Effective presentation design: Tips and Tricks

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Effective presentation design: Tips and Tricks

Presentation software

Presentation design

Getting practical

Presentation software

PowerPoint slideshow keyboard tips

F5	Start the slide show from the beginning		**B, period**	Toggle black screen
Shift+F5	Start the slide show from the slide you are viewing		**W, comma**	Toggle white screen
N, Enter, arrows, Spacebar, mouse	Advance slide/animation		**Ctrl+P**	Pen
P, arrows, Backspace	Previous slide/animation		**Ctrl+A**	Arrow pointer
number+Enter	Go to slide number		**Ctrl+M**	Toggle markup
A, =	Show or hide arrow pointer		**E**	Erase markup
Esc, Ctrl+Break, hyphen	End a slide show		**Ctrl+T**	Show task bar
			Ctrl+S	All Slides dialog box
			Shift+F10, right-click	Display the shortcut menu

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There are a growing number of slideware design e.g…

Which one to pick?! https://www.customshow.com/best-powerpoint-alternatives-presentation-programs/

Presentation design

Common advice about how to design 'good' presentation slides

"Watch spelling"

"Clear abbreviations"

"Do not read your slides"

"Do not animate"

"Do not use Clip Art"

"Rule of five"

why?

"Be consistent"

"Keep to same font"
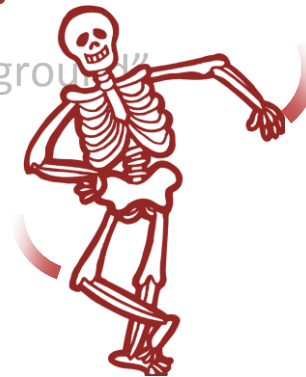
"Same size for title"

"Same size for text"

"Plain background"

Memory → Recall → Behaviour

"Less is more"

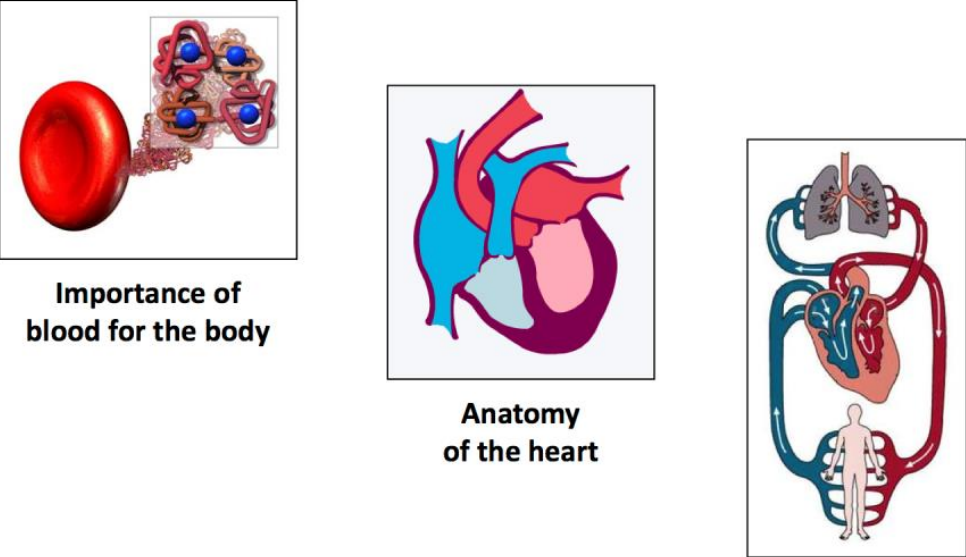Less cognitive clutter
- Too many words
- Unhelpful graphics

More memorable content
- Effective words (on screen)
- Meaningful graphics

See work of Richard Mayer and Ruth Clark on
**dual coding theory, multimedia design principles,
multimedia learning theory**
and the work of **Edward Tuffte** including
'The Cognitive Style of PowerPoint'

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The Assertion-Evidence theory recommends a <u>full assertion</u> followed by <u>illustration</u> of evidence

This talk focuses on the importance of the heart, its anatomy, and how blood flows through the heart and body
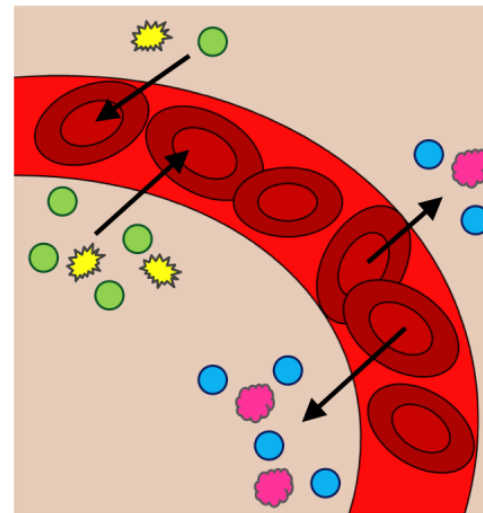
Importance of blood for the body

Anatomy of the heart

Blood flow through the heart and body

Michael Alley, Virginia Tech: The Craft of Scientific Presentations, 2003, Springer-Verlag, New York, USA

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The Assertion-Evidence theory recommends a full assertion followed by illustration of evidence
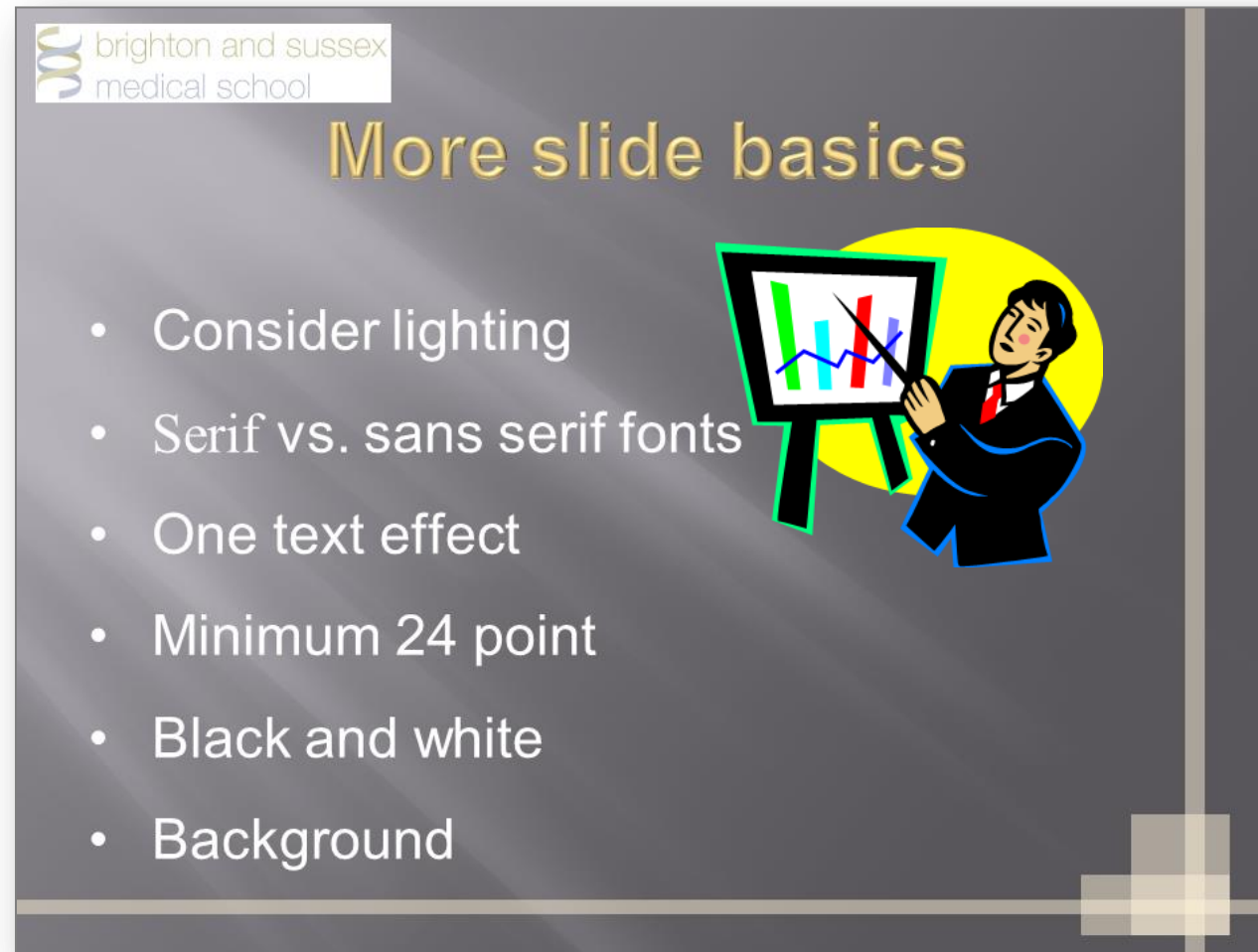

The heart functions to pump blood to all parts of the body in order to supply oxygen to cells

○ = CO_2 ● = O_2

⚡ = Wastes   ✿ = Nutrients

Michael Alley, Virginia Tech: The Craft of Scientific Presentations, 2003, Springer-Verlag, New York, USA

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This is an example of less effective slide design

Here is the same information as the previous slide but with evidence-based design considerations

Evidence suggests that these design principles aid readability of your slides

Sans-serif fonts

Sans-serif fonts (e.g. Arial) are easier to read than serif fonts (e.g. Times)

Readable font size

Appropriate for the room size (18-24pt) but not too big

Text emphasis sparingly

Too much effected text LOSES its <u>desired</u> effectiveness -> distraction

High-contrast design

e.g. black text on white background

Simple background

Background graphics and/or art elements are likely to primarily distract

Clear structure in the slides

Use colour and design to denote sections and sub-sections to aid navigation and cognitive mapping

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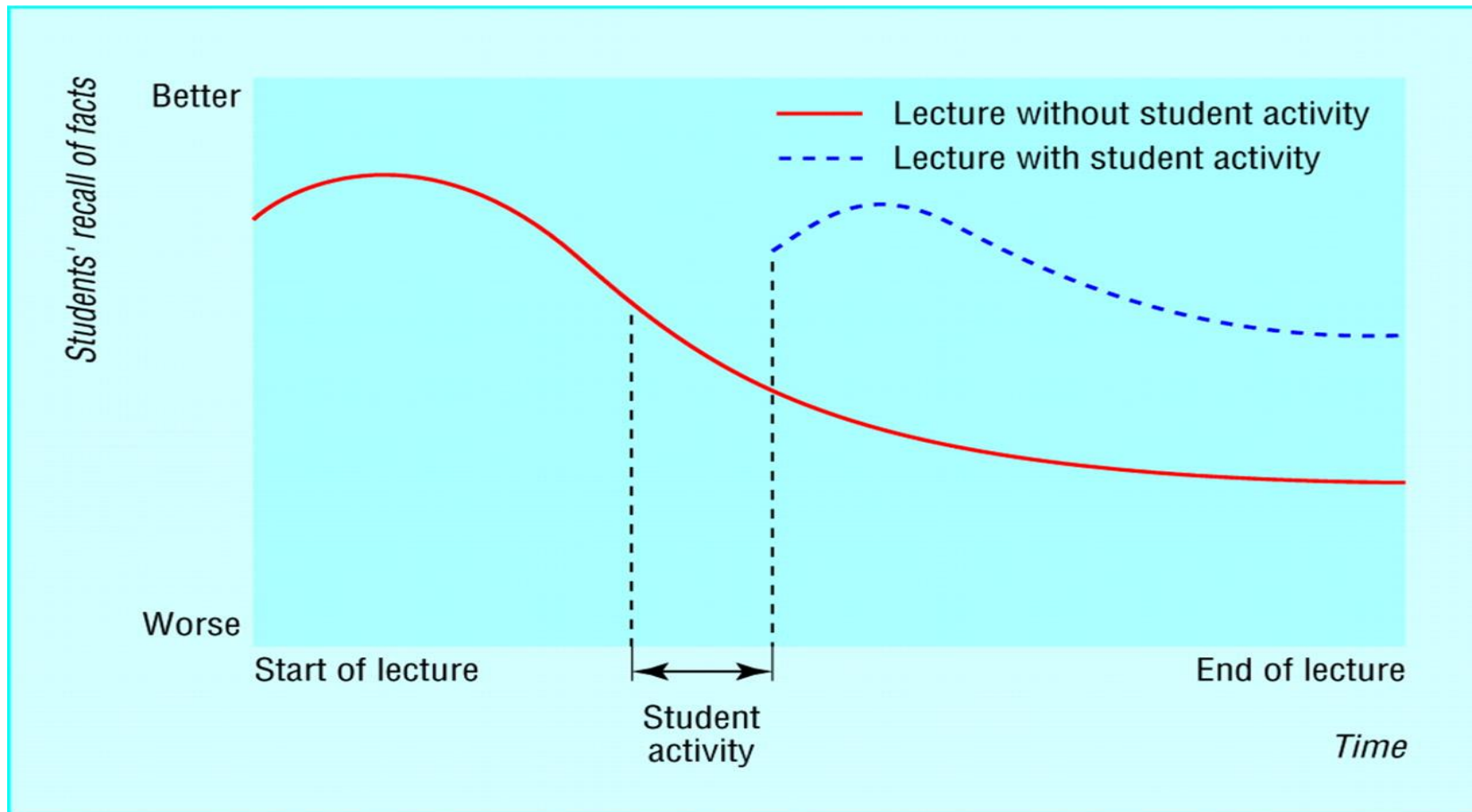brighton and sussex medical school

https://www.youtube.com/watch?v=WJUblvGfW6w
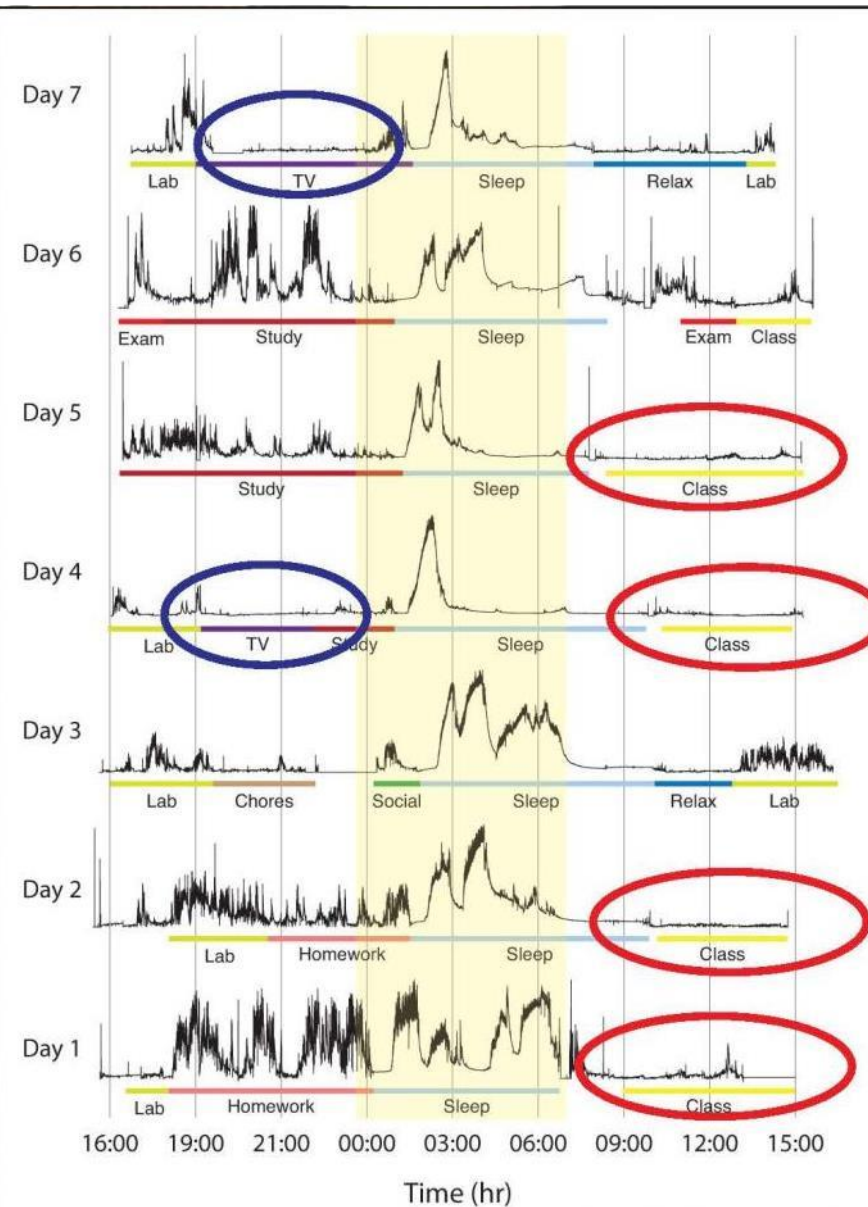
Flipped classroom

A different methodology for teaching

Evidence indicates the importance of including activity in lectures (about every 20 minutes)

Cantillon P, BMJ 2003

Studies suggest that brain activity during lectures is <u>low</u>

Mazur 2012
http://mazur.harvard.edu/sentFiles
/MazurTalk_1815.pdf

The flipped classroom model

Flipped model

Traditional model

Didactic info <u>before</u> lecture
(usually video +/-reading)

Didactic information delivery; one-way, low interaction, usually large group

Classroom

Application & problem solving in class with facilitator present; higher interaction; peer learning;
Usually small groups
But more rooms, more facilitators, more prep time

Application & problem solving in isolation

Self-directed study

Further application and support possible online with peers/tutor

Assessment

Improved student experience?
Improved learning?

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Four easy steps to creating effective slides

1 Write out your content as normal, guilt free!

2 Move **all** your notes to the Notes pane

3 Get rid of the bullet points (better with Slide Master)

4 Use graphics and images to *show* the key point of each slide

Most brilliant medical topic ever

Sentence one of ten. Sentence two of ten. Sentence three of ten. Sentence four of ten. Plus more.
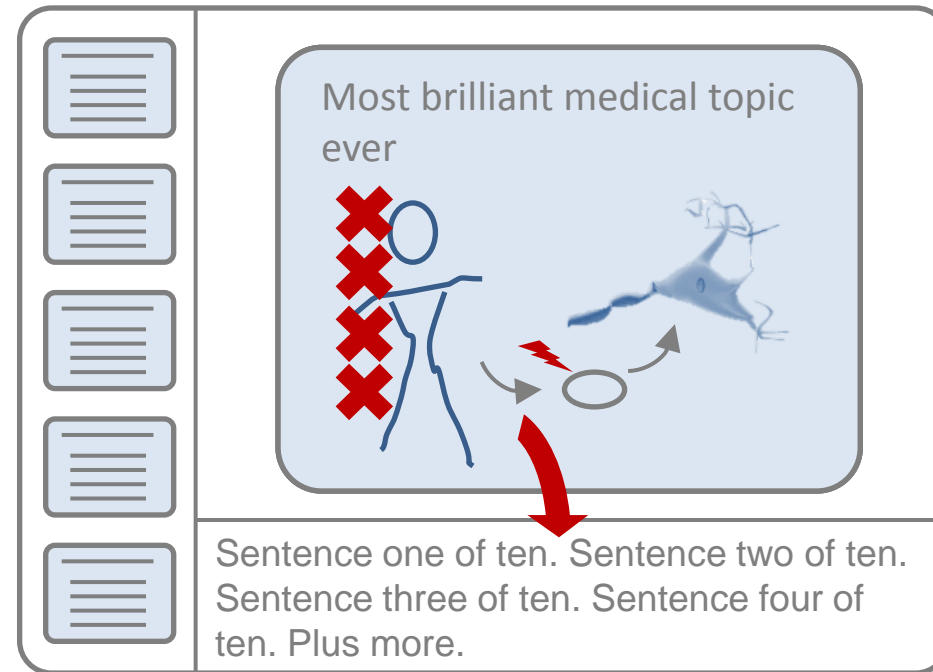
Back to your future...

How will you apply this to *your* practice?

Take 1 minute to think and note down two things now:

1. Your thoughts or reactions right now
2. One thing you will investigate and try out in your teaching/training

What to do next

1 • Look at our **BSMS Teaching Support website**: blogs.brighton.ac.uk/bsmsteachingsupport

2 • **Have a go** with something in your teaching

3 • **Get in touch** with me for training on these digital tools t.r.vincent@bsms.ac.uk or if you have an idea for a digital learning resource

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- www.educause.edu