clearly, apply consistent design principles, and effectively use multimedia elements. The ADDIE model emphasizes identifying learner needs and performance gaps during the Analysis phase (Branch, 2009).

This report includes an analysis of the learning environment, intended audience characteristics, instructional goals, and specific measurable goals that can realistically be achieved within a 20–30 minute lesson.

2. Learning Environment

The instructional setting for this lesson is a middle school classroom or computer lab where students have access to desktop computers or laptops equipped with Microsoft PowerPoint. The classroom includes a projector or smartboard that allows the instructor to demonstrate presentation design techniques and guide students through the activities step by step. Internet access may also be available for students to search for educational images or short video clips to include in their presentations.

Several resources are available within this instructional environment. These include computers with PowerPoint software installed, internet access, presentation templates, multimedia examples, and instructor guidance. Time is an important factor because the lesson is designed to be completed within approximately 20–30 minutes.

The learning context is the classroom or computer lab where students receive guided instruction and practice presentation skills under teacher supervision. The performance context is the real classroom environment where students later apply these skills independently to complete assignments in subjects such as science, social studies, English, or health.

3. Intended Audience

The intended audience for this instructional unit consists of middle school students between the ages of approximately 11–14 years old. These learners come from diverse academic, cultural, linguistic, and socioeconomic backgrounds. Some students may

already have basic experience using computers and digital tools, while others may have very limited exposure to presentation software such as Microsoft PowerPoint.

The learners have varying levels of comfort with digital tools and learning technologies. Most learners at this age benefit from structured instruction, visual examples, and immediate feedback during practice activities.

4. 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.

5. Specific Goals

1. Learners will create a title slide with an appropriate presentation title and student name.
2. Learners will organize information using bullet points and proper slide alignment.
3. Learners will apply a consistent design theme, readable font style, and appropriate font size throughout the presentation.
4. Learners will insert at least one relevant image and one short video into the presentation.
5. Learners will apply simple transitions or animation effects appropriately to enhance the presentation.

The goals are stable, instructional in nature, and realistic within a 20–30 minute instructional lesson.

6. Explanation of Goals to Selected Target Audience Members

The instructional goal and specific goals were shared with two middle school students to gather feedback regarding the clarity and difficulty level of the lesson objectives. Both students stated that the goals were understandable and seemed realistic to complete within a short classroom activity.

Based on this feedback, the lesson design will include additional visual demonstrations and guided practice examples to help support learners during multimedia integration activities. Overall, the feedback confirmed that the goals are manageable, relevant, and appropriate for middle school learners.

7. Summary

This instructional unit focuses on addressing the performance gap related to middle school students' ability to create clear, organized, and visually effective PowerPoint presentations. Through the Analysis phase of the ADDIE model, the learning environment, intended audience characteristics, instructional goals, and specific measurable objectives were identified and analyzed to support effective lesson

development.

By focusing on manageable and measurable learning goals within a 20–30 minute instructional period, the unit supports the development of digital literacy, communication, and multimedia presentation skills.

Declaration of AI Use in the Writing Process

This paper was developed with support from AI tools. ChatGPT (OpenAI, 2024) was used to assist with grammar refinement, sentence structure, organization, and clarity of instructional design content. The ideas, instructional goals, analysis, and project direction were developed by the student.

References

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

OpenAI. (2024). ChatGPT [Large language model]. <https://chat.openai.com/>