

Tips for building effective PPT slides in an online classroom

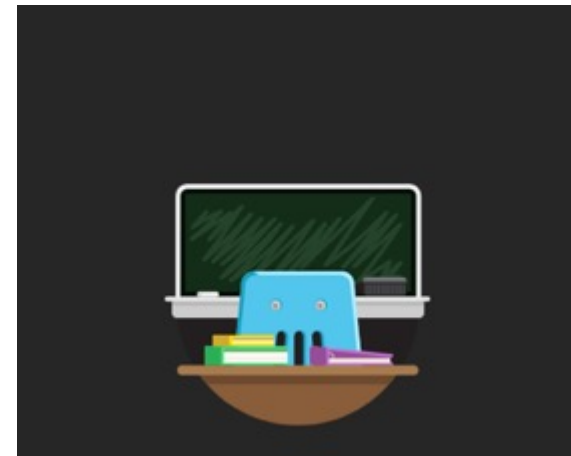
Learning the tools to make your online learning successful and engaging

- These slides have been created collaboratively by the members for the StFX Task Force for Online Preparedness, the Teaching and Learning Centre, and the Faculty Development Committee to support online learning in the Winter 2021 Semester.
- They are suggested guides and we invite faculty to personalize and tailor them for their own online teaching, if they wish.

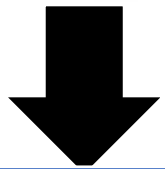


Overview of *Tips for Building Effective PPT Slides* in an Online Classroom

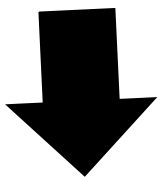
- Process leading up to creating your PPT
- Your role as the narrator of your slides
- Universal Design for Learning – distractibility and abbreviations
- Universal Design for Learning – font size and Tramble Centre for Accessible Learning
- Personalizing your slides
- Notes about visuals and texts
- Using visual models
- Review slide
- Looking ahead slide



Before we build our PPT presentation, we need to (1) think about our course content, (2) develop our course outline and lay out our class schedule, (3) load applicable resources onto MOODLE for each of our classes. With these tasks completed, we are then ready to create a PPT slide show for each class.

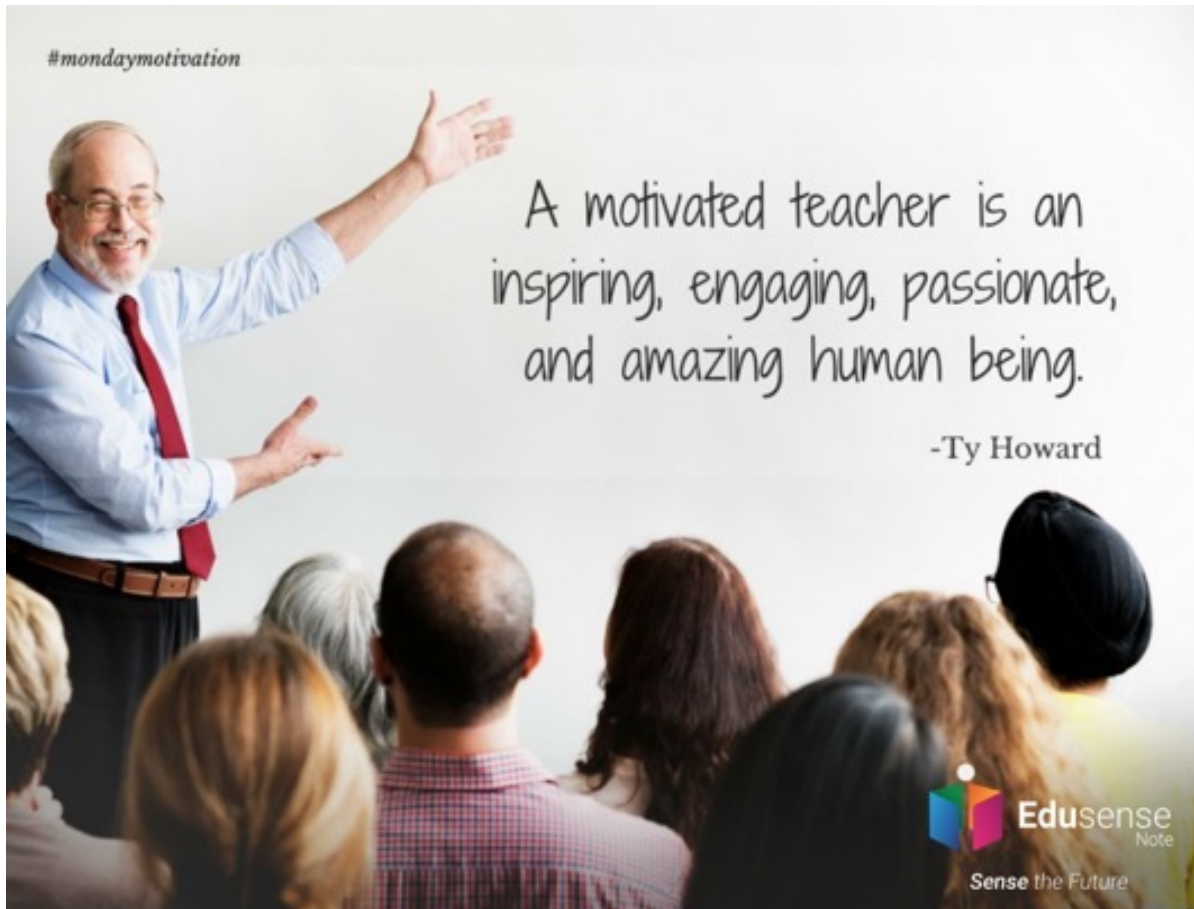


Schedule
Class 1
Class 2
Class 3
Class 4
Class 5



FYI ...To ensure format is not lost, save each PPT into a PDF format before loading it up to Collaborate.

YOU are the narrator of your PPT



Your PPTs are **only** guides... use them as talking points.

Let your **passion**, your **humanity**, your **humor**, your **stories** come through ...

Tell stories. Give examples. Ask questions.

Use powerful quotes.

Stop and ask provocative questions.

Think of what you are doing as 'good radio'.

Let your voice be energetic and enthusiastic.

Universal Design for Learning



- Be aware of '**distractibility issues**' - too much text, too many images, too much crowding on your slides. Simplify where possible.
- **Avoid use of abbreviations** or slang for English Language Learners.
If these are needed, provide an explanation for them.

Tips about Accessibility



- Use at least **14-point font** (or larger) for accessibility for persons with visual impairments.
- Remember the **Tramble Centre for Accessible Learning** is a resource for us when we teach online as it is when we teach face-to-face.

Personalizing the classroom



- Add *some* colour and *some* design to create interest and warmth.
- **Simple and provocative visuals** can be used to help students focus.

Notes about visuals and text

- With text, less is more.

Key words are often better than sentences or paragraphs of text.

- Text can prompt us and our students.

In other words, it keeps our 'lecture' on track and helps the students focus on the main points.

- Use visual maps and graphics to communicate big ideas.

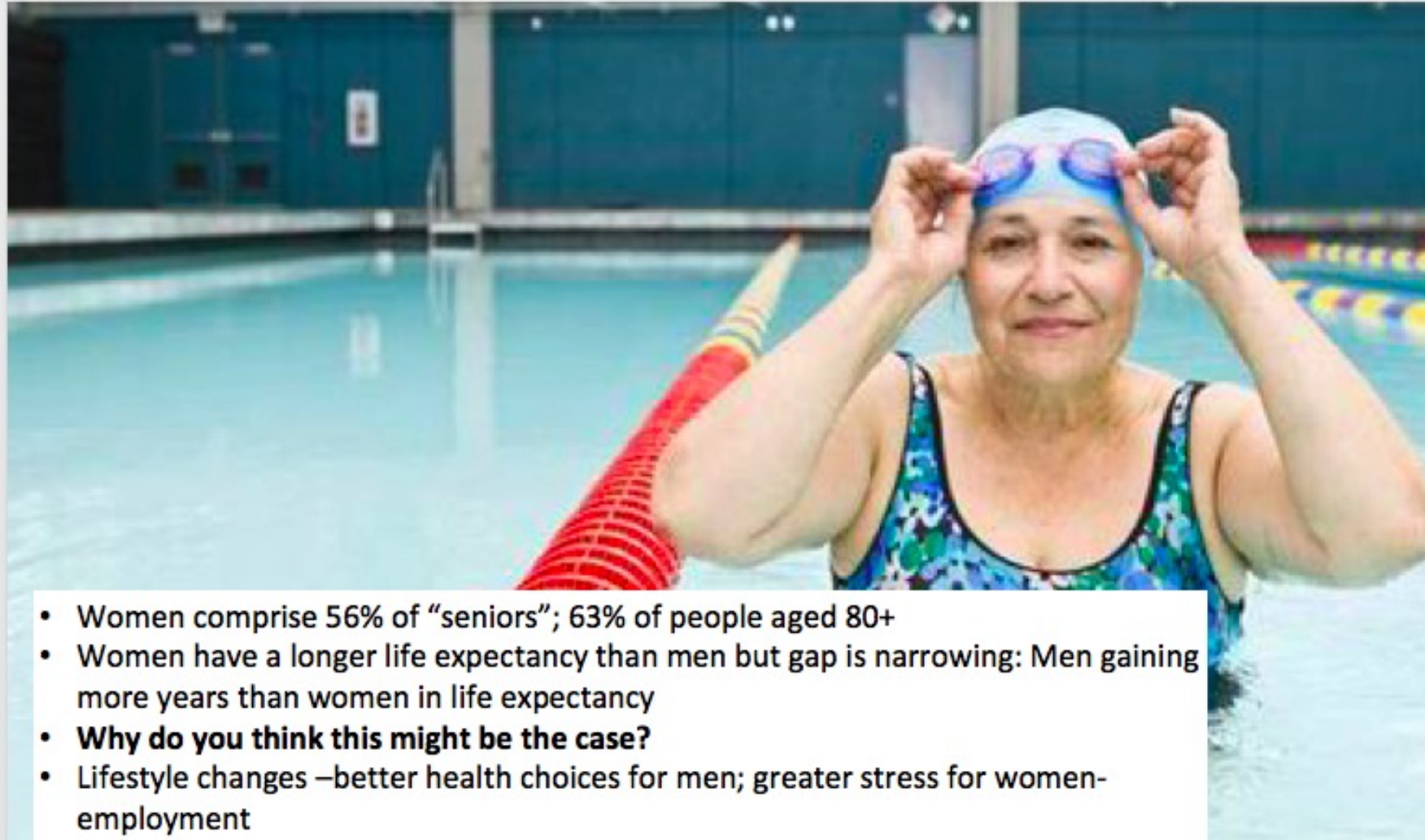
This Week: Aging and Diversity

- Differences within aging populations: ethno cultural diversity and other identities
- Implications for policy and practice

Example of a **provocative image with limited text.**

The instructor would be 'narrating' this slide.

Increased Numbers and Proportions of Older Women



- Women comprise 56% of “seniors”; 63% of people aged 80+
- Women have a longer life expectancy than men but gap is narrowing: Men gaining more years than women in life expectancy
- **Why do you think this might be the case?**
- Lifestyle changes –better health choices for men; greater stress for women-employment

A visual with some key text.

Note the question is bolded to bring attention to it.



A **visual model** can capture a lot of information and provide a guide while the instructor is narrating the slide.

Visual Model

Four dense paragraphs were transformed into this visual model.

The full text (four paragraphs) could be shared on Moodle as follow up for revision or enrichment

Process of moving a recommendation along...

WG sends recommendation to Co-Chairs



Co-Chairs and WG discussion and feedback



Co-Chairs send recommendation to Task Force



WG Chair Presents Recommendation to Task Force



Co-Chairs send recommendation to AVP for his information



AVP may consult with other groups (Senate, AUT, President, etc) as needed "expeditiously and effectively"



Co-Chairs communicate to StFX community through weekly communique



* Coercion and authority-by-force were not generally used by Mi'kmaw chiefs or sagamaws at any level; consensus-building was much more central to the role of effective leaders than authority. From Manuel and Posluns' (1974) description of traditional leadership in North America, it is clear that democracy was here before the Europeans:

* *It is the people who make or break a leader. If he is giving voice to their souls they endow him with that status; if he fails to speak their minds he is forced out; if he encircles the people with confused zeal by running after every concern but their own, he may be tolerated but never respected or admired. (p. 10)*

Traditional
Mi'kmaw
Leadership



REVIEW SLIDE

Just as we have an overview to outline what will happen in the class -

It is helpful to have a **review slide** that sums up the big ideas in the class.

This brings good closure to the class.

LOOKING AHEAD

- ▶ Get your textbook
- ▶ STLW4M – Chapters 2-3
- ▶ Homework clarifications
- ▶ Please pick your first and second choice Professional Reading activity
- ▶ Exit card

Looking ahead to next class Slide

This helps the students stay focused and on schedule in your online course