

Research Article

## An Innovative Approach to Student Presentations Using A3 Visuals

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**Abstract:** This teaching innovation addresses students' overdependence on slide-based presentations in the Personal Development and Ethics course. Students conduct online research using credible sources and present their findings using traditional A3 paper instead of digital slides. By organizing information through drawings, diagrams, and keywords, students actively process and structure content before presenting to the class. This approach is guided by Constructivist Learning Theory and Experiential Learning Theory, where students learn by actively constructing knowledge through hands-on tasks. Classroom implementation shows improved student engagement, better understanding of topics, and clearer communication of ideas. The method demonstrates a low-cost, practical, and scalable teaching innovation for higher education.



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## 1. INTRODUCTION

In higher education, student presentations are commonly delivered using digital slide-based tools such as PowerPoint or Canva. These approaches have become a standard practice due to their convenience and ease of use. However, students who depend solely on slides will lose focus to understand and cannot explain the topic better. Especially if they do the slides reading all the time, then it will be difficult for them to explain the subject using their own ideas. As a result, presentations may become passive, with limited interaction and lose the opportunities for meaningful learning.

Furthermore, many students depend heavily on online sources when preparing their presentations. Although access to information is widely available, students often copy and paste content without critically processing or organizing the information. This practice of copy-and-paste behaviour is not going to give them any favour in the future. They will limit their ability to analyse content, structure key ideas, and communicate effectively during presentations. In courses such as

Personal Development and Ethics, where communication and personal growth are important, this issue can reduce students' confidence and engagement in class discussions.

Because of that, it is important to make sure that students can take ownership of their learning. The best way to do this is to let the students search for the information themselves, discuss it freely with their team and then presented it to the class freely. To avoid their dependency to PowerPoint slides or Canva slides, students may use drawing methods to present their ideas. The originality of delivering their ideas could promote better understanding, clearer communication and active participation from all. Addressing this problem is essential to support more meaningful learning experiences and improve presentation practices in higher education classrooms.

## 2. LITERATURE REVIEW

The important role of active learning in higher education is widely recognized, as students are required to be proactive in class rather than being passive. Presentation is one of the methods adopted by higher learning institutions to unlock the students' ability to communicate in class. Visual representations such as diagrams, images, and conceptual maps are gradually used in higher education to support learning and students' engagement in class (Buckley & Nerantzi, 2020; Peng et. al, 2021). The main elements of presentation itself involve analyzing information, organizing ideas and concepts, and then presenting the ideas to others. Students are expected to heighten their understanding and confidence through this process. As Prince (2004) mentioned that higher levels of student engagement and improved learning outcomes are achieved through active learning approaches compared to traditional lectures. In student presentations, meaningful content delivery is supported, and clearer communication is promoted using active learning.

In constructivist learning principles, learning is an active process shaped through communication, relations, and experience with others (Vygotsky, 1978). In this project and activity, students are not expected to produce information directly. They construe the content and represent it visually through drawings and diagrams on A3 paper. This demands them to sort out ideas and add up the information in their own way and to be critical in their understanding.

In addition, the activity reflects the principles of Experiential Learning Theory, which explains learning as a constant rotation involving experience, reflection, conceptual understanding, and application (Kolb, 1984). The preparation and presentation of A3 visual materials prepare students with a hands-on learning experience, allowing them to actively engage with content while developing both intellectual and communication skills

To make learning more efficient, the process of learning occurs through visual and verbal channels (Paivio, 1986). Visual tools such as sketches, diagrams, and visual mapping assist students in managing ideas and recognizing complex content clearly (Paivio, 2009). Besides that, an A3 visual-based presentation also helps students to be more confident in their speaking and thinking skills. Students who used drawings during presentation were more confident and very expressive in sharing and presenting ideas (Taswadi and Santosa, 2019). By reducing dependency on text-heavy slides, this approach encourages students to focus on explaining ideas in their own words.

From a curriculum standpoint, this innovation is also supported by the concept of constructive alignment, which highlights reliability between learning activities and intended learning outcomes (Biggs & Tang, 2011). Visual-based presentation tasks aid learning outcomes related to communication skills, critical thinking, and active participation, which are essential in higher education (Qasserras, 2024)

### 3. METHODOLOGY

#### Participants

Sixty students who took the Personal Development and Ethics course are involved in this innovation project. Two classes were divided into six groups of five students. Each group will work together over the 10 weeks to prepare their unconventional presentation.

#### Procedure / Steps

This project was executed over a period of ten weeks, covering ten different topics in the MGT538 Personal Development and Ethics course. The process was as follows:

1. **Topic Assignment:** Each group received a specific topic related to personal development, ethics, or community service. Topics ranged from self-development, communication, motivation, etc.
2. **Online Research:** Students then conducted research using credible online sources to gather relevant information. Usually, the students will search for information on the internet or will refer to the lecturer's notes and slides.
3. **Selection of Key Ideas:** Students analyzed and selected the most important points to explain to their classmates. Key ideas are important so that students can present the topic smoothly and accurately.
4. **Visual Organization:** Students organized the information on A3 paper using drawings, diagrams, and keywords to represent key concepts visually. To make the presentation more interesting, students are encouraged to use various drawing concepts. For example, they may use mind mapping, sketches, or creative drawings to represent the topic to present.
5. **Class Presentation:** Each group presented its A3 visuals to the class. They will display their drawings to the class to see and invoke the audience's critical thinking.
6. **Questions & Answers and Discussion:** Classmates asked questions, and discussions were facilitated to deepen understanding. The lecturer will jump in to help if the presenter has difficulty explaining more.
7. **Reflection:** At the end of the duration of the class, students reflected on their learning process, communication, and teamwork, promoting active learning and self-awareness.

#### Duration

The activity was conducted over ten weeks. Each week, students were assigned one topic according to the syllabus. This allowed students to practise visual presentation and communication skills progressively.

#### Rationale

This A3 visual presentation is a practical approach that pushes students to actively process, and structure knowledge rather than heavily bank on the digital slides. It promotes both cognitive and affective development. By presenting information through drawings and visual cues, students improved knowledge, memory, and trust in public speaking (Taswadi & Santosa, 2019). Additionally, by requiring students to explain visualized content to their classmates, will support active learning and student engagement.

#### **4. IMPLEMENTATION OF OUTCOMES**

This project was carried out over a period of 10 weeks. The A3 visual presentation method has demonstrated positive results. Students became more engaged, participated in a lively manner, and showed more confidence in their presentation. Most importantly, students became less dependent on reading materials from the slides, but rather able to deliver better ideas confidently and naturally. The drawings and the keywords on the paper served as a simple prompt rather than the full narration. Like Prince (2004) mentioned that active learning will help students to become more involved and attentive during class activities.

Students also showed better ability to organize and to explain key ideas. This is important because they need to have a better understanding of the concepts before they can explain them to the other classmates. Therefore, the students will first have to grasp some knowledge before converting the online research into a visual presentation. Thus, a serious discussion among group members is imperative. They need to select correct and relevant information and structure it meaningfully so that they can explain the concepts clearly and logically.

Another main outcome of this project is to support students' confidence in speaking in front of others. Many students felt comfortable and more willing to respond to questions from their classmates. The presence of A3 drawings eased students' dependence on memorization and allowed them to focus on explaining ideas using their own words. This observation is consistent with previous findings that drawing-based presentation activities can enhance students' confidence and communication skills (Taswadi & Santosa, 2019). Given the community service component in the Personal Development and Ethics course, the development of these skills is important in preparing students to interact confidently and appropriately with the community.

#### **5. CONCLUSION**

This teaching innovation shows that simple changes in presentation methods can substantially affect students' engagement and communication skills. By switching slide-based presentations with A3 visual presentations, students were encouraged to process information actively, organize ideas meaningfully, and present content using their own words. The approach supported students in developing confidence, clarity in communication, and readiness to interact with others, which is particularly important for personal development. Overall, the Visual A3 presentation method offers a practical, low-cost, and effective technique to gain students engagement. It is a positive alternative to conventional presentations in higher education classrooms.

#### **6. IMPLICATIONS FOR TEACHING AND LEARNING**

This study recommends that as an educationalist, one must consider combining digital learning with non-digital method. Visual-based presentation methods should be used alongside conventional teaching approaches. One of the methods as suggested here is by using the A3 visual presentation. It encourages students to actively participated in learning. It is also suitable to develop students' soft skills such as communication and to grow students' confidence level. This approach can be easily adapted across disciplines and class sizes, as it does not require specialized equipment or advanced technical skills. More importantly, it provides students with continual opportunities to practise explaining ideas clearly, which is essential for preparing them for real-world interactions beyond the classroom, including community service and professional settings.

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