Tips for Creating and Delivering Effective Slide Presentations

Consider your audience

- The slides you used at a conference or with your fellows might not be appropriate for first-year medical students.

Keep your instructional goal in mind

- Everything in your slides should support your learning objectives. Interesting but irrelevant material should be eliminated.

Prepare - don't just jump into creating slides.

- Map out what you want to say and consider the best way to organize that information. You can then provide your own outlilne as a tool for your students. Use the slide sorter as a high-level view of the order to make sure it makes sense.

Provide organization - novices do not have the same structures for organizing new information that experts do

- Give them insight into your structure - students repeatedly request outlines in support of the lecture material. Rather than use overly dense slides, provide an outline that can include more of the detailed information and references.
- Help them organize the new information - give them a structure to fill in, or help them define their own
- Move beyond the bullets: Use Concept Maps, Matrices, Outlines, Hierarchy, or Sequence to illustrate and organize information (Try using Smart Art in Office 2007+)

Slide Design

- Do not use a dark background with light text - it's hard to take notes on, hard to see on a projected screen, and uses up ink for those who choose to print. Simple is better. Black text on a white background is recommended.
- White psace is GOOD! Students need space in which to take notes. This is especially important because they will be taking notes on their iPads, so they don't have extra margin space to use for note-taking.
- Done use too much text - 6 bullets per slide, 6-ish words per bullet.
- Each slide should have only one main point; break dense material into multiple slides.
- Provide a handout with more detail - not everything has to be on the slide.

Use Graphics, but with purpose.

- Clip Art and images just for the sake of images actually distract from you message. Don't use them unless they serve a purpose.
- When using charts, consider whether all of the data in the chart is relevant to make your point - Could you create a similar chart with less information to illustrate your point, and provie a reference/link to the full data set and chart?
- LABEL your immages - students consistently request that images be labelled.
- Illustrate change - Processes, procedures and movement can be illustrated with charts and graphs; Qualitative relationships could use concept maps, matrices, or tree diagrams.

Presenting your slides

- Stay focoed. Do not provide slides that you will not cover unless they are clearly identified as to the level of mastery expected for that material. Students get overwhelmed by extra slides, and are unsure if they need to master the content not discussed in class.
- Pause to interject questions or other Active Learning techniques and recap. Students appreciate summary slides.

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