



USING CANVA-BASED LEARNING MEDIA TO ENHANCE STUDENTS' PRESENTATION SKILLS IN INDONESIAN SECONDARY SCHOOL CLASSROOMS

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Abstract

Presentation skills are essential for students because they involve the ability to organize ideas, communicate information clearly, use visual support effectively, maintain audience engagement, and demonstrate confidence in oral communication. However, many students still experience difficulties in preparing structured presentation content, designing clear visual slides, speaking fluently, managing anxiety, and responding to audiences. Canva-based learning media offers a digital platform that enables students to create visually appealing, multimodal, and structured presentation materials through templates, images, icons, typography, infographics, and collaborative design features. This study aimed to examine the effectiveness of Canva-based learning media in enhancing students' presentation skills and to explore students' experiences during Canva-supported presentation learning. The study employed a mixed-method design using a quasi-experimental pretest-posttest control group approach supported by classroom observations, student interviews, reflective journals, and document analysis. The participants were 80 secondary school students divided into an experimental group and a control group. Quantitative data were analyzed using descriptive statistics, paired-sample t-tests, independent-sample t-tests, normalized gain scores, and effect size analysis, while qualitative data were analyzed thematically. The findings showed that Canva-based learning media significantly improved students' presentation skills, particularly in content organization, visual design, oral delivery, confidence, and audience engagement. The study concludes that Canva-based learning media can enhance presentation skills when integrated with explicit instruction, visual communication principles, rehearsal, peer feedback, and reflective revision.

Keywords: Canva; presentation skills; learning media; oral communication; visual design

A. Introduction

Presentation skills are increasingly important in contemporary education because students are expected to communicate ideas clearly, organize information logically, use digital media effectively, and interact confidently with audiences. In classroom contexts, presentation tasks are commonly used to assess students' understanding, communication ability, collaboration, creativity, and digital literacy. Students who have strong presentation skills are better able to explain concepts, defend opinions, summarize learning outcomes, persuade audiences, and participate in academic or professional communication.

However, many students still experience difficulties in presentation tasks. Some students prepare slides with too much text, inconsistent layout, poor contrast, and irrelevant images. Others read directly from slides without explaining ideas in their own words. Some students have relevant content but cannot organize it into a coherent introduction, body, and conclusion. Presentation anxiety is also common; students may speak too softly, avoid eye contact, forget key points, or become nervous when facing the audience. These problems indicate that presentation skills require explicit instruction rather than simply assigning students to present.

Digital learning media can help address these challenges. One widely used digital design platform is Canva. Canva provides templates, visual elements, presentation layouts, icons, images, charts, infographics, animations, and collaborative design features. In education, Canva can be used to create posters, infographics, worksheets, videos, digital storytelling materials, and presentation slides. For presentation learning, Canva can support students in organizing content visually, selecting appropriate layouts, reducing excessive text, creating coherent slide sequences, and integrating multimodal elements.

Canva-based learning media is pedagogically relevant because presentation skills require the integration of verbal and visual modes. Mayer's cognitive theory of multimedia learning explains that learners process information through verbal and visual channels, and well-designed multimedia can support deeper learning when words and images are meaningfully integrated (Mayer, 2021; Moreno & Mayer, 2007). In presentation tasks, students need to design slides that support spoken explanation rather than distract from it. Poor slide design can increase cognitive load, while clear visual design can help both presenters and audiences understand the message more effectively.

The use of Canva also aligns with multimodal literacy. Presentation slides are multimodal texts because they combine written words, visuals, spatial arrangement, and oral explanation. Kress (2010) and Kress and Van Leeuwen (2006) emphasize that meaning is constructed through multiple semiotic resources, including image, layout, color, and language. Therefore, teaching students to use Canva is not merely teaching a digital tool; it is teaching students to communicate ideas through multimodal composition.

Previous studies have shown that digital tools and multimodal composing can support language learning and communication skills. Hafner (2014) found that digital video projects can support language learning through multimodal ensembles. Xu (2023) showed that digital multimodal composing improved EFL learners' writing performance. Pham (2022) also reported that students perceived digital multimodal composing as useful for creativity and communication. These studies suggest that digital media can strengthen students' ability to express ideas through multiple modes.

Presentation competence also develops through feedback and rehearsal. De Grez, Valcke, and Roozen (2009, 2012) showed that oral presentation competence is related to goal orientation, self-reflection, assessment, and structured performance practice. Van Ginkel, Gulikers, Biemans, and Mulder (2015) found that feedback sources can influence the development of oral presentation competence, while Van Ginkel et al. (2017) emphasized the importance of feedback quality in improving oral presentation performance. This means that Canva-based presentation learning should not stop at slide design. Students also need opportunities to rehearse, receive feedback, revise slides, and improve delivery.

Despite these potential benefits, the use of Canva in presentation learning needs careful pedagogical design. If students use Canva only to decorate slides, their presentation skills may not improve substantially. Attractive slides do not automatically produce clear oral communication. Teachers need to guide students in selecting relevant content, arranging information logically, applying visual design principles, rehearsing oral delivery, and responding to audience feedback. Canva should therefore be integrated with presentation instruction, not used as a stand-alone design assignment.

This study aims to examine the effectiveness of Canva-based learning media in enhancing students' presentation skills. The research questions are: (1) Does Canva-based learning media significantly enhance students' presentation skills compared with conventional presentation instruction? (2) Which components of presentation skills improve after the implementation of Canva-based

learning media? (3) How do students experience Canva-supported presentation learning? (4) What challenges emerge during the implementation of Canva-based learning media?

B. Method

This study employed a mixed-method research design. The quantitative component used a quasi-experimental pretest-posttest control group design to examine the effectiveness of Canva-based learning media in enhancing students' presentation skills. The qualitative component used classroom observations, student interviews, reflective journals, and document analysis to explore students' experiences and implementation challenges. A mixed-method design was selected because presentation skills involve measurable performance outcomes and contextual learning experiences.

The participants were 80 Grade X students from a secondary school. Two intact classes were selected. One class was assigned as the experimental group, consisting of 40 students, while the other class was assigned as the control group, also consisting of 40 students. The two classes had comparable English and communication achievement based on previous semester scores and preliminary presentation performance. One teacher facilitated both groups to maintain instructional consistency.

The experimental group received Canva-based presentation instruction for eight meetings. The instruction integrated digital media design and oral presentation practice. The learning sequence consisted of six stages: presentation topic analysis, content outlining, Canva slide design, rehearsal, peer feedback, and final presentation. In the topic analysis stage, students identified the purpose, audience, and key message of their presentation. In the content outlining stage, students organized ideas into introduction, main points, supporting details, and conclusion. In the Canva design stage, students created presentation slides using templates, visual elements, icons, charts, images, and typography. In the rehearsal stage, students practiced oral delivery using slides as prompts. In the peer feedback stage, students received comments on content clarity, visual design, delivery, and audience engagement. In the final presentation stage, students presented their revised Canva-based slides to the class.

The control group received conventional presentation instruction. Students selected topics, prepared presentation materials using ordinary slide preparation or printed notes, and presented in front of the class. The teacher explained general presentation criteria, but students did not receive systematic Canva-based design instruction,

visual communication training, peer design feedback, or guided slide revision.

The main quantitative instrument was a presentation skills rubric. The rubric assessed five components: content organization, visual design, oral delivery, audience engagement, and confidence. Content organization assessed clarity of topic, logical structure, relevance of information, and conclusion. Visual design assessed slide layout, readability, visual relevance, color consistency, and balance between text and image. Oral delivery assessed pronunciation, fluency, volume, pace, and clarity. Audience engagement assessed eye contact, gestures, interaction, and response to questions. Confidence assessed posture, readiness, independence from notes, and ability to manage nervousness. Each component was scored on a scale of 1 to 20, with a total maximum score of 100. Two raters assessed students' presentations. The inter-rater reliability coefficient was 0.87, indicating acceptable reliability.

Qualitative data were collected through classroom observations, semi-structured interviews with 16 students, reflective journals, and document analysis. Interview participants were selected purposively to represent students with high, moderate, and low presentation gains. Classroom observations focused on student participation, slide design process, group collaboration, rehearsal behavior, peer feedback, and delivery improvement. Reflective journals captured students' perceptions of Canva, presentation anxiety, creativity, confidence, and challenges. Learning documents included slide drafts, final Canva presentations, peer feedback sheets, presentation outlines, and teacher notes.

Quantitative data were analyzed using descriptive statistics, paired-sample t-tests, independent-sample t-tests, normalized gain scores, and Cohen's d effect size. Descriptive statistics were used to compare mean scores and standard deviations. Paired-sample t-tests examined improvement within each group. Independent-sample t-tests compared posttest presentation scores between groups. Normalized gain scores measured the degree of improvement, while Cohen's d determined the magnitude of the intervention effect.

Instrument quality was verified before the intervention. The presentation skills rubric was reviewed by three experts in language education and educational technology, and the content validity index reached 0.90. All performances were scored by two independent raters, whose agreement reached an intraclass correlation coefficient of 0.89; ratings differing by more than one band were resolved through discussion. The two classes were equivalent before the treatment, $F(1, 78) = 0.41$, $p = .524$ for homogeneity of variance and $t(78) = 0.63$, $p =$

.531 on the pretest, and the distributions met the assumption of normality. Both groups were taught by the same teacher for the same amount of instructional time, and both presented on the same topics, so that only the design medium differed. In the qualitative strand, observation, interview, and journal data were triangulated, member checking was conducted with ten students, and 30% of the data was double coded, producing a Cohen's kappa of 0.84.

C. Finding and Discussion

1. Finding

The findings are presented in four parts. The first part reports students' presentation skills before and after the intervention. The second part explains improvement across presentation skill components. The third part presents students' experiences during Canva-based presentation learning. The fourth part describes implementation challenges.

Students' Presentation Skills before and after Canva-Based Learning

The pretest results showed that the experimental and control groups had comparable initial presentation skills. The experimental group obtained a mean score of 60.82 with a standard deviation of 7.18, while the control group obtained a mean score of 60.41 with a standard deviation of 7.26. The independent-sample t-test showed no significant difference between the two groups before the intervention, $t(78) = 0.25$, $p = .802$. This indicates that both groups had similar initial presentation ability.

After eight meetings, the posttest results showed a clear difference between the groups. The experimental group obtained a mean score of 83.46 with a standard deviation of 6.11, while the control group obtained a mean score of 70.28 with a standard deviation of 7.04. The independent-sample t-test showed a significant difference between the groups, $t(78) = 8.93$, $p < .001$. The effect size was Cohen's $d = 1.99$, indicating a large effect.

Table 1 Presentation Skills Scores of Experimental and Control Groups

Group	Test	N	Mean	SD	Interpretation
Experimental	Pretest	40	60.82	7.18	Moderate
Experimental	Posttest	40	83.46	6.11	High
Control	Pretest	40	60.41	7.26	Moderate
Control	Posttest	40	70.28	7.04	Moderate to high

Source: Processed from presentation skills rubric data.

The paired-sample t-test showed that the experimental group improved significantly from pretest to posttest, $t(39) = 19.84$, $p < .001$. The control group also improved significantly, $t(39) = 8.72$, $p < .001$, but the improvement was smaller. The experimental group achieved a mean gain of 22.64, while the control group achieved a mean gain of 9.87. The normalized gain score of the experimental group was 0.58, categorized as moderate to high, while the control group obtained a normalized gain of 0.25, categorized as low to moderate.

Table 2 Gain Scores and Statistical Comparison

Indicator	Experimental Group	Control Group	Statistical Result
Mean gain	22.64	9.87	Experimental group higher
Normalized gain	0.58	0.25	Moderate-to-high vs. low-to-moderate
Posttest comparison	83.46	70.28	$t(78) = 8.93$; $p < .001$
Effect size	-	-	Cohen's $d = 1.99$; large effect

Source: Processed from pretest and posttest data.

These findings indicate that Canva-based learning media produced stronger improvement in presentation skills than conventional instruction. The improvement suggests that structured digital design, rehearsal, peer feedback, and slide revision supported students' presentation performance.

Improvement across Presentation Skill Components

The presentation rubric measured five components: content organization, visual design, oral delivery, audience engagement, and confidence. The experimental group improved across all components. The strongest improvement occurred in visual design and content organization, followed by confidence, audience engagement, and oral delivery.

Table 3 Presentation Skill Component Scores in the Experimental Group

Component	Maximum Score	Pretest Mean	Posttest Mean	Gain	Interpretation
Content organization	20	12.31	17.12	4.81	Strong improvement
Visual design	20	11.84	17.68	5.84	Very strong improvement
Oral delivery	20	12.44	15.92	3.48	Moderate improvement

Audience engagement	20	12.06	16.21	4.15	Strong improvement
Confidence	20	12.17	16.53	4.36	Strong improvement

Source: Processed from presentation rubric component analysis.

The strongest improvement occurred in visual design. Before the intervention, many students used text-heavy slides with inconsistent fonts, weak contrast, and limited visual hierarchy. After using Canva-based learning media, students created slides with clearer layouts, more relevant images, better color consistency, and more balanced text-image composition. Canva templates helped students understand how slide design could guide audience attention.

Content organization also improved because students were required to develop presentation outlines before designing slides. This helped them arrange ideas into introduction, main points, supporting details, and conclusion. Students learned that good slides should support the structure of the presentation, not replace the presenter's explanation.

Confidence improved because students had better-prepared slides and more opportunities to rehearse. Students reported that Canva slides helped them remember key points without reading long text. This reduced anxiety and increased readiness. Audience engagement improved because students used more visual cues, examples, questions, and gestures. Their slides became more audience-oriented, and they were more willing to look at the audience instead of reading full paragraphs from slides.

Oral delivery improved, although the gain was lower than visual design and content organization. This indicates that Canva-based media supported delivery, but speaking fluency, pronunciation, and voice control still required sustained oral practice. Slide design alone was not enough to improve all aspects of speaking performance.

Students' Experiences during Canva-Based Presentation Learning

Qualitative findings showed that students experienced Canva-based learning as creative, structured, motivating, and confidence-building. Five major themes emerged: visual creativity, content structuring, collaborative design, feedback-based revision, and presentation confidence.

Table 4 Qualitative Themes on Canva-Based Presentation Learning

Theme	Evidence from Learning Practice	Pedagogical Meaning
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Visual creativity	Students used templates, icons, images, charts, and color themes	Canva supported creative expression
Content structuring	Students created outlines before designing slides	Planning improved message organization
Collaborative design	Students discussed layout, images, and slide sequence in groups	Canva supported teamwork and shared decision-making
Feedback-based revision	Students revised slides after peer and teacher feedback	Revision improved design and delivery quality
Presentation confidence	Students felt more prepared using visual prompts	Better slides reduced anxiety

Source: Synthesized from observations, interviews, journals, and slide documents.

Observation data showed that students were actively involved during Canva design sessions. They explored templates, selected visual elements, edited layouts, and discussed slide sequence. Students who were usually passive in oral presentation tasks became more engaged during the design process. Visual design gave them an entry point to participate before speaking.

Student interviews revealed that Canva made presentation preparation more enjoyable. Students felt that templates helped them start designing slides more easily. They also stated that visuals helped them explain ideas more clearly. Several students explained that they no longer needed to put all sentences on the slides because icons and pictures helped them remember key points.

Implementation Challenges

Despite positive outcomes, several challenges emerged. The first challenge was overemphasis on visual decoration. Some students initially focused on colors, animations, and aesthetic elements without considering content clarity. The teacher addressed this by introducing visual design principles, including readability, relevance, contrast, alignment, and consistency.

The second challenge was unequal digital skill. Some students were familiar with Canva, while others needed technical guidance. The teacher responded by demonstrating basic functions, such as selecting templates, editing text, uploading images, using icons, and sharing collaborative links.

The third challenge was internet access. Canva required stable internet connection, and some students experienced slow loading. The teacher allowed students to work in groups and provided offline planning sheets before digital design. The fourth challenge was slide dependency. Some students still wanted to read from slides. The

teacher addressed this by limiting text on slides and requiring students to use speaking notes separately.

Table 5 Implementation Challenges and Teacher Responses

Challenge	Classroom Evidence	Teacher Response
Overemphasis on decoration	Students focused on colors and animation rather than message clarity	Introduced visual design principles
Unequal digital skill	Some students struggled with Canva tools	Provided demonstration and peer support
Internet access problems	Canva loading was slow for some students	Used group work and offline planning
Slide dependency	Students wanted to read slide text	Limited slide text and used speaking notes
Time management	Design and revision took longer than expected	Set design deadlines and revision checkpoints

Source: Synthesized from classroom observations and teacher notes.

2. Discussion

The findings show that Canva-based learning media significantly enhanced students' presentation skills. The experimental group achieved higher posttest scores and greater gain than the control group. This indicates that Canva-supported presentation learning helped students improve not only slide design but also content organization, confidence, audience engagement, and oral delivery. The finding supports the view that digital media can improve learning when integrated with clear pedagogy, feedback, and performance practice (Bower, 2017; Hafner, 2014; Xu, 2023).

Oral delivery improved but remained the lowest gain. This finding shows that Canva-based learning media cannot replace speaking practice. Canva can support content and visual organization, but pronunciation, fluency, voice control, pacing, and spontaneity still require repeated rehearsal and oral feedback. Therefore, presentation instruction should combine media design with speaking practice (Namin, Ketron, Kaltcheva, & Winsor, 2021; Turner et al., 2013).

The qualitative findings explain why Canva-based learning was effective. Visual creativity increased motivation. Content structuring helped students organize ideas. Collaborative design created opportunities for discussion and shared decision-making. Peer feedback encouraged revision. Presentation confidence improved because students had better visual prompts. These mechanisms show that Canva worked as part of a learning process, not merely as a

software tool. This aligns with feedback and peer assessment research showing that students benefit when they receive criteria-based comments and opportunities to revise (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006; Topping, 1998; Van Ginkel et al., 2017).

Comparison with Previous Studies

The theoretical basis for this is well established. Paivio (1991) argues that verbal and visual information are processed through separate but connected channels, and Mayer (2021) and Moreno and Mayer (2007) show how multimedia design either supports or overloads those channels. Fiorella and Mayer (2016) identify the generative activities, such as summarising, mapping, and explaining, through which learners build understanding rather than merely receive it, and designing a slide deck involves several of them. Kress (2010) and Kress and Van Leeuwen (2006) supply the semiotic account of how images make meaning, while Kernbach, Eppler, and Bresciani (2015) show experimentally that visualisation improves the comprehension and recall of a spoken message. Reynolds (2012) translates the same principles into practical guidance on presentation design, and Bower (2017) situates all of this within a framework for technology-enhanced learning design.

The wider presentation-skills literature converges with the present results. Alshare and Hindi (2004) and Chan (2011) document how highly presentation ability is valued and how little systematic instruction students receive in it, and Turner, Roberts, Heal, and Wright (2013) report on its use as a summative assessment. De Grez, Valcke, and Roozen (2009, 2012) found that goal setting and self-reflection predicted improvement and that self- and peer assessment produced gains comparable to tutor assessment, while Topping (1998) had already established peer assessment as a reliable practice in higher education. Van Ginkel, Gulikers, Biemans, and Mulder (2015) and Van Ginkel et al. (2017) show that the source and the form of feedback both matter, and Nicol and Macfarlane-Dick (2006) explain why: feedback develops presentation ability only when it feeds forward into the next attempt. Namin, Ketron, Kaltcheva, and Winsor (2021) report that asynchronous video review improves delivery in particular, which is consistent with the rehearsal effect described by the students in this study.

Research on digital multimodal composing points in the same direction. Hafner (2014) showed that students producing digital video developed both language and digital literacy, Pham (2022) reports positive learner perceptions of multimodal authoring tools, and Xu (2023) found measurable writing gains from digital multimodal

composing among Chinese EFL learners. Two cautions from the multimedia literature apply here as well. Bus, Takacs, and Kegel (2015) warn that attractive features unrelated to the content compete with it for attention, and Plass, Homer, and Kinzer (2015) make the same point about game elements. This is precisely the pattern observed in the challenge data of the present study, where some students spent more effort on visual design than on the content they were presenting.

Theoretical and Pedagogical Implications

Theoretically, the distribution of gains supports a multimedia rather than a motivational explanation. If the effect came simply from students enjoying the tool, all rubric components would have improved comparably. They did not: visual design and content organisation, which the medium addresses directly, improved most, while delivery and language accuracy, which depend on rehearsal and linguistic resources, improved least. The act of designing a slide appears to function as a generative activity, since students had to select, organise, and represent the material before they could display it, and that reorganisation is what carried over into the spoken performance. The findings therefore support treating slide design as a form of content preparation rather than as decoration added after the content is ready.

Pedagogically, three implications follow. First, instruction should make the link between slide and speech explicit, for example by requiring students to state what each slide is for before they design it. Second, a design template with a limit on text per slide prevented the most common failure observed here, which was reading the slide aloud; teachers should set such constraints in advance rather than correcting the habit afterwards. Third, the medium does not by itself improve delivery. Structured rehearsal with peer feedback remained necessary, and the students who improved most in delivery were those who had rehearsed with recorded feedback rather than those whose slides were most elaborate.

Limitations and Directions for Future Research

This study has several limitations. First, it involved 80 students in two intact classes at one secondary school, so replication in other settings is needed. Second, the intervention covered eight meetings and no delayed posttest was administered, so it is not known whether the gains persist once the novelty of the tool has passed. Third, the study compared Canva-based instruction with conventional instruction rather than with another digital tool, so the results should not be read as evidence for this application specifically over any other. Fourth,

presentation performance was assessed in a classroom setting with a familiar audience, which differs from the higher-stakes situations in which presentation skills are eventually used. Future research could add a delayed posttest, compare different design tools under matched conditions, examine whether the gains transfer to unfamiliar audiences, and investigate how much of the effect is attributable to the design task itself rather than to the increased rehearsal it encourages.

D. Conclusion

This study examined the use of Canva-based learning media to enhance students' presentation skills. The findings showed that students who learned through Canva-based presentation instruction achieved significantly higher presentation skill improvement than students who received conventional instruction. The experimental group improved from a pretest mean score of 60.82 to a posttest mean score of 83.46, while the control group improved from 60.41 to 70.28. The posttest comparison showed a significant difference, $t(78) = 8.93$, $p < .001$, with a large effect size, Cohen's $d = 1.99$. Improvement occurred across content organization, visual design, oral delivery, audience engagement, and confidence, with the strongest gain in visual design. Qualitative findings revealed that Canva-based learning supported students through visual creativity, content structuring, collaborative design, feedback-based revision, and presentation confidence. However, implementation challenges included overemphasis on decoration, unequal digital skill, internet access problems, slide dependency, and time management. The study concludes that Canva-based learning media can effectively enhance students' presentation skills when teachers integrate it with visual design principles, presentation outlining, rehearsal, peer feedback, and reflective revision. Future research should examine long-term effects, different educational levels, collaborative presentation projects, and the integration of Canva with public speaking rubrics and digital portfolio assessment.

Declaration of AI-Assisted Technologies

In preparing this manuscript, the authors used AI-assisted tools only to improve English language quality, grammar, readability, sentence clarity, and academic expression. The AI tools were not used to generate research data, conduct data analysis, produce findings, or draw conclusions. All conceptual arguments, data interpretation, methodological decisions, and scholarly conclusions remain the full responsibility of the authors. The authors carefully reviewed, edited,

and verified all AI-assisted outputs to ensure the accuracy, integrity, and originality of the final manuscript.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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