

## Pedagogical Value of PowerPoint - Recommendations

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### PRESENTATION DESIGN

- Begin with a solid argument and old-fashioned storytelling.
- Include slides that *reinforce* your words, not slides that *repeat* your words.
- Substitute emotionally intense visual images for dry bullet points.
- Bullet points are unnecessary on most slides. This information is best jotted down in the "notes" section and delivered orally to the audience.
- Do not distribute your *PowerPoint* slides as if they were a written report.
- There is no need to copy the textbook to *PowerPoint* slides. Lectures should add something new to the mix.

### VISUAL DESIGN

- Avoid the pre-defined borders/logos/templates imposed by *PowerPoint* wizards.
- Never write huge, bulky definitions on a slide. If you wouldn't write it on the blackboard, you shouldn't write it on a slide.
- Text should always be in at least a 28-point font.
- Stay away from distracting backgrounds.
- Emphasize visual legibility (readable text on a plain background).
- Test your layouts and color schemes with colleagues.
- Avoid gratuitous dissolves, spins, and other transitions.
- High-quality photographs or line-art are preferable to amateurish clip-art.

### ORAL PRESENTATION TECHNIQUES

- Reading slides out loud is the kiss of death. *PowerPoint* is not a teleprompter.
- As Cringely (2004) notes, "People can read your slides, or they can listen to what you are saying, but they cannot do both things at the same time."
- If you hit the B key at any time during your presentation, the screen will go blank. This will make it more likely that the audience will focus on your words. Make eye contact with the audience.
- Master your material in advance. Some experts suggest that you should spend three to six hours preparing for every hour of speaking time.
- Try to change contact points by using a variety of presentation methods (slides, questions, discussion, video clips, etc.).
- Don't feel that you are slave to the *PowerPoint*. If the class flows in a new direction, you should be able to adapt on the fly.

### BIBLIOGRAPHY

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