

Module 5: PowerPoint and Critical Thinking

**PSY 201 - The Psychology Major: Academic and Professional Issues**  
**Module 5: Technological Resources: PowerPoint and Critical Thinking**

**Study Guide Notes**

**Reading:**
Supplemental Materials on PowerPoint (online)  
McBurney: SEC 30-36

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**Module 5 Objectives:**  
**Supplemental Materials on PowerPoint:**
You will learn:

- What PowerPoint is and what it is used for.
- How to use PowerPoint to create a multimedia presentation.
- How NOT to design PowerPoint slides (and conversely - How to design effective PowerPoint presentations).
- How to give an effective presentation.

**McBurney, Sections 30-36:**
You will learn:

- Often “mysterious” things can be explained in terms of known scientific principles.
- Science progresses but pseudosciences do not.
- What Fulton non-sequitur is (i.e. tendency to take pseudoscience seriously because there MAY be some validity to them) and why we should avoid this tendency.
- Why psychologists study artificial situations.
- That the simplest explanation is the best (Occam’s Razor).
- The nature of coincidences and that if you look hard enough you can “find’ them.
PowerPoint

What is PowerPoint?
• Software used to create multimedia presentation.
• The presentation is made up of a series of slides.

Never used PowerPoint before?
• See interaction section of Module 5

“PowerPointlessness”
PowerPoint can really be misused!!

PowerPoint Poisoning: How NOT to design your Slides
• Use distracting template backgrounds
• Use too many bullets
• Use too many flashy transitions, and animations & sounds
• Include word for word what you will say
• Use the same size and font color
• Use a light font against a light background, or a dark font against a dark background

How your slides should look instead...
• Start with a plain background or use visual pictures as a background to emphasize your point
• One idea per slide
• No more than 12 - 16 words per slide
• Show rather than tell - “A picture is worth a thousand words!”
• High contrast between font and background is the best!
• Use animations and sounds minimally
• Use a readable font, but change font size and color for emphasis. (Just don’t overdo it!)
• Use real, quality pictures instead of clip art
• When using graphs or tables of data - include only a few and make them simple and readable

Tell a good Story
• A good PowerPoint Presentation tells a good story with a...
  — Beginning,
  — Middle, and
  — End

Find Good Images and Graphics – use real photographs when possible

How to Deliver an Effective Presentation:
• Maintain eye contact with audience
• Don’t just stand behind a podium - instead interact with the slides
• Limit fidgeting and use of “um”
• Avoid reading the slides
• Speak with conviction - be sincere and know what you are presenting
Critical Thinking

Section 30:
How do you explain déjà vu?

**Principle:** When something seems mysterious, try to explain it in terms of a scientific principle that is already known.

- Déjà vu is simply an error of memory
  - We have experienced it, something similar, or thought of experiencing it before even though we have the strong conviction that we could NOT have experienced it.
  - How do we know this?
- Studies have shown that we can be wrong about a memory - even if we are very confident about it.

Section 31:
Wasn’t hypnosis once considered a Pseudoscience?

**Principle:** One of the main features of science is that it progresses. Just because something like hypnosis eventually developed into a science, DOES NOT mean that ALL areas now considered pseudoscience will eventually become science.

- Beware of **Fulton non-sequitur!**
  - The tendency to take pseudoscience seriously because there MAY be some validity to it

Section 32:
Why do psychologists study artificial situations?

**Principle:** Artificial situations provide the opportunity for scientists to observe phenomena in its purest form.

Section 33:
How does the rat understand that pressing the bar gets it food?

**Principle:** Occam’s Razor teaches us that it is important to understand that learning does not always involve awareness.

- **Occam’s Razor:**
  - Explanations should be as simple as possible,
  - Do not assume more than necessary

- Some things are learned without awareness
  - For example - animals are “taught” tricks through a process called Shaping (rewarding closer and closer approximations to the desired behavior). Animals are not aware that they are learning a behavior.

Section 34:
How could that be a coincidence? (Part 1)

**Principle:** In order for two events to be considered a coincidence, we have to notice something about them first.

- Countless numbers of unlikely events co-occur but we don’t consider them coincidences unless they are surprising.
Section 35:
How could that be a coincidence? (Part 2)

**Principle:** It is easier to find coincidences if you shoot the arrow first and draw the bull’s eye later.

- If you look hard enough, you could find coincidences everywhere.
  - Example: Numerology = find meaning in numbers.
- William Shakespeare translated the King James Version because he was 46 when it was published and the 46th word in Psalm 46 is the word “shake” and the 46th word from the end is “spear”!! **NOW THAT’S A STRETCH!**

Section 36:
How could that be a coincidence? (Part 3)

**Principle:** Evaluation of probability is a technical matter that cannot be done without study.