

Using Smartphones for Presentations

プレゼンテーションのためのスマートフォン活用方法

スティーヴン・E. クアシャ *Steven E. QUASHA*

アブストラクト

この論文では大学生のプレゼンテーションの道具・手段としてアイフォーンを使う際の指針が示される。学生は、授業で利用が可能なアプリケーション（アプリ）について話し合いをすることで、どのアプリが有効かを比較することができる。特に“プレジ”（Prezi）と呼ばれるクラウドを基にしたプレゼンツールは、プレゼン全体を一枚の絵としてとらえ学生が発表をする際に創造性を発揮させてくれるところから利用価値が高い。

それに加えて、各世代のアイフォーンにはどの専用ケーブルが必要かについて、ケーブルやその写真が掲載されているので、指導者にとっては理解の一助となるだろう。

Key words: ☐ Smartphone ☐ Presentations ☐ Apps
☐ VGA Cables ☐ Keynote ☐ Prezi

Introduction

Since the debut of the Apple iPhone in 2007, the smartphone has served as the bellwether for mobile computing. The iPhone's ability to merge telephoning and text messaging with a user-friendly, multi-touch interface while additionally serving as a music storage drive has relegated it as a highly sought after consumer product. Today, it is seemingly apparent that smartphones are the single most desirable product for an ever-increasing number of global consumers.

Here in Japan, according to one research group (Impress R&D, 2012), the penetration rate of smartphones was approximately 40% as of November 2012. Considering the fact that the rate was a mere 23% back in October 2011, it is highly likely that the penetration rate of smartphones has already eclipsed 50% in Japan and is climbing steadily higher. For those of us employed in a university teaching environment, we can surmise that the penetration rate of smartphones is even more pronounced among university students and young working professionals. Therefore, since so many young people enjoy interacting with their smartphones, this article would like to make the case that now is the ideal time to train university

students to use their smartphones for making presentations.

In this paper, the author will give a hands-on guide for educators to utilize the Apple iPhone as a viable presentation tool for the university classroom and beyond. Topics such as choosing appropriate cables and purchasing necessary applications will be offered as a way to streamline the learning curve for today's busy teachers. As the world migrates more towards a wireless society using handheld mobile devices, it is apparent that presentations must also follow with the times.

As educators, one of our roles is to keep up with technological change and to simultaneously stay in touch with our students' preferences. The smartphone represents a potential paradigm shift as an educational tool. For language teachers that once required students' to bring their electronic dictionaries to class, that era has waned. In the wireless digital realm, students instead opt to look up words on their smartphones. So, offering students an opportunity to tap into a personal device they feel at home with is a crucial step for the modern educator. In a world constantly seeking information at its fingertips, the smartphone as a presentation tool is a major evolution from the Powerpoint dominated world of linear slides. If educators expect our students to evolve as learners, we must play a pivotal role in that transformation. Therefore, tapping into the potential of the smartphone as an education tool is one way to accomplish this task.

The Windows Hegemony

Over the past 10–15 years, making a presentation was most often associated with the time consuming process of setting up a laptop or notebook personal computer, connecting various cables to both the PC and the projector or flat screen TV, and then waiting for Microsoft's PowerPoint—the de facto standard presentation software—to boot up. Students would save their presentations on USB memory devices and bring them to class to later plug into the classroom dedicated PC for making individual presentations. While this scenario was a technological revolution in its day—and to its credit PowerPoint offered a variety of built-in templates that ushered many tyros into the presentation field—this approach was rather time consuming and inconvenient.

In my own experience using this process, 10–15% of students would claim to have forgotten their USB at home or technological issues prevented them from giving a presentation during their respective time slot. This occurrence caused frustration for both the teacher and student and, more importantly, wasted valuable classroom learning time. Furthermore, if educators have their fingers on the pulse for arming students with skills they need for the future, the applicability of desktop computing certainly looks to be in jeopardy. Compared to a decade ago, many of today's students claim to not have a personal computer at home. Faced

with this situation, unless a teacher is willing to dedicate class time to the computer room—so students could allocate time to create worthwhile presentations—the quality of students’ PowerPoint presentations is likely going to be substandard because they lack the experience using the program.

Viab! Presentation Apps

Coinciding with the iPhone in 2007 was the introduction of software applications coded for smartphones. Many of these applications are free while most others charge a nominal fee usually ranging from US\$1~\$3 per application. Rather than being forced to purchase an entire software program or suite to operate on a personal computer, smartphone owners can readily choose which specific applications best fit their own informational needs. For owners of the iPhone, the App store allows users to browse and download applications that were developed with Apple’s mobile operating system better known as iOS. The apps can then be downloaded directly to an iOS device—such as an iPhone or iPad—or onto a personal computer via Apple’s proprietary i-tunes software. To date, a remarkable 50 billion apps have been downloaded from i-tunes (Baldwin, 2013). Since Apple Computer collects roughly 30% on all apps, this remains an important revenue stream for the creator of the iPhone.

For presentation software, smartphone users have numerous options. Since so many computer users are competent using PowerPoint, the Google app called Quick Office may be the best choice for creating and editing presentations on the go. The cost for this application is free—always a nice word for cash-strapped students—and it allows smartphone users a simple and easy way to have editing functions at their fingertips. By providing students with a mobile application to create classroom presentations, educators can help students become more accountable for their own learning. Issues such as forgetting USB devices at home or claiming to have improperly saved a PowerPoint file will become a thing of the past. Today’s digital landscape means that a student will likely never leave their smartphone at home. It is simply too important since the device represents their social safety net.

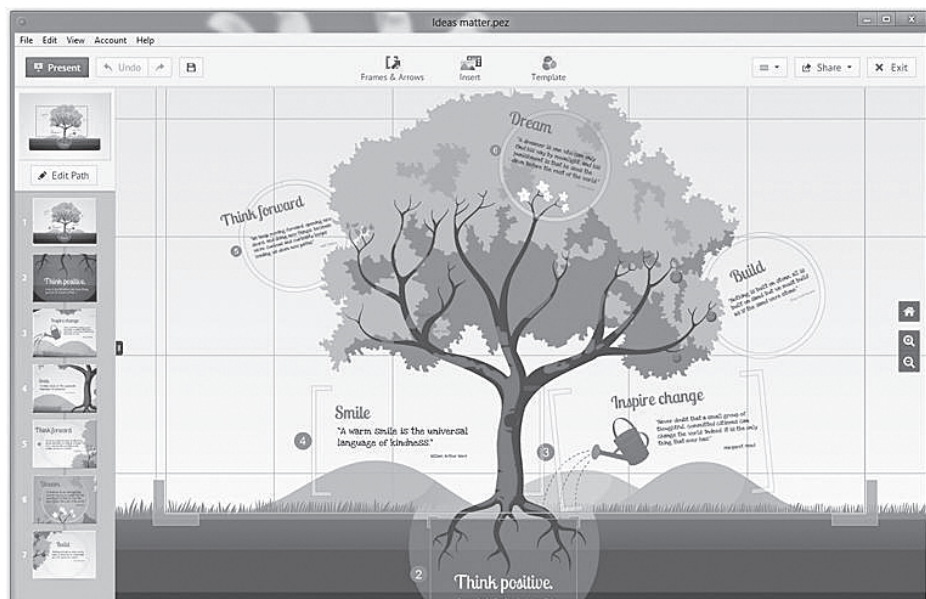
For users of Apple Computer products, the Keynote application offers a simple, integrated program to create and edit presentations. Users have the ability to create presentations on a Mac computer and then send them to a mobile device that will open the file using the Keynote application. One of the main benefits using Keynote is that files can be edited on the go, over the course of the day, and users can easily incorporate personal photos and video into presentations. The cost for the Keynote app is not cheap at ¥1,000, however it is a very stable product—with very few software crashes—and offers users the same bells and whistles as its desktop version.

Additionally, Keynote seems to be less temperamental than PowerPoint when adding You

Tube video into mobile presentations. Unfortunately, PowerPoint can have a longer lag time or occasionally fail to open when clicked upon. Another huge advantage for using an Apple product is that users can sign up for the i-Cloud service that allows access to different Apple devices. Therefore, Keynote can be edited on an iPad in the morning, a Mac personal computer at the office in the afternoon, and then on an iPhone on the train ride home. This level of portability has the potential to make life much more productive for students and teachers alike. Showing students this process of portability can help them realize that the era of a networked society has truly arrived.

Another recent entree into the presentation software world is a program called Prezi. Rather than show slides in a linear fashion like PowerPoint or Keynote, Prezi is a cloud-based software tool that employs a zooming user interface (ZUI) that allows users to zoom in and out of their presentations. The advantage of Prezi is that offers a three-dimensional canvas where presenters can delve deeper and pan out wider to broaden the topic. It allows presenters to show more connectivity about the subject matter.

Based on my own informal classroom exit interviews, students said that using Prezi helped them see and gain a better overview of their classmates' presentations. Furthermore, during the question and answer session, it allowed the presenter to quickly revisit a key section of a presentation theme by zooming in on that particular topic. Students were quite impressed with this function. These lines of reasoning support the many critics of PowerPoint and Keynote that claim our minds do not operate in a continuous linear manner (Tufte, 2006). Templates using ready-made designs usually weaken verbal and spatial reasoning, and can corrupt statistical analysis.



Instead, it is thought that human beings need to be able to step back and observe how things interact with each other. A tool like Prezi can accomplish this aim with its zooming user interface. It can show nodes or branches regarding subtopics much better than either of the leading linear-based programs. Due to this function, Prezi has garnered a strong online following over the past few years. A sample of a Prezi desktop—which emphasizes seeing the whole picture—appears below.

How much does it cost? Prezi uses what is known as the freemium business model. Customers that use the product's public license must publish their work on the Prezi.com website, which is publicly viewable. In other words, students' presentations are free for anyone to see. Customers that opt to pay for a Prezi Enjoy or Prezi Pro product can make their presentations and maintain them privately. Prezi also offers an educational license for students and educators. In my own classroom experience, students surprisingly take to Prezi like a duck to water. They enjoy the zooming function and view it as something new and cool. It also offers a myriad of creative opportunities that can also utilize audio and video into a presentation. Again, it is free for the basic package and most of the time this product serves the needs as an introduction into cloud-based presentation software.

Making The Connection

In order to make a presentation using an iPhone, users need to purchase the appropriate cable to get started. For owners of the iPhone 5 and above, the Lightning to VGA adapter cable is required. The diagrams below show the proper original equipment manufacturer (OEM) cable necessary for connecting an iPhone to a projector. The cost for the Lightning to VGA adapter cable is listed as ¥5,400 on the Apple Japan online store. The connection is rather straightforward. One end of the cable plugs into an iPhone and the other connects to a standard male 30-pin projector cable.



For users of the iPhone 4S line of smartphones and older generation iPads, a different cable called the Apple 30-pin to VGA adapter is required. The price for this cable lists for about ¥3,000. This cable will connect an iPhone 4 series on one end and a standard male projector cable on the other. Owning this cable can help accommodate students that may not

have upgraded to a newer smartphone.



For presentations that utilize a flat screen TV with an HDMI port, connecting the iPhone requires yet another cable called the Lightning to Digital AV (HDMI) adapter. The shape of that adapter appears below. Actually, this cable is slightly easier to connect than the more cumbersome 30-pin projector cable. The retail cost for this adapter is ¥5,400.



Similar to a personal computer connection to either a projector or flat screen TV, none of these OEM Apple cables support audio output. So, if embedding a video clip, a song, or a YouTube file is part of the presentation plan, an additional audio speaker and cable will be necessary. Although for a small classroom, such as a seminar, using the smartphone speaker may be sufficient with a group of 10–12 students. Keep in mind that nearly all third party external speakers work with Apple products, so educators have a variety of options depending on their budgets.

Conclusion

Teaching students to use their smartphones as a viable presentation tool requires a series of trials and errors. Educators need to anticipate technical problems and occasional glitches that may hamper class time. However, after getting accustomed to the apps and adapters, using smartphones will prove to be a more streamlined approach versus the PC via projector alternative. In fact, the author has witnessed a very positive experience introducing smartphones for both giving presentations and for student presentations. It seems as though students feel less prone to frustration figuring out problems on their smartphones compared to standing at the front of the room staring into a non-responsive notebook computer. In the case

of smartphones, students appear more curious about ways to expand its capabilities using the apps. Most significantly, students can edit their presentations on a mobile device that is with them 24 hours each and every day. Not the same can be said for textbooks, USB drives or PCs.

The fast-paced world around us indicates that the dawn of a new mobile era is here. Consequently, teachers must strive to find ways to harness this technological advancement into a productive learning tool. If we choose to remain wedded to older methodologies, perhaps we should not be surprised when our students' pass us on the technological learning curve. In the world of business, many of us were taught that good companies embrace change and smart managers seize market opportunities. Utilizing smartphones in higher education represents a positive agent of change and provides educators with a timely opportunity for better classroom management.

References

- Baldwin, R. (2013, May 15). Apple hits 50 billion apps served. *Wired*. Retrieved from <http://www.wired.com/gadgetlab/2013/05/apple-hits-50-billion-served/>
- 株式会社インプレス R&D (2012). スマートフォンの利用率. Retrieved from <http://www.impressrd.jp/news/121120/kwp2013>
- Tufte, E. (2006). *The cognitive style of PowerPoint: Pitching out corrupts within*. Cheshire, CT, Graphics Press.
- For further information about Prezi, see <http://prezi.com/support/>

【著者略歴】

Steven E. QUASHA (スティーヴン・E. クアシャ)

1962年 Brookline, MA, U.S.A. 生まれ

所 属・現 職 梶山女学園大学現代マネジメント学部現代マネジメント学科・講師
最終学歴・学位 修士 (Master of Arts) : Asian Students (1994) & Applied Linguistic-TESOL (2007)

所 属 学 会 JALT (全国言語教育学会) Gifu Chapter Program Officer

主 要 著 書 “Reinterpreting Japanese Business Communication in the Information Age”, co-authored with Edwin R. McDaniel, *Intercultural Communication: A Reader*, 10th ed. Larry A. Samovar and Richard E. Porter (eds.) Belmont, CA: Wadsworth Publishing Co. 「IT 革命における日本のビジネス・コミュニケーション再考」, 2003年2月, pp. 283-292.

“A Typology Study of Young Japanese Female Consumer Behavior” 「若い女性のライフスタイル調査」平成18年3月『梶山女学園大学研究論集』第37巻社会科学篇, pp. 199-206.

“More Insight into Young Japanese Female Consumer Behavior” 「若い日本人女性消費者行動に関する類型学研究」平成18年9月, 現代マネジメント学部紀要『社会とマネジメント』第4巻第1号, pp. 33-42.