ORIGINAL PAPER

Prezi -The Challenge of Teaching the Hyperlinked Minds

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Abstract:
The world we live today does not resemble the world we grew up in, and the world today is undoubtedly not the world our children and future students will live in. The histrionic fluctuations our world has experienced, technologically speaking, the digital generation students are not the students our institutes and universities were planned for and are not the students present day teachers were skilled to teach. Moreover "If we teach today's students as we taught yesterday's, we rob them of tomorrow." (West, 2013). Phones, nowadays, are not merely objects of conveying oral messages, they no longer serve this intended purpose, now, phones or smart phones are digital devices, with computer memory, satellite identification and wi fi structures incorporated, with running application, mini portable computers, which can access information from every corner of the world, from libraries and dictionaries with a single touch. The enquiry brought up in this paper tackles the ways teachers of the 21st century classroom master instruction in the assorted scenery and the how to we use technology and multi modal instruction to generate an attractive learning background. The definition of hyper-link in the Oxford dictionary states: "A link from a hypertext document to another location, activated by clicking on a highlighted word or image." (https://www.lexico.com/en/definition/hyperlink). Today's generation talks in hyper-links, greets and video calls in WhatsApp, shares pictures through Facebook or talks face to face using Skype and basically all and any of the technological resources accessible today: iPhones, iPads, digital textbooks, social media, blogs, vlogs, wikis. The challenge nowadays teachers face is to find the finest methods to fuse the traditional literacy with the innovative concept of plural literacies to prepare students for homogeneous assessments and life outside the seminar room.

Keywords: *Prezi presentations; zoom in and out; digital natives; visual literacy; eye-tracking.*

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Objectives

This paper inspects the visible outcomes and effects that the digital assault-from continuous contact to digital media, has on our children and students in this novel unfolding digital background and reflects the thoughtful inferences this has for the future of teaching. The challenge nowadays teachers face is to find the finest methods to fuse the traditional literacy with the innovative concept of plural literacies to prepare students for homogeneous assessments and life outside the seminar room. The enquiry brought up in this paper tackles the ways teachers of the 21st century classroom master instruction in the assorted scenery and the how to we use technology and multi modal instruction to generate an attractive learning background.

Introduction

Literacy generally highlights the capacity of humans to decode reading and writing, but in the twenty-first century, literacy has other values added to the meaning, that of understanding and connecting data through a variety of media formats, using phone applications, imageries, video, audio, and digital texts. Phones, nowadays, are not merely objects of conveying oral messages, they no longer serve this intended purpose, now, phones or smartphones are digital devices, with computer memory, satellite identification and wi fi structures incorporated, with running application, mini portable computers, which can access information from every corner of the world, from libraries and dictionaries with a single touch. Visual literacy is the ability to distinguish and evaluate visual communications, and the capacity to contemplate and resolve problems in the visual field, to decode, read, inquire, produce, challenge and appraise texts that communicate with visual imageries rather than words. Visually literate persons can deliver the proposed meaning in a visual text such as an announcement or a commercial, understand the drive and intended connotation, and estimate the system, assembly and features of the text. Visual literacy enhances both critical thinking in students who manage problem unravelling effortlessly, allowing them to subordinate and assess, moods/opinions, situations, memories and practises and empowers teachers to integrate technology to increase student learning by permitting students to produce visual images and messages.

Today's generation talks in hyperlinks, greets and video calls in WhatsApp, shares pictures through Facebook or talks face to face using Skype and basically all and any of the technological resources accessible today: iPhones, iPads, digital textbooks, social media, blogs, vlogs, wikis. In addition, "Today's average college grads have spent fewer than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, e-mail, the Internet, cell phones and instant messaging are integral parts of their lives." (Prensky, 2001). The definition of hyperlink in the Oxford dictionary states: "A link from a hypertext document to another location, activated by clicking on a highlighted word or image." (https://www.lexico.com/en/definition/hyperlink). The **hyperlinked minds** or the generation X, the digital natives are persons born and bred in the digital era; they are also stated as the "**iGeneration**" and considered having digital DNA. The term digital immigrant may also be attributed to persons who were born after the blowout of digital technology and who were not exposed to it since childhood. Digital immigrants are the reverse of digital natives, who have been networking with technology from childhood. **Digital immigrants**, frequently teachers born prior to 1980, are aware of the time their

students and kids spend on line, on the net, on their mobile phones and know something is wrong, because they are not stirring the hearts and interest of digital native students as well as they stirred in the past. Those nearer to the edge are occasionally called **digital intermediates**, translating that they started using digital technology in adolescences consequently being closer to digital natives in terms of their skills. In addition, "Digital immigrant instructors, who speak an outdated language are struggling to teach a population that speaks an entirely new language." (Prensky, 2001).

Today's teachers, digital immigrants must comprehend this twist in generation X and take up the challenge to comprise reflection and critical thinking in teaching, because digital natives need an instruction that ignite and sparkle their curiosity. Participants in the process of education, especially immigrant teachers ought to prepare to face students whose way of learning has seriously challenged. The newest neuroscientist and psychological investigations tell us about the role the technology has on the brain, mainly the young and vulnerable brain and how digital experiences in the new digital landscape are re-wiring and re-shaping today students' cognitive processes. Teachers have a difficult task in merging these new advances with existing instructional practices, in an environment of standardization and liability, in finding new provoking strategies to appeal to the learning needs of hyperlinked minds while, at the same time, honouring our old-style methods.

Both teachers and students are increasingly using of their **mobile phones**, tablets or Chromebook for instruction and learning purposes - whether the students are viewing or receiving audio input through videos, communicating with the teacher or browsing the net to research a specified topic. **WebQuest** has changed the classical reading activity making it stimulating in order to expand accuracy and articulacy through reading skills.

The marvel of our mind

Marc Prensky promoters the idea that the hyperlinked brains are materially different from the digital immigrants', due to the marvel called **neuroplasticity** and **flexibility**. **Neuroplasticity** is a phenomenon describing the ability of the human brain to constantly rearrange itself. The hyperlinked minds have changed to the digital world owing to the early contact, thus merging into a different physical brain compared to the immigrants. "Neuro is for neuron, the nerve cells in our brains and nervous systems. Plastic is for changeable, malleable, modifiable." (Doidge, 2007).

A single image of a tree or a house can stimulate more than 30 million neurons in the visual cortex; the visual cortex makes about 20 percent of the cerebral cortex and it is located in the occipital lobe, being fixed in processing information about mobile and immobile objects and plays an enormous role in form recognition. The brain can see images that last for just 13 milliseconds (0.013 seconds). Moreover, "Remarkably, unbelievably, the brain is capable of absorbing 36,000 visual images every hour. How can this imponderable ability be true? It is because the sophisticated visual capacity of our brain is beyond the conscious processing of our mind: research approximates that between 70 and 90 percent of the information received by the brain is through visual channels. Though our auditory and kinaesthetic modes of sensing are complex, the brain's dominant and most efficient sensory filter for most information is our eyes." (Hyerle, 2008). Enquiries have shown out that coarsely 50% of our brain is devoted to visual resolutions and the brain develops visuals in 250 milliseconds, and 99% of all

sensory information disappears out of the brain instantaneously. Visual information is in the 1% that is leftover.

Our brain archives, through our eyes, 36,000 visual messages per hour and we notice the sense of a visual scenery in less than 1/10 of a second so unquestionably 90% of information transported to the brain is visual, thus visuals are managed 60,000X quicker in the brain than in the text. **Eye tracking** is a method that uses the eye's position to adjust the stare direction of an individual and also the order in which there are moved. That is valuable for teachers when creating a Prezi presentation to know how to display the right amount of information on the slides. The French ophthalmologist, Emile Java, 1839 – 1907, was amid the first who described the eye movements during text reading. He observed with empirical methods, - with a the support of a mirror, that the eye movements are not uninterruptedly along the sentence but made from swift movements called *saccades* joint with rapid pause called *fixation*.

What is Prezi?

The word *prezi* comes from Hungarian, and it is the short form of "presentation", additionally, "Well, Prezi redefines the presentation playing field by transforming your canvas from a sequential, linear sequence of slides to a flat canvas that zooms in and out. When you start a new Prezi, it's much like standing in front of a huge, blank wall on which you have the freedom to group your topics in clusters and plug-in images, links to websites, videos or voice messages to tell your story. The nature of the Prezi interface will likely compel you to integrate more rich media rather than fall back on the age-old text on a slide. For this reason, it's a compellingly different tool and it shouldn't be theorized simply as a replacement for a presentation tool." (Brock - Pacansky, 2012). Up until the late 2009, nobody imagined presentations without the power point classical liner slides nevertheless the appearance of Prezi- created in 2009 in Budapest, Hungary, by Adam Somlai Fischer, Peter Halacsy, and Peter Arvai - as a Web 2.0 cloud-based presentation tool, has revolutionized presentation, as we know it. Prezi has reached the performance of having more than 100 million users worldwide who have created more than 360 million public presentations that have been accessed and viewed over 3.5 billion times .Moreover "Prezi helps you organize your thoughts and deliver them in a clearer way that really makes an impact on your audience and helps them reach that 'ah-hah' moment faster." Peter Arvai CEO & Cofounder (https://prezi.com/about/). Prezi's unique features are based on its visual and motion capabilities of "Zoomable User Interface (ZUI)" that allows for 3D fade-in and out animation that harvests sleek rotations, over viewing or moreover "birds eye view''(Covili, Provenzano, 2015) and zooming- the quality to move in and out of subject matter so as to evidence different levels of details on the canvas. Basically, Prezi uses a zooming user interface model wherein blocks of content are arranged in a logical in relation to other blocks of content where the user can navigate in a non-linear manner, by zooming in and out of the content—exchanging between an overview, and a detail view. Furthermore, "Prezi, on the other hand, allows for both a linear and a free-flowing presentation of a story line. ''(Spernjak, 2014).

Prezi is the ideal tool to be used in the seminar rooms because it can convey substance making knotty concepts seem easier by introducing complex vocabulary, for example, in the easiest, visual way attainable. The technique is completely based on technology, and technology related devices that all the participants in the process of

education in the seminar room should possess: Chromebooks, Laptops, tablets, wi -fi, video projectors, and smart phones. The presentation can be shared before the students come to class, like in a flipped classroom and can be viewed at the same tine both on the video projector's white board and on the students' phones, through WhatsApp group sharing. Note taking is given through transcripts provided by Prezi slides shared through WhatsApp class group containing multimedia-based teaching material. The essentials of the technological teaching system are the use of Prezi presentation on video projector to engage students with hypermedia content promptly, using a student -centred method, focused in the self-motivated education where skills in word processing and sharing the material electronically (cloud-based or e- platforms) are needed.

The *Prezi effect* on students

The objective of the present study is to investigate and interpret the consideration/experiences of Theology students in using Prezi as a helpful means of acquiring three types of new vocabulary during a single lecture.

Questions

1. Are students aware of the online tool Prezi accessibility?
2. Are students generally accustomed to higher tool presentations and particularly with Prezi ? in
3. What are the challenges of using Prezi, both for teachers and students?
5. Do seminar or course rooms have the necessary infrastructure for prezi to be delivered during lecture?
6. How do students react and feel about the new EBT vocabulary presented with Prezi?

Significance of the Study

Carrying out studies regarding the impact, the acceptance and implementation of such new-sprung presentation tool, like Prezi, who is different from power point, in higher institutions is well thought out to be exceedingly urgent and important. Surprisingly, research or observational studies regarding the in class impact on students are scarce, thus, little verifiable research studies have stressed on or orientated toward this exceptional form of human-technology fundamental interaction.

The Prezi presentation

It is a storytelling presentation which gives an incomparable manner of presenting content on a single canvas -the digital space with a grid background that you can write anywhere you want, and place your content in whatever style that is significant to you. The visual input that Prezi's architectural construction offers has effects on the learner's brain which starts to understand its structure and develop links one would not normally develop in the absence of the previous mentioned ones. Moreover "Prezi is a very visual medium and the scalability of the software allows users to stress the relative importance of specific topics or terms. It is also easy to incorporate media into your Prezi presentation, including online video.Youtube clips, for example, can be embedded quickly and you can choose at which stage in your presentation path you would like to view them.'' (Ingle, Duckworth, 2013).

The level of students' engagement is outstanding due to the ingenious, progressive, and ground breaking presentation, which delivers content in a dynamic way, allowing for inspecting details and seeing the big picture, at the same time. Prezi's most unique feature is the non linear presentation of content and the amount of data accessibility the creator has on the digital canvas, and the fact that you can skip content

slides or return in which point you desire without following a linear line. Moreover "Prezi can be used to outline specific topics, concepts and content just like a regular slide-ware presentation, although more uniquely it can be used to illustrate how different aspects of a specific topic are linked together and where relationships may exist. The canvas approach promotes a visual representation of your information-rather than slides, Prezi uses frames where specific content can be displayed and grouped together in clusters. '' (Ingle, Duckworth, 2013). Thus, if you decided to emphasis something in your prezi presentation, you can effortlessly access the necessary content from your pc display by merely touching that frame, so Prezi becomes a provider to recreate a pathway or a storyline clearer and powerful. As it is often described as a transformation tool, all these visible frames or inside texts
can be effortlessly moved, resized, revolved, on the big digital canvas, creating the awareness of a more multi-dimensional demonstration in which the viewer the the utmost beneficiary.

Prezi in the seminar room
"Prezi shows tremendous promise for enhancing the presentation of ideas in social work research and educational settings. This software rectifies design limitations of existing presentation software. Additionally, the ability to collaborate on the development of presentations can be of value to researchers working in remote areas. This feature is also important for educational purposes, particularly in promoting collaboration among students on joint projects.''(Peron, Stearns, 2011). In universities and higher education or research institutions, colleges, presentations are the norm, sounding for something to break the regularity and dullness of a of slide-based presentations, no matter if the teacher is lecturing to students or students are requested to present the project based activities to the whole class due to these precise **ICT tools.** "Information Communication Technology tools are digital infrastructures such as: computers, laptops, desktops, data projector, software programs, printers, scanners and Interactive teaching box. The ICT tools are the latest technology or devices and concepts used in Information and Communication Technology among students to students, students to teacher interaction (e.g., flipped classroom, mobile apps, and clickers devices).'' (https://www.igi-global.com/dictionary/ict-tools/49250)
The employ of Prezi in the seminar room allows students, no matter their learning style, to internalize concepts they later deal with when creating new-sprung models. Prezi has the unique ability to engage all five learning styles: visual, auditory, kinesthetic and textual, facilitating the student to utilize both left and right side of the brain thus it might be for this reason, that Prezi has created a purposely education license for teachers and students worldwide. Firstly, Prezi communicates efficaciously and expeditiously, bringing forth new concepts because they benefit from visual imaging techniques, secondly, Prezi has major success in storytelling, mind mapping, communicative learning, and problem resolution, thus boosting the teaching- learning process and making them more persuasive, applicable, and unforgettable for students. Basically, Prezi can be used for brain storming and bringing forth new ideas/concepts. The capacity to create content/thought can be educated. It is the amount of links/ relations you are competent to shuffle with other ideas/cognitive content that determine and becomes a causal factor on how forward-looking you can be—it is not the sum of the brain cells you own. The features built-in with Prezi invigorate when building mind maps in Prezi, you are utilising both your right and left brain to make up sensory

systems maps that pan/move and zoom in and out; thus, conveying your fanciful and progressive side (i.e., your right brain) as well as your analytic and coherent side (i.e., your left brain). Consequently, Prezi can be used for obtaining and sharing educational materials, public lectures and teaching notes, and school projects. Therefore, Prezi can be employed for exhibiting and sharing curriculum vitae, project based tasks, portfolios, and storytelling about people's careers, favourite collections, albums, and other special events. Dissimilar to other conventional presentation software, Prezi supplies you with the right instruments that modifies your work in versatile dimensions to excite a erstwhile uninterested audience (i.e., students). It is capable in moving us from planar thought process to two-dimensional reasoning to sidelong higher cognitive process (i.e., non-linear thought process).

Introducing three types of vocabulary- theological, Latin and medical- with the *Medical Aspects of the Lord's Crucifixion* Prezi presentation

Teacher used a Prezi presentation for the Theology students to emphasis the power of using visual material in introducing new theological vocabulary: *Medical aspects of the Lord's Crucifixion*. Firstly, students were offered slides with pictures from the Mel Gibson's movie *The Passion of the Christ* in which text was embedded, but not made visible from the beginning and vice versa. Either the hidden text and the visible image or the visible text and the hidden image had a positive predictor impact on students, who were eager to see what is next and guess about it. This offered the teacher a new possibility of clearing up the novel vocabulary with the help of visual aids in order to attain the anticipated results: debates arose, discussions started and the whole classroom was awake and attentive. Secondly, teacher poses a theological problem regarding *hematidrosis* and the *thrust of spear* in the rib of the Lord: why did water come first and then blood? What is the medical and theological explanation of this fact and provoked students in thinking about this problem? Students present the teacher with possible answers and are clarified in the following slides that include video with medical explanations from actual doctors. Additionally, "On the flip side, it's important to think about all your students when teaching with Prezi. First, focus your content when using Prezi and be gentle with the motions you incorporate into the viewing experience." (Brock -Pacansky, 2012). Subsequently, examining the video, the teacher elicited theological information from the students, inquiring, clarifying situations. After that, students are asked to use the new vocabulary in analysing *The Icon of Crucifixion* which is presented on a single slide, zoom in and out, whit the help of Prezi, to maximize the details. Consequently, the teacher unveils the next slide which has embedded a writing activity, and a short text, they are asked to theologically interpret, that is a prophecy of the The Saviour uttered on His way to the Cross: *"Daughters of Jerusalem, do not weep for me; weep for yourselves and for your children. [29] For the time will come when you will say, 'Blessed are the childless women, the wombs that never bore and the breasts that never nursed!' [30] Then "'they will say to the mountains, "Fall on us!"and to the hills, "Cover us!"'[b] [31] For if people do these things when the tree is green, what will happen when it is dry?"* The Latin vocabulary is introduced with the help of visuals, more specifically, pictures, integrated in prezi slides, allowing for zooming in and out to the specific parts the teacher wants to emphasize: the different types of crucifixion crosses and their denomination in Latin, with extra information about different parts of them: titulus, tau cross, patibulum, sedile. Next the teacher presents a short sequence from Mel Gibson's movie, Passion of Christ, for students to observe the type of cross

used, the length, the sedile employed, the use of patibulum or of the entire cross, and to receive feedback from the students in relation to the newly introduced Latin vocabulary. Students are thus amazingly exposed to visual, video, text and audio, in one sitting, in one single prezi presentation, with focus on details and specific words that the teacher can easily display with the help of prezi features.

Observations

The feeling in the seminar room changed when the Prezi presentation begun, and the images from the movie and the icons were displayed on the huge whiteboard. The number of students engaging in the debates and talks started to increase, as opposed to traditional teaching, when the pictures were presented in black and white. The involvement and willing to participate made the seminar room a slightly noisy, but this was mainly because they did not wait for their turn, in speaking. Some students who previously displayed hesitant behaviour in partaking the discussions, now came forth, perceiving rather rapidly and accomplishing the tasks equitably. The learning setting was rousing, increasing the instruction procedure, and making education more widely reachable to all kinds of learners. In learning, Prezi can be used to present problematic subject matter, ideas, conceptions, substance, or other optical assemblage. It could be adjusted to the seminar room and to the level of perceptiveness and cognition of the students, teachers believe that the way we visual perception with presentations would modify Educating with Prezi. With Prezi, teachers are competent to deliver high-standard conspicuous presentations without boundaries. With Prezi, you are not constricted by anything, except perhaps your creative thinking, ability, and conception. Furthermore, "Prezi provides an environment for creating highly customizable presentations. The user can select different fonts, colours, and canvas layouts and can incorporate different types of media. The elements can be easily rearranged anywhere on the canvas with the mouse, and further editing (e.g., size, orientation, and relative position) is done with an embedded editing tool. Users also have the option to publish their presentations online, where other subscribers may view and copy them. Unlike many other presentation applications, Prezi's web based interface allows users to access presentations on any computer with a high-speed Internet connection.

Presentations can also be shared, allowing multiple people to collaborate on a single presentation. This is an important feature, given the growth of distance collaborations among social work researchers." (Peron, Stearns, 2011). Using the Prezi presentation, resulted that students incline to engage more and in a lesser amount of time, permitting a constructive effect of the used visuals and attaining self- poise and independence in speaking English. Moreover, "Users can place images, shapes, headings and text anywhere on the canvas, but for any of these to be part of the presentation, they need to be included as part of the path." (Houska, 2013). Through audio-video input, students retain the gist and the new vocabulary easily giving teachers the possibility of reaching at a palpable result of the process of real communication, allowing them to confer sounds, colours, movement, and interaction that were not plausible in a traditional seminar room.

Conclusions

The use of seminar room technology certainly affects the hyperlinked minds and delivers more pliability, positivism that drops nervousness for the students giving corresponding opportunity to all involved. Prezi can be used with Twitter for sharing

the presentation and basically being able to open them from any device or phone that has internet access. Prezi's main quality is to ease contrasting teaching methods and acquisition styles, to enhance classroom interaction as well as to stimulate group action and reasoning on teaching and learning experiences of students and lecturers, likewise. Moreover, *"Prezi is taking hold in some disciplines and circles, and it is likely to come soon to a classroom or conference near you – if it has not already. Instructors, professional speakers and students continue to post presentations created though Prezi (Prezis for short) online for public perusal. These presentations can be an excellent starting point for tech-savvy instructors looking to reinvigorate their classroom instruction or present material in a novel, engaging format."* (Houska, 2013).

If used synergistically, Prezi can greatly assist in constructing e-teaching/e-learning activities by mainly extinguishing the technical/ financial obstructions for content sharing via the Internet because they are user friendly, visceral, pliable, cooperative, and practical methods for teaching the digital natives. Students were also impressed with Prezi's unique feature of delivering flipped classroom and blended learning so as to enable individuals to brainstorm, manage, and eventually present their constructs through storytelling presentations of their own, the learners showing importantly high levels of engagement and acquisition compared to classic lectures.The employment of Prezi was sensed, by the majority of students, as being healthful to them because it allowed for communication in lectures and boosted learners' courage to take part expeditiously in the learning process to improve the general acquisition outcome.

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