

## **Powtoon as a contemporary formative assessment tool in teaching LSP to students of forensic science**

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### **Abstract**

*Modern teaching aids are always welcome when teaching LSP at the university. One of those aids are didactic apps or platforms that enable students' creativity to come to the fore. Powtoon, a free animation studio platform, has already shown positive reactions from students worldwide, according to recent studies (Pais et al. 2017, Yuliani et al. 2021, and Ramachandiran & Mahmud 2019). Its tendency to replace traditional formative assessment methods is more and more noticeable. For our research and our analysis, we have chosen two generations of students studying at the University of Criminal Investigation and Police Studies in Serbia, Department for Forensic Engineering. These were two study groups of students who during their course Engleski jezik 2, and as part of their continuous, formative assessment, were asked to present a topic related to forensic science using all the multimedia resources at their disposal Powtoon has to offer. The outcome was creative and eye-catching projects. Subsequently, students were asked to complete an anonymous Likert scale survey on their experience using the platform. 12 university students agreed to take part. The aim was to test how practical and efficient using this platform is in LSP education, i.e. improving language skills, as well as how it fosters positive motivation in learning how to use new media content. The results are that students generally find the platform useful for improving their language skills. There are mixed views on the user-friendliness the app offers and the media content available. Further comparative research is needed to determine, for example, how students from other departments of the University could use the same study model when drafting their multimedia assignment related to their professional field.*

**Keywords:** Powtoon, teaching LSP, formative assessment, forensic science

### **Introduction**

Teaching language for specific purposes (LSP) as opposed to teaching it for general purposes (GP) has always been a challenge for many language instructors. To the untrained eye and ear, it may seem no big difference as both concepts imply teaching a foreign language. We could say that the biggest difference is that when teaching a foreign language for GP the focus should be on "ordinary" and "everyday use" of the language whereas teaching LSP should focus on "specialized occupational area" of the language use. ESP (English for Specific Purposes) courses seem to be "tailor-made" and imply that the learner has already mastered the basics of the language prior to starting to study an LSP, in this case – English. There are many ways to assess students' knowledge of ESP. Some instances include formative assessment, that is, continual assessment throughout the duration of a university course. One instance of formative assessment could be grading students' oral skills, for example, by allowing them prepare an oral presentation on a particular professional topic. This could be extended to multimedia presentations meant to stimulate students' creativity, employ their writing and speaking skills, learn something new by discovering, and finally make use of the multimedia content in contemporary foreign language classes. Such an attempt has been made on a small sample of university students studying forensic science at the University of Criminal Investigation and Police Studies. Namely, as part of their formative assessment they were asked to draft a multimedia presentation on a topic they chose from their professional field by using cloud software platform Powtoon. Afterwards, an analysis was compiled and

conducted based on the students' answers to the Powtoon related statements. Our aim was to determine how much Powtoon is a justified learning tool in improving ESP skills, as well as to test its practical use in learning new multimedia related skills, and to see whether there is positive motivations present among its users, in this case university students.

## **Theoretical background**

### **Overview of LSP as a foreign language course in Serbia**

As we have already said, LSP courses imply "tailor-made" curriculum and that the learner has already mastered the basics of the language prior to starting to study an LSP (in our case – English). In Serbia, ESP (English for Specific Purpose) courses suggest teaching English at a higher level of education, especially at Master's and doctoral studies. However, vocational school of secondary education, especially in the Serbian high school teaching system, may also imply an LSP course (e.g. students of tourism, medical students etc.) (Janković 2011: 71-73). The practical use of LSP/ESP courses varies according to the contexts, e.g. applying for a foreign scholarship and filling out the necessary forms, using a foreign language for travelling purposes, understanding how a piece of software works, communicating with colleagues and peers from abroad, or, more specifically, perform border checks at the airports, cooperate with relevant law-enforcement agencies etc. Needless to say, all these contexts suggest going beyond the use of general, "ordinary" English, but rather a more advanced level with specific vocabulary, even some formulaic expression, that are going to be used in these situations (Janković 2011: 71-73, Mićović & Stojov 2011: 418, Đorović 2011: 752ff). This in turn poses a challenge for an ESP teacher. As opposed to GPE (general purpose English) where a teacher need not necessarily be involved in the creation of the course syllabus, in ESP courses, more than often a teacher has to be immersed into particularities involved in a certain profession. For example, in Serbia, if an ESP teacher teaches future police officers, he or she should be familiar with police or forensic science, criminal justice, organizational structure in policing and security agency, as well as to know the differences between the Anglo-Saxon legal system, as opposed to the home legal system, and so on. (Mićović & Stojov 2011: 418) This is why "the role of an ESP teacher is manifold". He or she is often course designer and content creator and "deals with sciences disciplines he or she was not educated for" (Mićović & Stojov 2011: 419).

### **Formative assessment**

There are several patterns of grading a student's progress when teaching an LSP. The Bologna Declaration provides the option of continuous assessment. This gives a student the possibility to bring productive initiatives. Such initiatives are oral/multimedia presentations. These in turn can be graded as formative assessment. As we have already said, this implies doing an assignment as part of the final grade, i.e, it is the part of the pre-exam requirements. These activities may take the form of an oral presentation which is usually graded. Other options include midterm exams, short vocabulary or grammar tests, etc. These are all usually graded, but can also be realized in a form of a voluntary exercise so that a student can get feedback on their progress (an essay paper, poster, a writing assignment, an online quiz, short discussion and so on) (Polovina & Dinić 2014: 411, Ramachandiran & Mahmud 2019: 294). According to Ramachandiran & Mahmud the point of formative assessment is to give students "progressing criticism" to help students learn better, pinpoint students' weaknesses during the semester and address their problems timely. The focus is on providing students with the feedback on their progress (Ramachandiran & Mahmud 2019: 293-294, based on Keeley 2015; Moss & Brookhart 2019, Dixon & Worrell 2016). Below is a summarizing table of the characteristics of formative assessment as well as some practical examples in the classroom.

**Table 1.** Characteristics of formative assessment

Purpose	To improve teaching and learning; to diagnose student difficulties
Formality	Usually informal
Timing of administration	Ongoing, before and during instruction
Developers	Classroom teachers to test publishers
Level of stakes	Low-stakes
Psychometric rigor	Low to high
Types of questions asked	What is working? What needs to be improved?
Examples	How can it be improved? Observations Homework Question and answer sessions Self-evaluation Reflections and performance Curriculum-base measures

(Dixson &amp; Worrell 2016: 154)

As we can see, the main purpose of formative assessment is to determine what difficulties a student has in the learning process during the course and provide them with feedback. According to Dixson & Worrell the degree of “formality” implies the way in which a test activity is graded. Formal means more specific, standardized grading scheme (such as tests, quizzes etc.); informal means less specific non-standardized testing for diagnostic purpose, and to get an immediate response, feedback of the students’ progress or problem areas (such as oral presentations, etc.). Timing of administration refers to the moment the assessment takes place (after the lectures as part of the final exam, or during the course of a semester). Developers are the teachers, that is, the people who create formative assessment per sé. Low stake implies the test results may not influence the grade to such an extent, for example, as to make a student fail the class. Psychometric rigor implies the level of complexity of formative assessment. It is meant to check students’ knowledge quickly (for example, quizzing students whether they have understood the lesson topic) or it implies more complex assignments to be solved by students and later on graded by the teacher. Questions such as *What is working?* and *What needs to be improved?* serve their diagnostic purpose, i.e. to pinpoint the problem areas and “troubleshoot” them when using formative assessment tools. (Dixson & Worrell 2016).

### Modern formative assessment tools

In an ESP course, there are many ways for a teacher to test students’ oral presentation skills, as part of their formative assessment. Before the age of computers, teachers would ask students to choose a topic and deliver the presentation in front of the class in a foreign language. Students were also encouraged to bring to the class any presentation related object, or a visual example of what they were talking about in order to make the presentation visually more attractive (the show-and tell principle)<sup>1</sup>. With the age of multimedia devices and computers becoming more easily accessible in class, students

<sup>1</sup> Students of the University of Criminal Investigation and Police Studies were also encouraged to do so, but only a small number of them did this. The only case of a presentation where there was visual aid was a student’s presentation on a police officer’s uniform, which they wore on the day of their presentation along with the equipment (badge, dummy fire arms, baton etc.)

were asked to make their presentation even more visually pleasing by using Power Point Presentation tool (or Prezi). Students at the University of Criminal Investigation and Police Studies were also asked to do so. Reluctant at first, and preferring to do it “traditionally” by holding a piece of paper in front of them to check all the details were memorized properly, the number slowly grew and with later generations almost all of the students did this, making Power Point Presentation a necessary element of a presentation. Failing to do so would not make the student fail this activity automatically, but could significantly lower their overall score.

In the meantime, multimedia technologies (e-learning, Moodle, etc.) have attracted a lot of attention, due to their ability to contribute to the teaching process (Nikolić & Vidić 2011: 478ff, Vasev et al. 2014: 556). Namely, with multimedia technologies all the students’ senses area activated in order to gather information, acquire knowledge and upgrade their know-how. Multimedia, as a form of integration of text, two- or three- dimensional graphic, photography, sound or animation has become an integral part in education. Its core purpose is to connect and integrate different language skills and competencies in order to solve communication-based tasks (Krželj 2014: 283, Smiljanić-Japundža 2007: 8). Krželj further argues that with multimedia presentations all four language skills are integrated “resulting into a speech act with clear communication function” (Krželj 2014: 284). By using the multimedia content a student displays their know-how in using a language for communication purposes and that they are using it to solve difficult communication skills’ tasks. Different stages of preparation of the presentation imply different language skills coming to the fore. First there is reading competition. Namely, a student reads through many written documents, authentic materials, both online and from printed books, manuals, etc. Then comes the compilation of what has been gathered, read and processed. This implies employing writing skills. Afterwards, a student prepares additional audio-visual material such as graphs, various topic related figures, photographs, etc. This implies both writing skills but also knowing how to use and manage other media. Next comes practising, “rehearsing” for the oral delivery of the presentation (the monologue speech skill), practical presentation of the multimedia project (again the media competencies skill), and finally the question and answer round with fellow peers (the dialogue speech skill). According to Krželj, this is what makes multimedia presentation desirable in a foreign language class, because it “enables active use of the language in an authentic communicative situation” (Krželj 2014: 284). Also, it stimulates independence in work, because a student starts drafting their presentation from zero with no ready-made template beforehand (Krželj 2014: 286).

With the new generation of students coming to the University of Criminal Investigation and Police Studies becoming more and more computer savvy and almost all of them having smart phones, students were asked to use a modern multimedia platform and design a presentation based on their choice having to do with their professional field of interest. This was a part of their course as a form of formative assessment. In the following parts of the paper there will be more discussion on the platform itself and the results of survey obtained from the students in terms of how they perceived the multimedia platform as a tool for drafting their assignments.

### **Powtoon as a contemporary formative assessment tool**

The interactive platform we have chosen to analyse in our paper is Powtoon<sup>2</sup>. It is cloud software meant for the creation of two-dimensional cartoons, somewhat resembling the use of Power Point Presentation or Prezi software. The difference is that the focus on Powtoon is to create time limited slide animations along with inserting audio files, for example, to provide voices for the characters in the film. Also, many more media content is available both as integrated parts (premade character

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<sup>2</sup> Etymology: a blend of PowerPoint and Cartoon (Wikipedia)

animations, settings and scenery templates etc.) but also to be imported from a computer as separate files. Afterwards, the file can be exported via link to be played separately. At the moment this paper and study were conducted the maximum length of the video is three minutes, and no video file download option was available. All of the above is offered in the free version of the software, meant to be used by anyone after registering and creating a user account.

Multimedia presentations made with Powtoon are meant to grab the audience's attention fast and deliver a specific piece of information as the creator intended. Below is a list of some of Powtoon's advantages in teaching:

- Any topic of interest can be presented and shared with the audience;
- If well designed, the presentation can be eye-catching and grab people's attention;
- Students learn to read, process and compile information to be later used in their presentation (learning by doing);
- The information presented in a creative way is easier to remember;
- Students' integration abilities improve by operating with different types of media formats ("visual, auditory and motion resources"), i.e. the media competencies skill improves;
- General compatibility of the media resources with several computer operating systems.
- At the moment this paper was conducted, the basic version of the software was free of charge. (Pais et al. 2017: 123)

Powtoon could be observed as gamification, a modern learning method, which suggests using video game designing skills. Employing gaming mechanisms implies "altering the content to make it more game-like", for example, by "overlaying the content with storyline and characters, or incorporating music, sound, or graphics" (Boskic & Hu 2015: 741). Powtoon, as an online education medium has one more practical advantage. Namely, in the era of pandemic illnesses when live lectures at the university can stop at any time, it is important to rely on an alternative method of grading students. Such is the case with this cloud software. Namely, students do not need to be present in the classroom as the presentation could be done as homework. Next, there is no need to be physically present when delivering the presentation (as is the case with PowerPoint Presentations when a student presents their work in front of the whole class), as everything is already made online and dispatched in a form of a link. Therefore, a teacher can grade the students' work from home and also notify them of their assignment grade via email, etc. Lastly, some local studies have shown that the number of digitally literate youth has been on an ever-growing increase, both in terms of having a computer and using it actively, thereby making Powtoon practically useable, too, in contemporary teaching<sup>3</sup>.

Bearing in mind the positive aspects of Powtoon, as well as its affirmative educational role in recent studies (Ramachandiran & Mahmud 2019: 296, Buchori & Cintang 2018: 222) our research aim was to test this on a small sample of students and see how much Powtoon's efficacy in mastering ESP skills is justified, how practical it is in mastering media content skills, as well as how much it nurtures positive motivations in improving ESP language skills.

## Methodology

The case study sample was conducted on two small groups of students studying at the Forensic Science department at the University of Criminal Investigation and Police Studies during the academic years of 2020/2021 and 2021/2022<sup>4</sup>. Both of the study groups consisted of up to 10 students. A total of

<sup>3</sup> The results refer to bigger urban and suburban areas in Serbia. (Ninamedia Research 2018: 142ff).

<sup>4</sup> As a rule, forensic science study groups at the University do not count more than 10 students altogether. Since Powtoon had not been previously introduced to students as a form of assignment, we thought testing it with a

12 students did the multimedia presentation and accepted to take part in the follow-up survey about their experience using Powtoon software during the course of the summer semester when study groups follow English Language 2 course (Engleski jezik 2).

As part of their pre-exam, formative assessment, students were asked to do a multimedia presentation using Powtoon on a topic related to their field of study, forensic studies, no longer than three minutes in length. No group work was allowed. Participating in the activity was not obligatory, but not taking part would lower a student's overall exam score (15 point out of 100 possible). A specific amount of points was allotted for each part of this activity: a) using audio-video media (voice acting, narration, back ground music, video links, etc.) a total of five points; b) closing credits (animation, sources of the media used, date of production, etc.) a total of five points; creativity in the presentation (the overall effort put into the creation), a total of five points. Overall, students from both generations put a lot of effort in compiling their presentations and even assisted their fellow peers by helping them with voice acting. The results were really creative and one could tell there had been quite a lot of research done prior to compiling all the presentation elements. We will try to focus on the analysis of the results of our case study, as limited by the two scientific field observed here, namely linguistics and foreign language teaching, and IT studies. Our research was conducted to obtain students' opinions of their overall impression of the Powtoon platform. 12 took part in answering an anonymous survey (Google Form) consisting of a series of 10 multiple choice statements based on Likert scale system:

**Table 2.** Demographic statistics

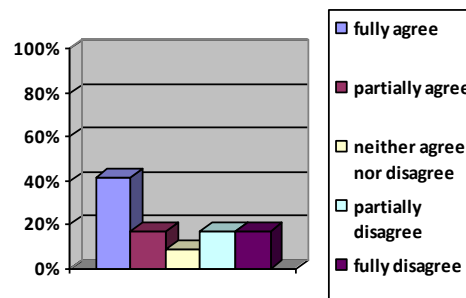
1. I fully agree with the statement;
2. I partially agree with the statement;
3. I neither agree nor disagree with the statement;
4. I partially disagree with the statement;
5. I fully disagree with the statement.

<b>Gender:</b>	female (100%)
<b>Age group:</b>	between 19 and 21 years
<b>University study group:</b>	Forensic Science
<b>Nationality:</b>	Serbian

All of the statements were closed ended except the last one, where students were given the opportunity to say something in writing related to their Powtoon experience. Afterwards, the students' answers were analysed according to quantitative method, which we will present statistically as follows.

### Statements and results

**Figure 1.** Results for statement No. 1 *Working in Powtoon was easy and user-friendly.*

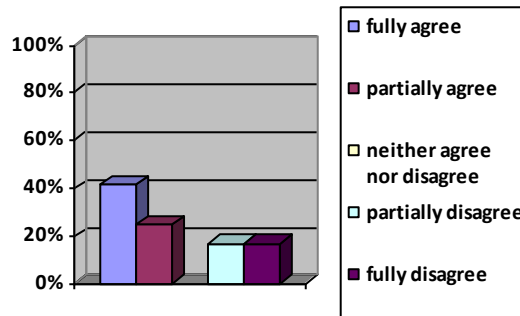


smaller group of students would enable easier monitoring of their progress and potential dilemmas they could have when drafting their assignments. Monitoring larger groups of University students from other departments could be a follow-up study for some future scientific paper.



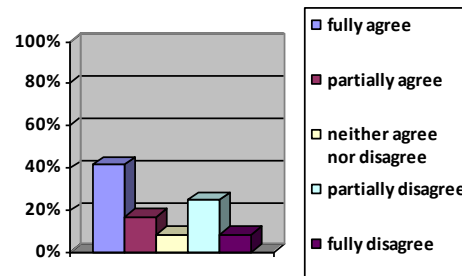
According to the statistics, more than 40% of students found working with Powtoon user-friendly (fully agree). Nearly 17% partially agrees with this. Nearly 17% of students partially disagree and as much fully disagrees with this. We can say that more than half of the students did not have bigger problems using the Powtoon platform<sup>5</sup>.

**Figure 2.** Results for statement No. 2 *Working in Powtoon helped me improve my speaking and pronunciation skills.*



Again, according to the statistic more than 40% of students thought that working with Powtoon helped them improve their speaking and pronunciation skills (fully agree). 25% of students partially agrees with this. Nearly 17% of students partially disagrees and as much fully disagrees with this. We can say that more than half of the students found Powtoon rather useful for the improvement of their language skills.

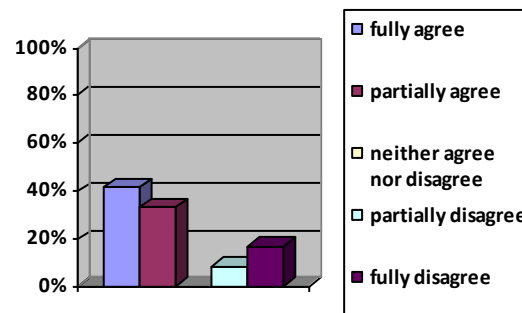
**Figure 3.** Results for statement No. 3 *Working in Powtoon helped me improve my writing and composition skills.*



<sup>5</sup> One of the reasons why only about a half of students did not have issues is because of the program compatibility with other software. Namely, some of the students complained during the course of them drafting the assignment that the presentation could not be played successfully on some other computer/mobile devices. For example, some multimedia content was not visible in the final version of their presentation. This caused a problem both for students and for their teacher to grade their assignment adequately. All of the above mentioned refers to the students' experience with using the Powtoon free version. Pais also mentions some of the problem areas his students noticed when using the free version, such as the insufficient amount of time to deliver the presentation (no more than three minutes), the English interface excluding other foreign languages, the media content limitation etc. (Pais et al. 2017: 129). Also, with platforms such as the one we are presenting, a teacher usually cannot have an insight into whether the students did the presentations themselves or had someone do this for them, as there is no monitoring option available (unless the students do them only during the class).

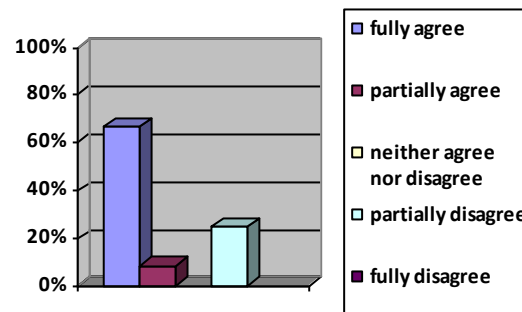
The statistics show one more time that 40% of students thought that working with Powtoon helped them improve their writing skills (fully agree). More than 16% of students partially agrees with this. A small percent of students (8.3%) neither agrees nor disagrees with this. 25% partially disagrees with the statement above and a small percent of students (8.3%) fully disagrees with this. What we can conclude based on the data above that slightly above half of students found Powtoon rather useful for the improvement of their writing skills.

**Figure 4.** Results for statement No. 4 *Working in Powtoon helped me apply what I have learnt in Engleski jezik 1 and 2 university course.*



The statistics show one more time that 40% of students thought that working with Powtoon helped them improve what they have learnt in their lessons (fully agree). More than 30% of students partially agrees with this. A small percent of 8.3% of students partially disagrees with this and nearly 17% fully disagrees with this. Based on the figures, we can conclude that a great deal of students found Powtoon rather useful to practically apply what they have learnt during their course English language 1 and 2 respectively (Engleski jezik 1, Engleski jezik 2).

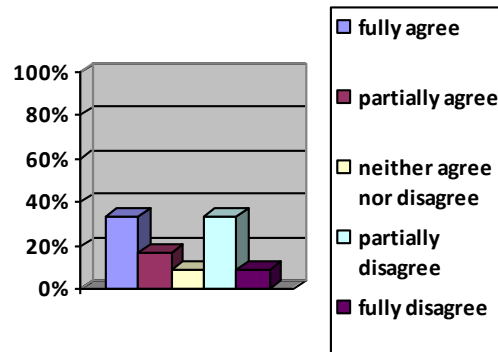
**Figure 5.** Results for statement No. 5 *Working in Powtoon let me express my creativity.*



Statistically more than half of the students, 66.7%, found that Powtoon helped them express their creativity (fully agree). A small percent of 8.3% of students partially agrees with this and 25% of the students who completed the survey partially disagrees with this. According to their answers and the statistics, we can conclude that a great deal of students found Powtoon useful to express themselves creatively.

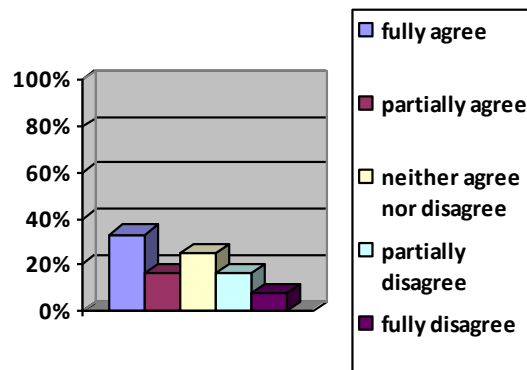


**Figure 6.** Results for statement No. 6 *The media content offered in Powtoon generally satisfied my creative needs.*

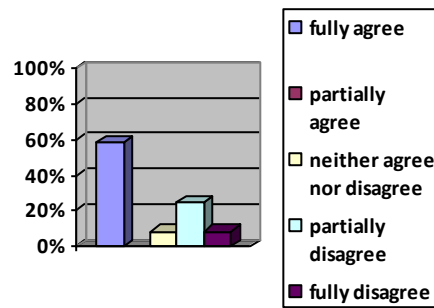


According to the statistics, only 33% of students fully agree that Powtoon media content could generally satisfy their creative needs. 16.7% of students partially agree with this. A small percent of students neither agree nor disagree and fully disagree with this (8.3% each). More than 30% partially disagrees with this statement. Based on the figures, we can conclude that half of the students believe that Powtoon can mostly satisfy their creative needs (50% fully agree + partially agree) and the other 50% does not think so (50% neither agree nor disagree + partially/fully disagree).

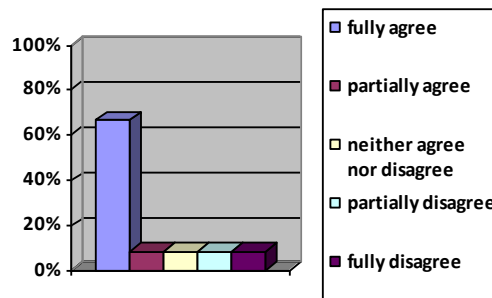
**Figure 7.** Results for statement No. 7 *The media content available at Powtoon (e.g. ready-made animations, background settings, templates, audio files, etc.) enabled me to successfully present my topic from forensic science.*



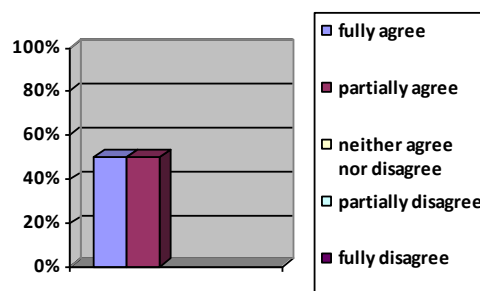
Statistics show that only 33% of students fully agree that the media content in helped them successfully draft their multimedia presentation from forensic science. 16.7% of students partially agree with this. 25% of students neither agree nor disagree with this, and about 16% partially disagrees with this. Based on the figures, we can conclude again that half of the students think that the media content found in Powtoon was helpful to draft their topic of presentation (50% fully agree + partially agree) and the other 50% does not think so (50% neither agree nor disagree + partially/fully disagree).

**Figure 8.** Results for statement No. 8 *Working in Powtoon is suitable to learn new contents.*

According to the statistics, nearly 60% of students fully agree that Powtoon is suitable for learning new contents (media usage, etc.). 25% partially disagrees with this, and a small percent of students neither agrees nor disagrees or fully disagrees, 8.3% respectively. Based on the figures, we can conclude that more than half of the students think that Powtoon is suitable for learning about new contents (nearly 60% fully agree) and almost 40% does not fully support this idea (25% partially disagree + 8.3% neither agree nor disagree/fully disagree).

**Figure 9.** Results for statement No. 9 *The English interface in Powtoon gave me no problem in using the platform and drafting my multimedia project.*

According to the statistics, again a great majority of students, nearly 70%, supports the idea that using Powtoon in English interface presents no problem in using it (fully agree). 8.3% partially agrees with this statement and an equal percentage: neither agrees nor disagree, partially disagrees and fully disagrees. According to these figures, we can conclude that more than half of the students think that using Powtoon in English poses no problems in using the software.

**Figure 10.** Results for statement No. 10 *The three-minute time limit was enough for me to present in my multimedia project what I intended.*

The results for this statement show half of the students, 50%, fully agree that the three-minute limitation is enough for them to present what they had in mind, as opposed to 50% who partially agree with this. Based on the statistics, we can conclude that generally speaking students think that the three-minute limitation is enough to draft successfully a multimedia presentation.

Lastly, students were asked to complete an open-ended statement and write about their own personal experience using Powtoon (both pros and cons). No student took part in this.

## Discussion

The results of our anonymous survey taken by 12 university students and the Department of Forensic Engineering of the University of Criminal Investigation and Police Studies showed different answers and views on Powtoon as an educational instrument. In terms of the platform's user-friendliness, almost half of the surveyed students agreed to this, which is in direct correlation with how useful the students think the platform was in applying what they had learnt during their ESP courses. The percentage of how successfully the students had managed to draft their multimedia project with the available multimedia content was slightly below 50%. Similar studies, however, have different results. Yuliani and Ramachandiran & Mahmud state that the percentage of the respondents they interviewed was considerably high in terms of how easy to use and how useful the platform was in drafting school assignments (Yuliani et al. 2021: 632ff, Ramachandiran & Mahmud 2019: 297). One of the reasons why the user-friendliness percentage was not bigger could be due to software problems the students had when trying to play their presentations on other devices. Nevertheless, the percentage of those who fully agreed was bigger in terms of having no issues using the English interface of the platform. This would imply that the students were proficient enough in English to be able to browse through the platform option, instruction etc. With regard to the improvement of their language skills (writing and speaking), a great majority of students supported this idea while using the platform, leaving only a small number of them undecided or against this statement. In terms of the platform leaving space for student creativity, a very high percentage of students supported this. The percentage of the students who were happy with learning about new media content was high. However, the percentage was not as high (as many as half of the students surveyed answered affirmatively) in terms of the media content available for drafting their multimedia assignments. This could be because of the free version features of the platform, which implies certain restrictions to the media content available only in the paid version (Pais et al. 2017: 129). Lastly, the three-minute limitation was overall not an issue for the students, as evidenced by a high percentage of those who answered affirmatively. Interestingly, in his study Pais claims that a high percentage of his respondents named as one of the main drawbacks of the platform precisely the time limit, as well as the English only interface (Pais et al. 2017: 129).

## Conclusion

ESP, as opposed to GPE, implies teaching the English language at tailor-made courses with the focus on key language skills and vocabulary. It is implied that prior to starting to study ESP a student should have mastered the basics of GPE. There are many ways to grade a student's progress in an ESP course. One of them is formative assessment. Its purpose is to diagnose difficulties a student may have in studying; it is usually informal; it is carried out either before or during the language course; and it usually implies awarding a student with an allotted amount of score for a particular activity before the final exam itself, which adds to the total GPA of the course. This activity can be done in a form of a test (a more complex set of questions or a quiz) of some kind or in a form of an oral presentation.

Modern teaching implies the use of IT and CALL. Modern methods for testing students' oral skills imply the use of Power Point Presentations or using certain multimedia presentation platforms. For our case study, we have selected Powtoon, free software for creating multimedia animated presentations.

Some of its characteristics which make it good in contemporary teaching are that many topics can be presented using the software; if made in a creative way, the results can be eye-catching and attention-grabbing presentations; its availability to the digitally literate youth make it a practical tool in education, etc.

Our case study has shown that a great majority of the surveyed students from The University of Criminal Investigation and Police Studies consider Powtoon a good tool to learn new media content, express the creative side of its users, as well as to improve writing and speaking skills. To a lesser degree, students believe it is useful to apply the knowledge of what was learnt at the university courses. The platform user-friendliness was generally not considered a problem. A small number of drawbacks in the platform reflected in the students' disagreement with certain statements. For example, the media content is not fully available except in the paid version. Also, judging by the experience of the surveyed students using the free version, the platform compatibility with other computer devices is poor, making it difficult for the final multimedia project to be played and graded successfully by the teacher.

For future comparison research, we will try to include a bigger sample of students from other University departments.

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