

# Academic Slide Design

Matthew McHargue, M.Ed.  
Northwest-Shoals Community College  
September 19, 2019

# Agenda

**Cognitive  
Load Theory**

**5 min.**

**Organization**

**10 min.**

**Preparation**

**15 min.**

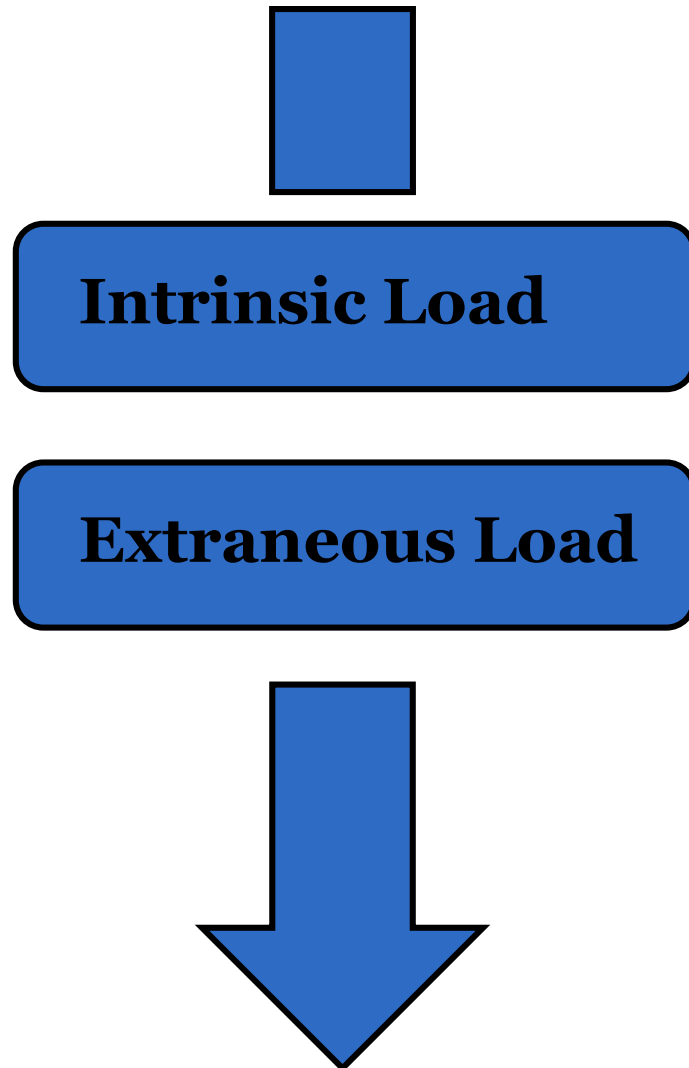
**Academic Slide Design**

**60 min.**

# Cognitive Load Theory Overview

Cognitive load theory revolves around the ways in which humans **receive**, **process**, and **store** information.

# Types of Cognitive Load



# Processing Channels

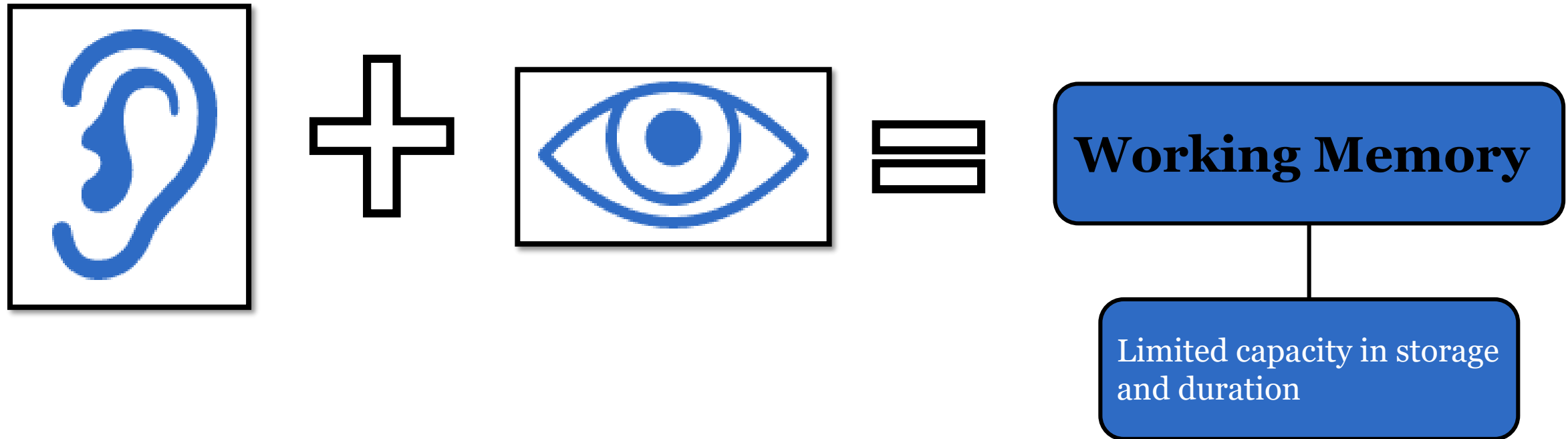


**Phonological Loop**



**Visio-Spatial Sketchpad**

# Processing Channels



# Processing Channels

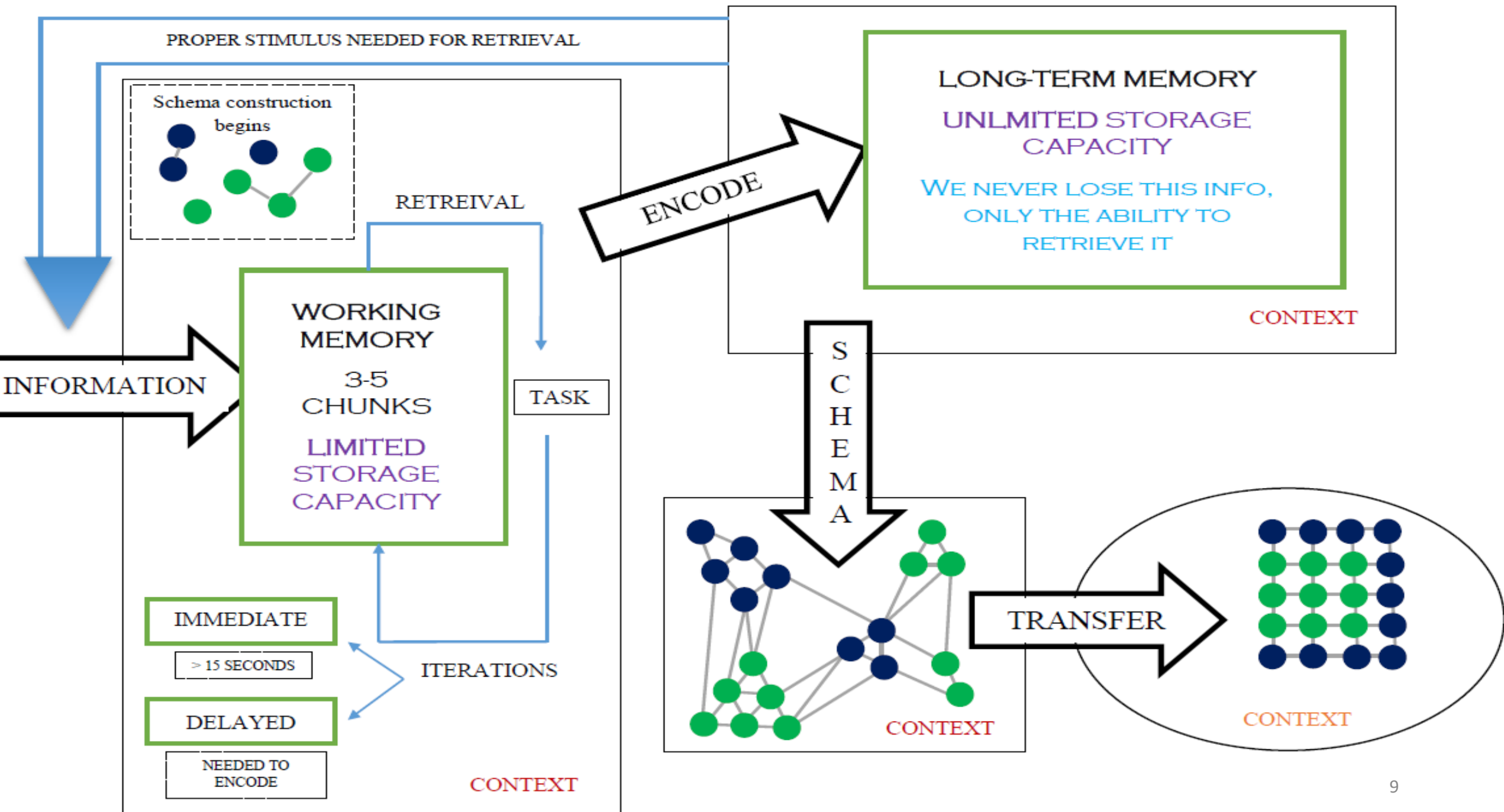
**Total Cognitive  
Load**

**<**

**Working  
Memory  
Capacity**

**Intrinsic Load + Germane Load  
+ Extraneous Load**





# Organization

If you want **different results** than what you're currently getting, you must try a **different approach.**

# Traditional ...

- We will see this slide layout  
the “**Title + Content**” default slide layout in PowerPoint  
this layout promotes what we see here.  
We will refer to this as the “**topic design**”
- This design approach **attempts to do too much on one slide for too long**  
presents **simultaneously...**

**Topic sub-topic  
design** uses slides  
as...

**Visual Aids**



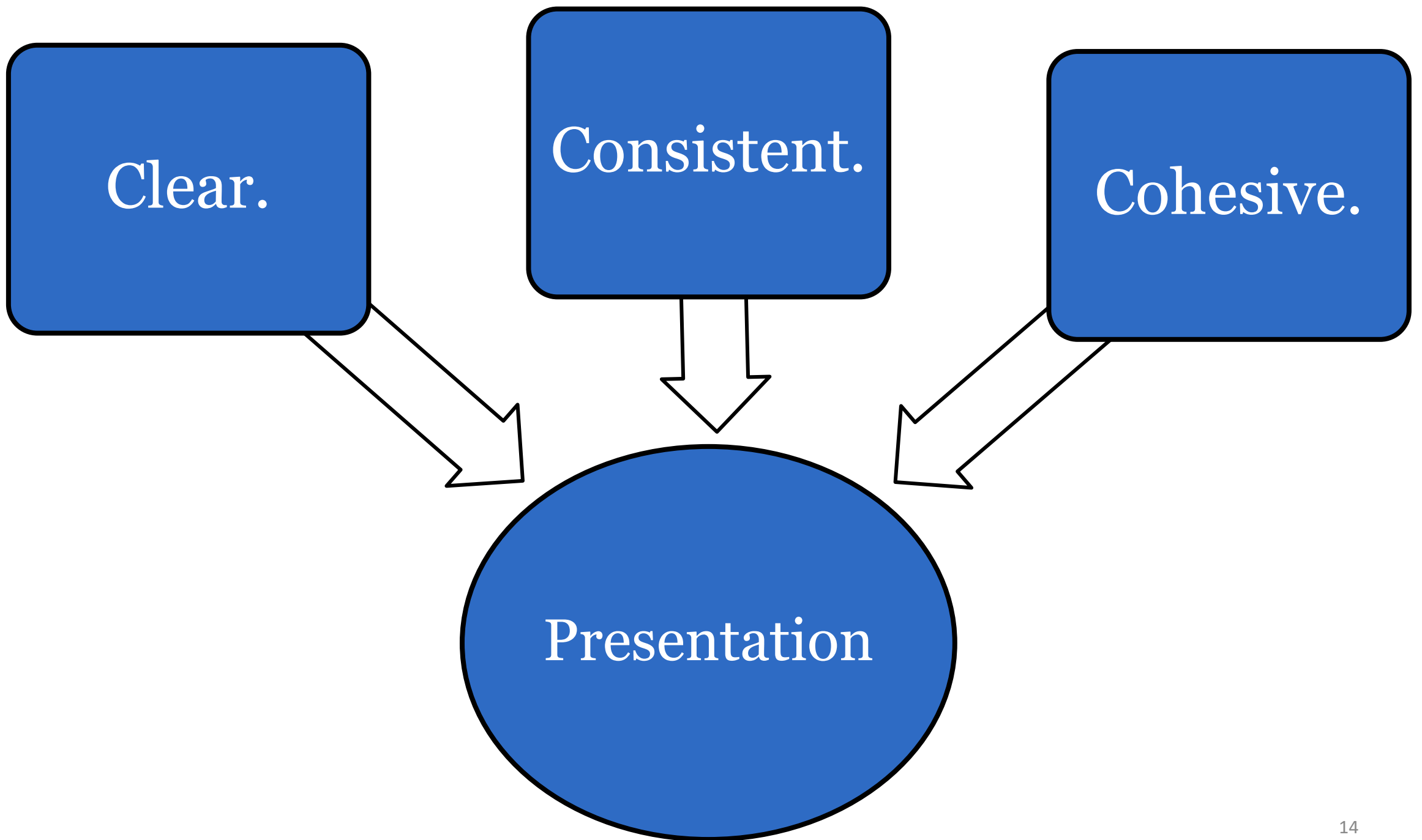
①

**Speaker Notes**

②

**Handout**

③



# Do you need a slide?

Fandrey (2018) suggests a slide is needed when it:

1. Provides a **visual means of organization** for forthcoming information
2. Helps students **locate where they are in the lecture** (**wayfinding**)
3. Shows a **concept, process, relationship**, or **idea** via a graph, chart, diagram, image, or other visuospatial treatment;
4. Maps **directly to the learning objectives** or outcomes of your talk—that is, you're showing something that really does **deserve to be powerfully pointed at**
5. Contributes to a climate of good **digital citizenry**

# Preview Slide

## Agenda

Cognitive  
Load Theory

5 min.

Organization

10 min.

Preparation

15 min.

Academic Slide Design

60 min.

Provides  
snapshot of  
what's to come

Activates prior  
knowledge



# Guidepost Slide

## Organization



```
graph LR; A[Organization] --- B[Orients students in overall presentation]; A --- C[Signals topic transition]; A --- D[Provides context];
```

**Orients students  
in overall  
presentation**

**Signals topic  
transition**

**Provides context**

# Recap Slide

Slides should  
serve **one**  
**purpose.**

You don't **always**  
need a slide.

**Consistency**  
reduces overall  
cognitive load.

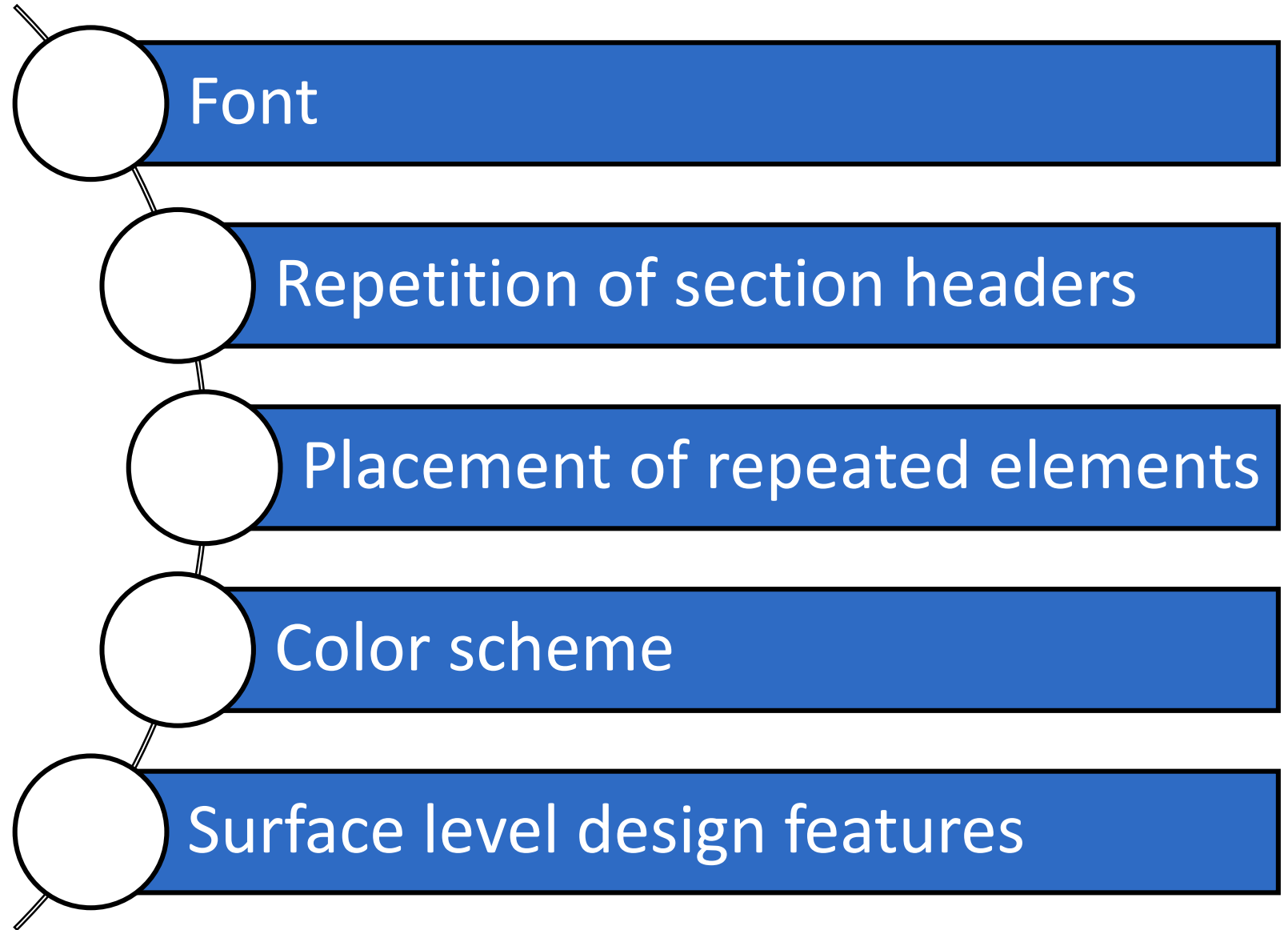
**Color is for**  
**communication**  
not decoration.

**Clear.**  
**Consistent.**  
**Cohesive.**

**Summarize  
and/or repeat  
main ideas**

**Consistency** throughout the slide deck  
**makes wayfinding easier** for students  
and **reduces** the overall **cognitive**  
**load.**

# Consistency



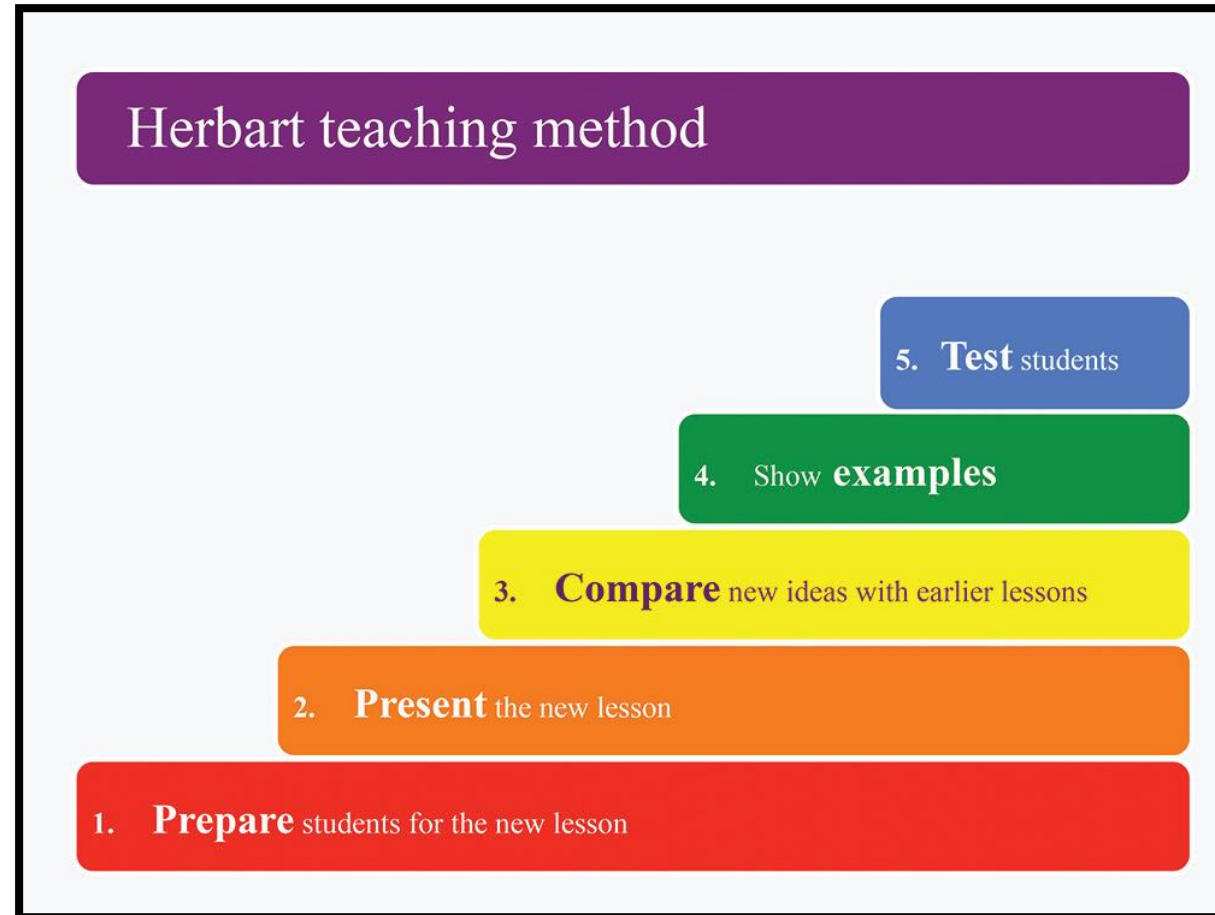
# Using Color

# Select **four colors** for a slide deck:

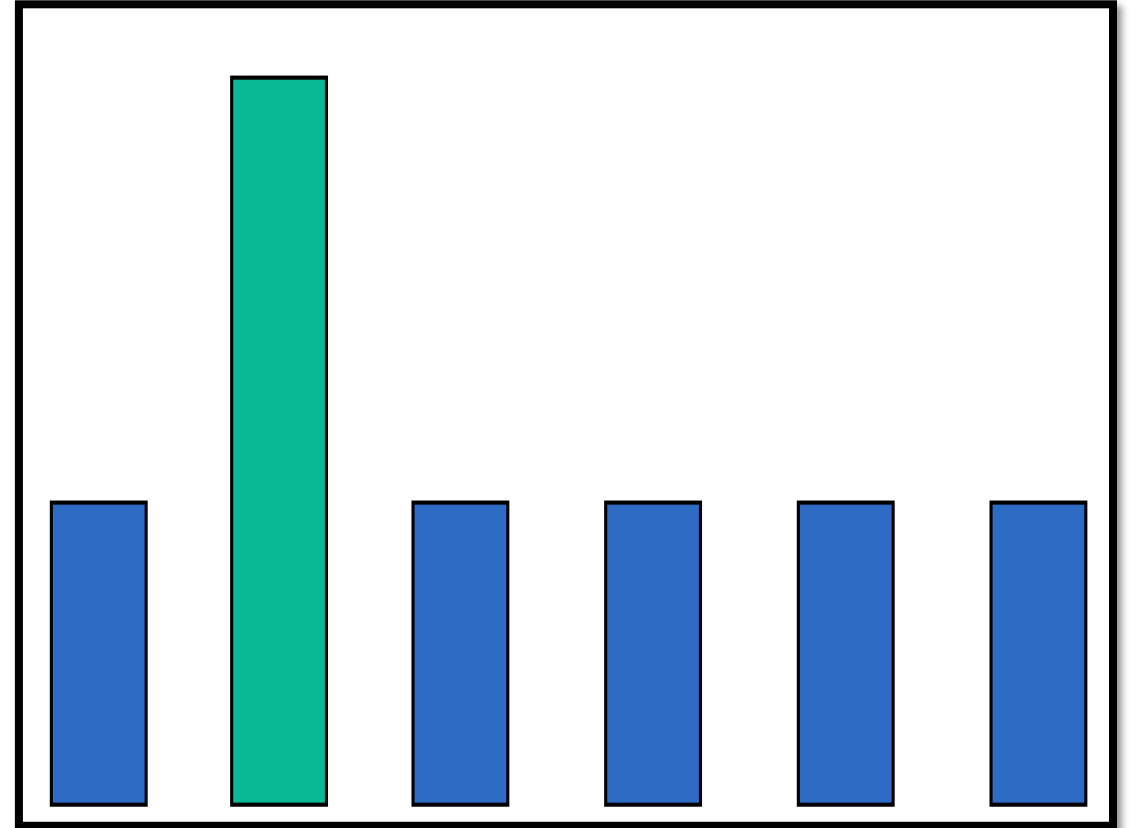
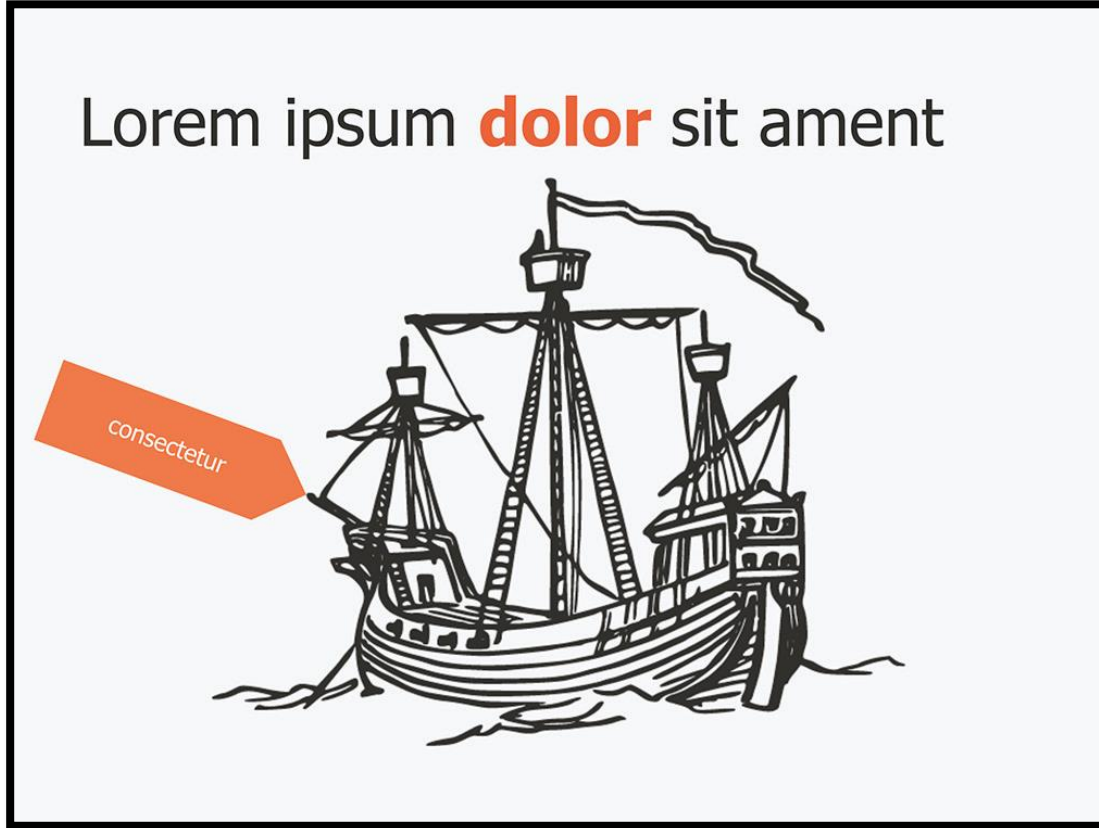
1. Background
2. Text
3. Emphasis color #1
4. Emphasis color #2



**Color** should be used as a **means of communication** and not decoration.



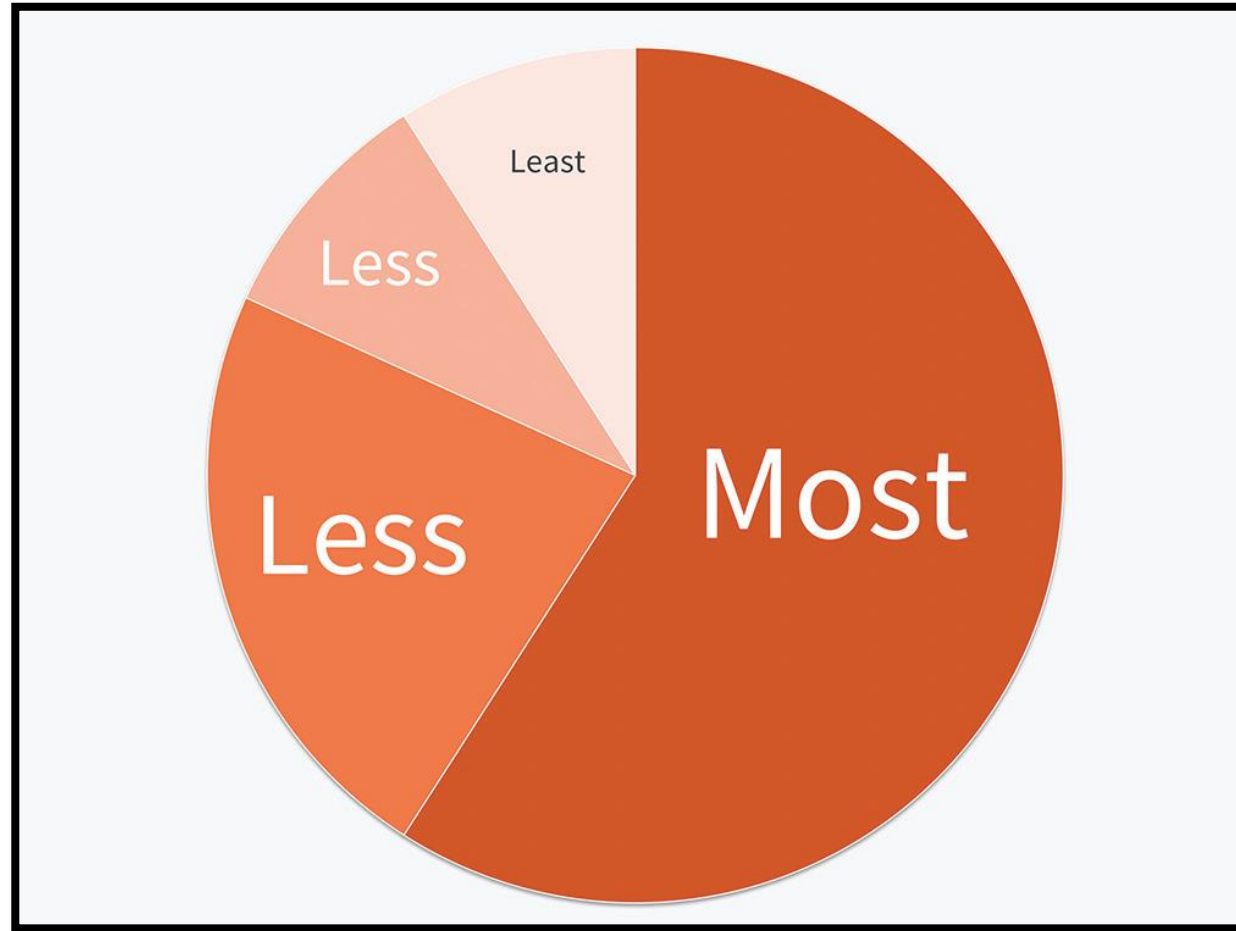
# Use color to **call attention**.



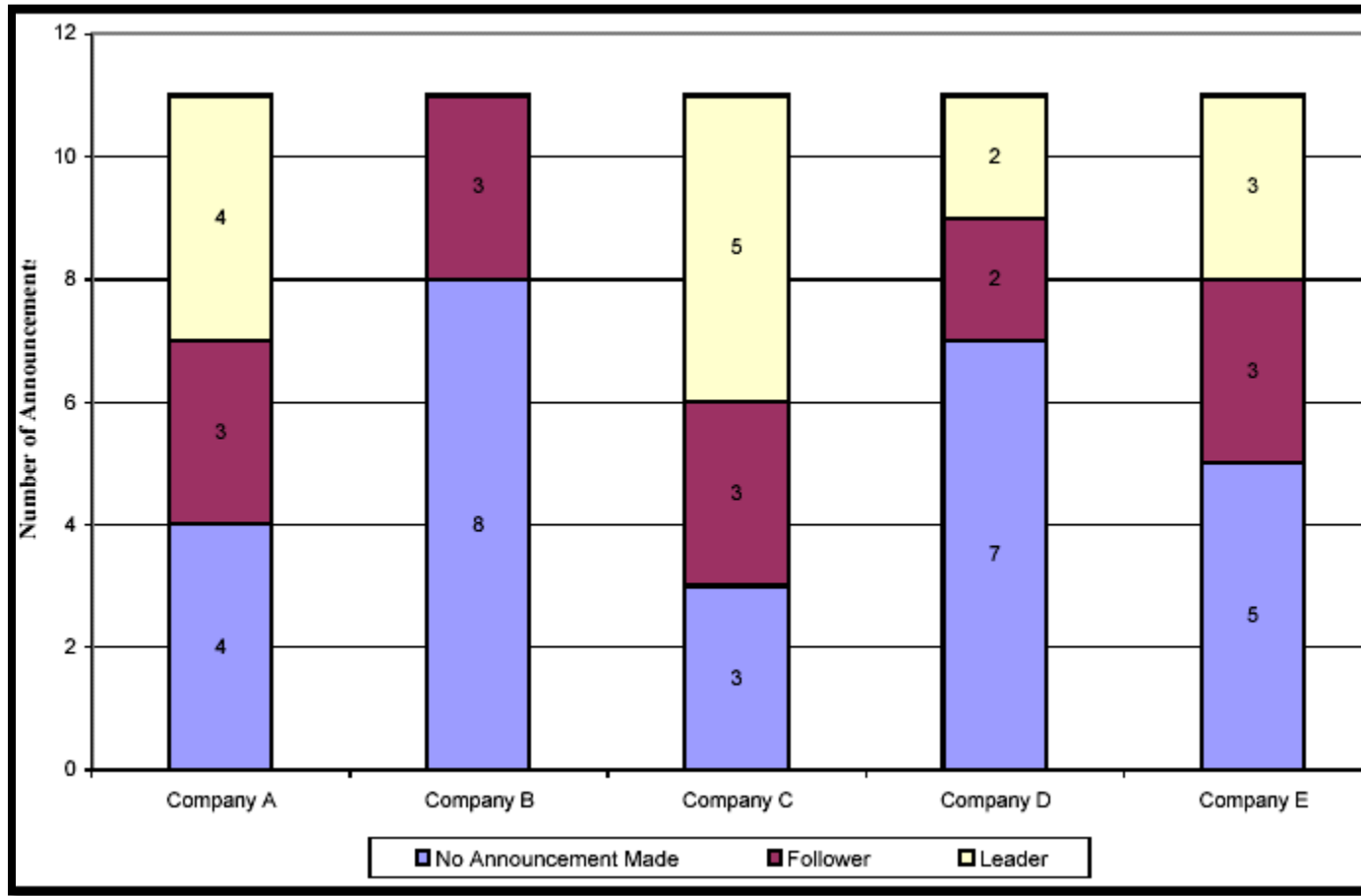
Fandrey (2018)



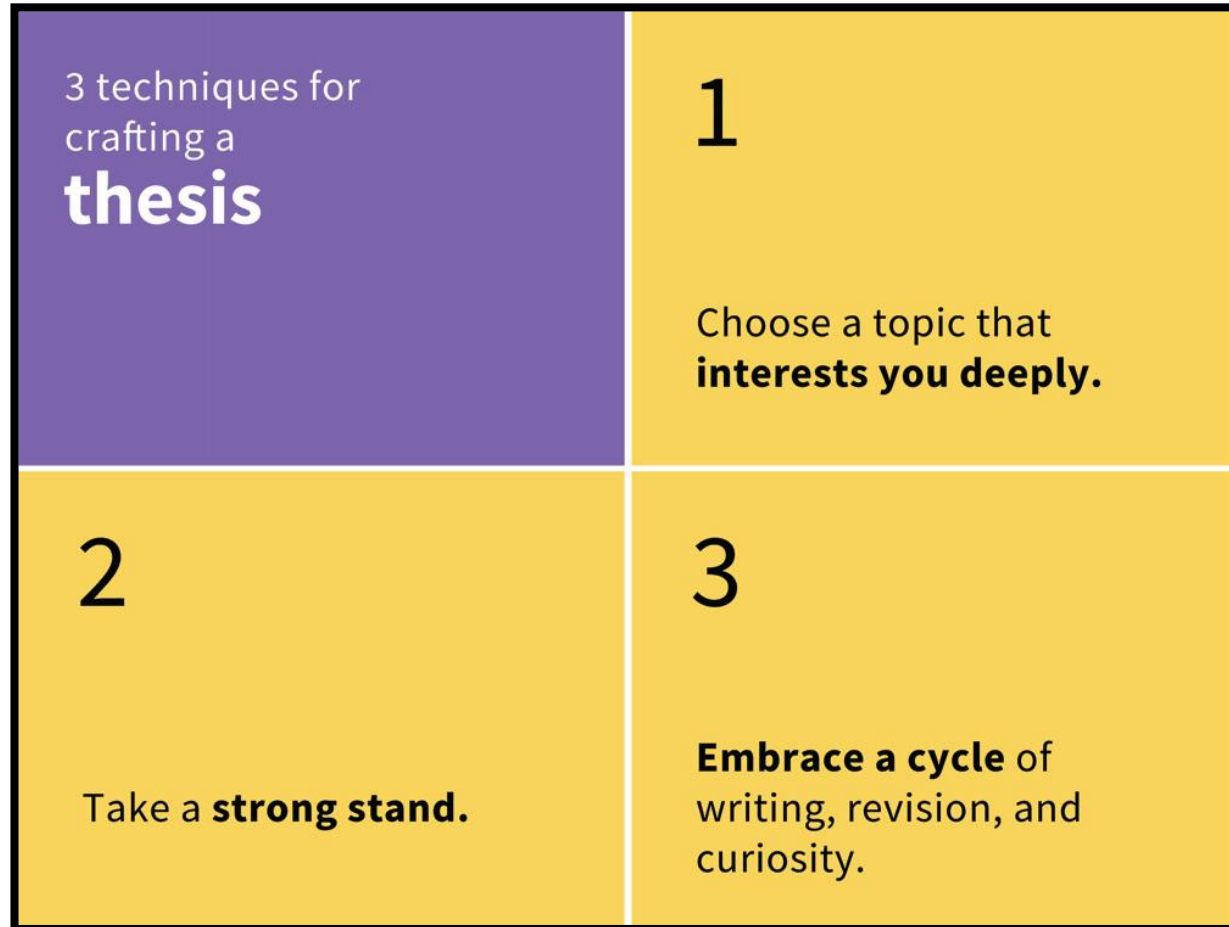
Use color to show **amount, quantity, severity.**



# Use color to **differentiate sections** of a graph.



# Use color to provide a **visual break**



# Be **consistent** with surface level design features.



Slides should serve  
**one purpose.**

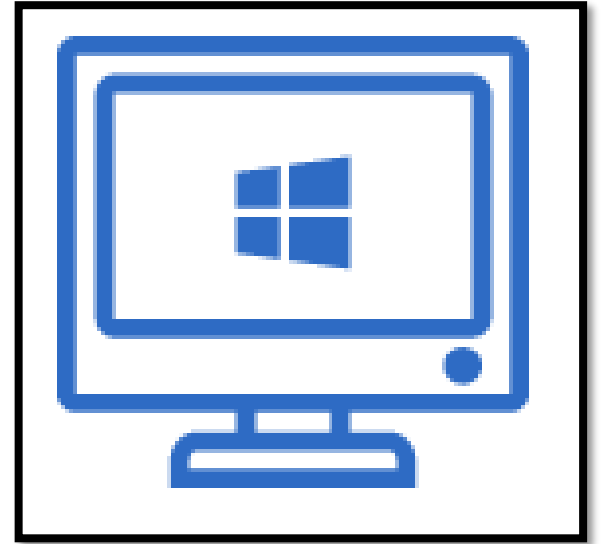
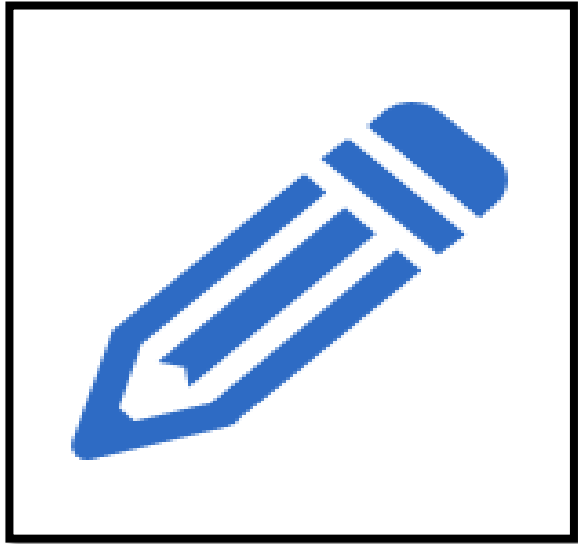
You don't **always**  
need a slide.

**Consistency**  
reduces overall  
cognitive load.

**Color** is for  
**communication**  
not decoration and  
you should **only**  
**have four.**

**Clear.**  
**Consistent.**  
**Cohesive.**

# Preparation



# Fandrey's (2018) Academic Slide Design Method

1. Write a script (I know)
2. Prepare a handout
3. Identify and sketch visuals
4. Create slides
5. Insert preview, guideposts, recap slides
6. Test and revise



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**A handout is  
great tool for...**

**Offloading text-  
heavy portions of  
your presentation**

**①**

**Focusing and  
organizing  
your thoughts**

**②**

**Expanding on  
technically dense  
material**

**③**

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[illegible]

# Skeleton Guided Notes

## Section 6.4: Rational Exponents

- All radical expressions are asking the same general question: "What number or term raised to the  $n$ th power will give you the radicand?"

Consider the following:

- Using this relationship, we can rewrite any radical expression in an **equivalent** form using fractional (rational) exponents instead of radicals.

$$\sqrt{36} = 36^{\frac{1}{2}}$$

$$\sqrt[3]{64} = 64^{\frac{1}{3}}$$

$$\sqrt[4]{16} = 16^{\frac{1}{4}}$$

Ex.1

Ex.2

Ex.3

Ex.4

## Section 6.4: Rational Exponents

$$a^{\frac{1}{n}} = \sqrt[n]{a} \text{ and } a^{\frac{m}{n}} = \sqrt[n]{a^m} = (\sqrt[n]{a})^m$$

- Convert to Radical Form

Ex.1

Ex.2

Ex.3

Ex.4

- Simplifying Numbers with Rational Exponents

Ex.1

Ex.2

Ex.3

Ex.4

# Skeleton Guided Notes

## Section 6.4: Rational Exponents

- All radical expressions are asking the same general question: "What number or term raised to the nth power will give you the radicand?"

Consider the following:

$$\begin{aligned} \sqrt[4]{a^3} &= a^{\frac{3}{4}} \\ (a^x)^4 &= a^3 \\ a^{4x} &= a^3 \\ 4x &= 3 \rightarrow x = \frac{3}{4} \end{aligned}$$

- Using this relationship, we can rewrite any radical expression in an **equivalent** form using fractional (rational) exponents instead of radicals.

$$\sqrt[2]{36} = 36^{\frac{1}{2}} \quad \sqrt[3]{64} = 64^{\frac{1}{3}} \quad \sqrt[4]{16} = 16^{\frac{1}{4}}$$

Ex.1  $216^{\frac{1}{3}}$   
 $\sqrt[3]{216} = \boxed{6}$

Ex.2  $7^{\frac{1}{2}} \cdot 7^{\frac{1}{2}}$   
 $\sqrt{7} \cdot \sqrt{7} = \sqrt{49} = \boxed{7}$

Ex.3  $3^{\frac{1}{2}} \cdot 12^{\frac{1}{2}}$   
 $\sqrt{3} \cdot \sqrt{12} = \sqrt{36} = \boxed{6}$

Ex.4  $64^{\frac{1}{2}}$   
 $\sqrt{64} = \boxed{8}$

## Section 6.4: Rational Exponents

$$\left[ a^{\frac{1}{n}} = \sqrt[n]{a} \right] \text{ and } \left[ a^{\frac{m}{n}} = \sqrt[n]{a^m} = (\sqrt[n]{a})^m \right]$$

➤ Convert

Ex.1  $x^{\frac{3}{4}}$   
 $= \sqrt[4]{x^3}$

Ex.2  $(\sqrt[5]{b})^3 = (b^{\frac{1}{5}})^3$   
 $= b^{\frac{3}{5}} = b^{\frac{3}{5}}$

Ex.3  $\sqrt{a^5}$   
 $= a^{\frac{5}{2}}$

Ex.4  $\omega^{-\frac{5}{8}}$   
 $= \frac{1}{\omega^{\frac{5}{8}}} = \frac{1}{\sqrt[8]{\omega^5}} = \frac{\sqrt[8]{\omega^3}}{\omega}$

➤ Simplifying Numbers with Rational Exponents

Ex.1  $16^{-2.5} = 16^{-\frac{5}{2}}$   
 $= \frac{1}{16^{\frac{5}{2}}} = \frac{1}{\sqrt{16^5}} = \frac{1}{(\sqrt{16})^5} = \frac{1}{4^5} = \frac{1}{1024}$

Ex.2  $16^{-2.5} = 16^{-\frac{5}{2}}$   
 $(2^4)^{-\frac{5}{2}} = 2^{-\frac{20}{2}} = 2^{-10} = \frac{1}{2^{10}} = \frac{1}{1024}$

Ex.3  $32^{-\frac{3}{5}}$   
 $\frac{1}{32^{\frac{3}{5}}} = \frac{1}{(\sqrt[5]{32})^3} = \frac{1}{(2)^3} = \frac{1}{8}$

Ex.4  $-32^{\frac{4}{5}}$   
 $= -(5\sqrt[5]{-32})^4 = (-2)^4 = \boxed{16}$

Use **guided  
notes** to:

**Summarize main  
points**

①

**Keep students  
engaged  
throughout the  
lesson**

②

**Provide  
organization and  
structure to  
students' notes**

③

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# Visual Aid or Decoration?

## Serial position in memory recall

- Primacy and recency effects
- Number of items on the list matters
- First described by Hermann Ebbinghaus in 1885



Godot13 via Wikimedia Commons



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Public Domain

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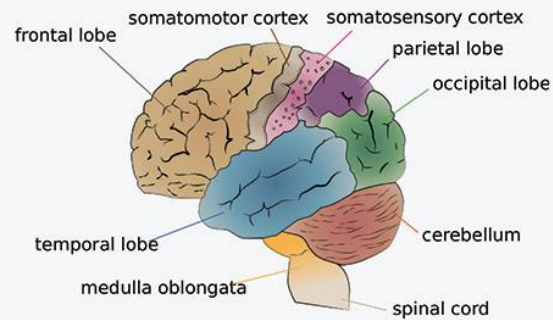


ManicMorFF

# Visual Aid or Decoration?

## Serial position in memory recall

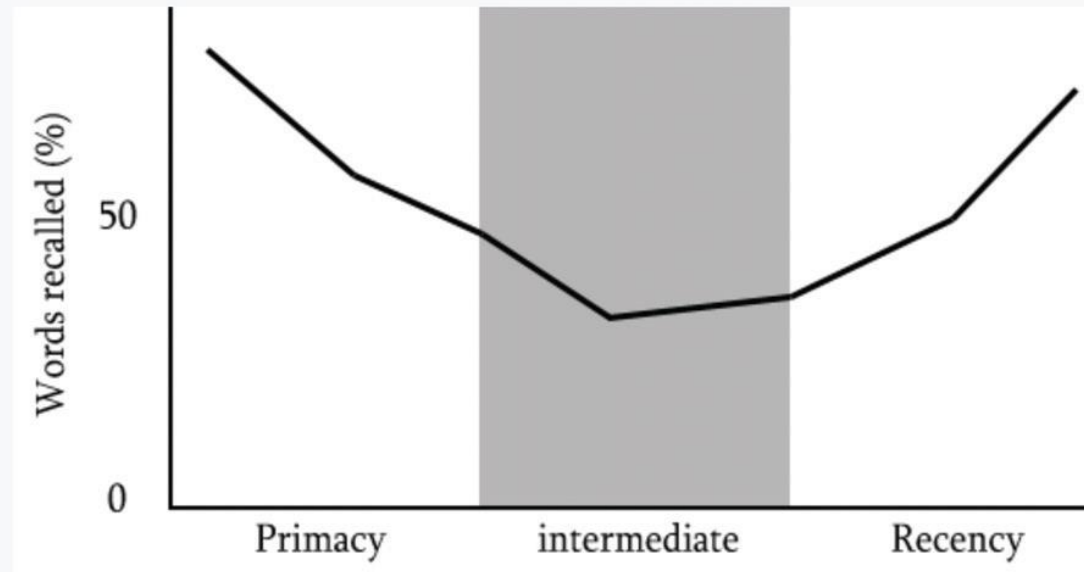
- Primacy and recency effects
- Number of items on the list matters
- First described by Hermann Ebbinghaus in 1885



Parts of the brain. National Cancer Institute.

# Visual Aid or Decoration?

Primacy and recency effects: human tendency to remember the first and last items in a list

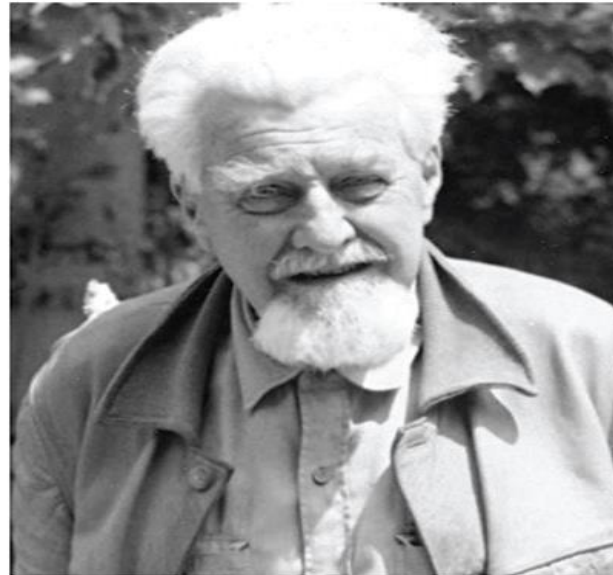


Obli via Wikimedia Commons

# Visual Aid or Decoration?

## + Filial imprinting

- 1935
- Konrad Lorenz worked with greylag geese
- incubator-hatched geese would imprint on the first suitable moving stimulus they saw within "critical period" (13–16 hours after hatching)
- Goslings imprinted on Lorenz, inanimate objects
- Filial imprinting is not restricted to non-human animals that are able to follow their parents



# Visual Aid or Decoration?

Filial imprinting is a type of animal learning where the newborn attaches to the first moving stimulus it sees.



<http://psychology.wikia.com/wiki/File:Lorenz.gif>



# Stay away from built-in themes



# Use a template...

Main Idea: Principles : Coherence

\* Dewey Quote: pg. 161

Don't add extra material.

① Extra Words

↳ interest

↳ Expand idea

↳ Technical details

② Extra Images

↳ Distract

↳ Disrupt

↳ Seduce

③ Extra Audio

\* Extra stuff hurts low-level learners the most (less WM capacity)

Main Idea: Principle : Multimedia

Use text and graphics rather than words alone



Don't allow images to become an after thought.

In the planning stages ask yourself what images can support, expand, or re-enforce your text-based message. By providing both there is a greater chance the learner is able to connect to existing knowledge.

Main Idea: Principle : ~~Coherence~~ Multimedia

Types of Visuals

One slide for each type. Try and find an example for each as well.

\* Especially helpful for novices



# 1 main idea per slide

Main Idea: Principles : Coherence

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# Rough sketch of visual or description of content

Main Idea: Principles : Coherence

\* Dewey Quote: pg. 161  
Don't add extra material.

- ① Extra Words
  - ↳ interest
  - ↳ Expand idea
  - ↳ Technical details
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Main Idea: Principle : ~~Configuration~~ <sup>Multimedia</sup>

Types of Visuals

One slide for each type. Try and find an example for each as well.

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# Space to elaborate

## Main Idea: Principles : Coherence

\* Dewey Quote: pg. 161

Don't add extra material.

- ① Extra Words
  - ↳ interest
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Types of Visuals

One slide for each type. Try and find an example for each as well.

\* Especially helpful for novices

**Start analog,  
then go digital.**

**Use guided  
notes handouts  
to elaborate.**

**Visual aids  
are not  
decorations.**

**Avoid using  
built-in  
themes.**

**Use a template  
to organize  
your  
presentation.**

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# Academic Slide Design

What are the most **common issues** in regard to **slide-based presentations**?



# Common Issues

## US Wireless Market – Q2 2010 Update

### Executive Summary

The US wireless data market grew 6% Q/Q and 22% Y/Y to exceed \$13.2B in mobile data service revenues in Q2 2010 - on track so far to meet our initial estimate of \$54B for the year.

Having narrowly edged NTT DoCoMo last quarter for the first time, Verizon Wireless continued to maintain its number one ranking for the 1H 2010 in terms of the operator with the most mobile data revenues (though the difference was thinner than the amoeba membrane). The total wireless connections for Verizon were almost 100M with 92.1M being the traditional subscriber base. Rest of the 3 top US operators also maintained leading positions amongst the top 10 global mobile data operators.

Sprint had the first positive netadd quarter in 3 years and has been slowly and steadily turning the ship around. T-Mobile did better on the postpaid netadds but overall additions declined again. The larger question for the market is if 4 large players can stay competitive. Generally, the answer is no. But these are different times and there are a number of permutations and combinations that are possible.

The US subscription penetration crossed 95% at the end of Q2 2010. If we take out the demographics of 5 yrs and younger, the mobile penetration is now past 100%. While the traditional net-adds have been slowing, the "connected device" segment is picking up so much that both AT&T and Verizon added more connected devices than postpaid subs in Q2 2010. Given the slow postpaid growth, operators are fiercely competing in prepaid, enterprise, connected devices, and M2M segments.

Data traffic continued to increase across all networks. By 1H 2010, the average US consumer was consuming approximately 230 MB/mo up 50% in 6 months. US has become ground zero for mobile broadband consumption and data traffic management evolution. While it lags Japan and Korea in 3G penetration by a distance, due to higher penetration of smartphones and datacards, the consumption is much higher than its Asian counterparts. Given that it is also becoming the largest deployment base for HSPA+ and LTE, most of the cutting edge research in areas of data management and experimentation with policy, regulations, strategy, and business models is taking place in the networks of the US operators and keenly watched by players across the global ecosystem.

As we had forecasted, the tiered pricing structure for mobile broadband touched the US shores with AT&T becoming the first major operator to change its pricing plan based on consumer consumption. We will see the pricing evolve over the next 4 quarters as the US mobile ecosystem adjusts to the new realities and strategies for mobile data consumption.

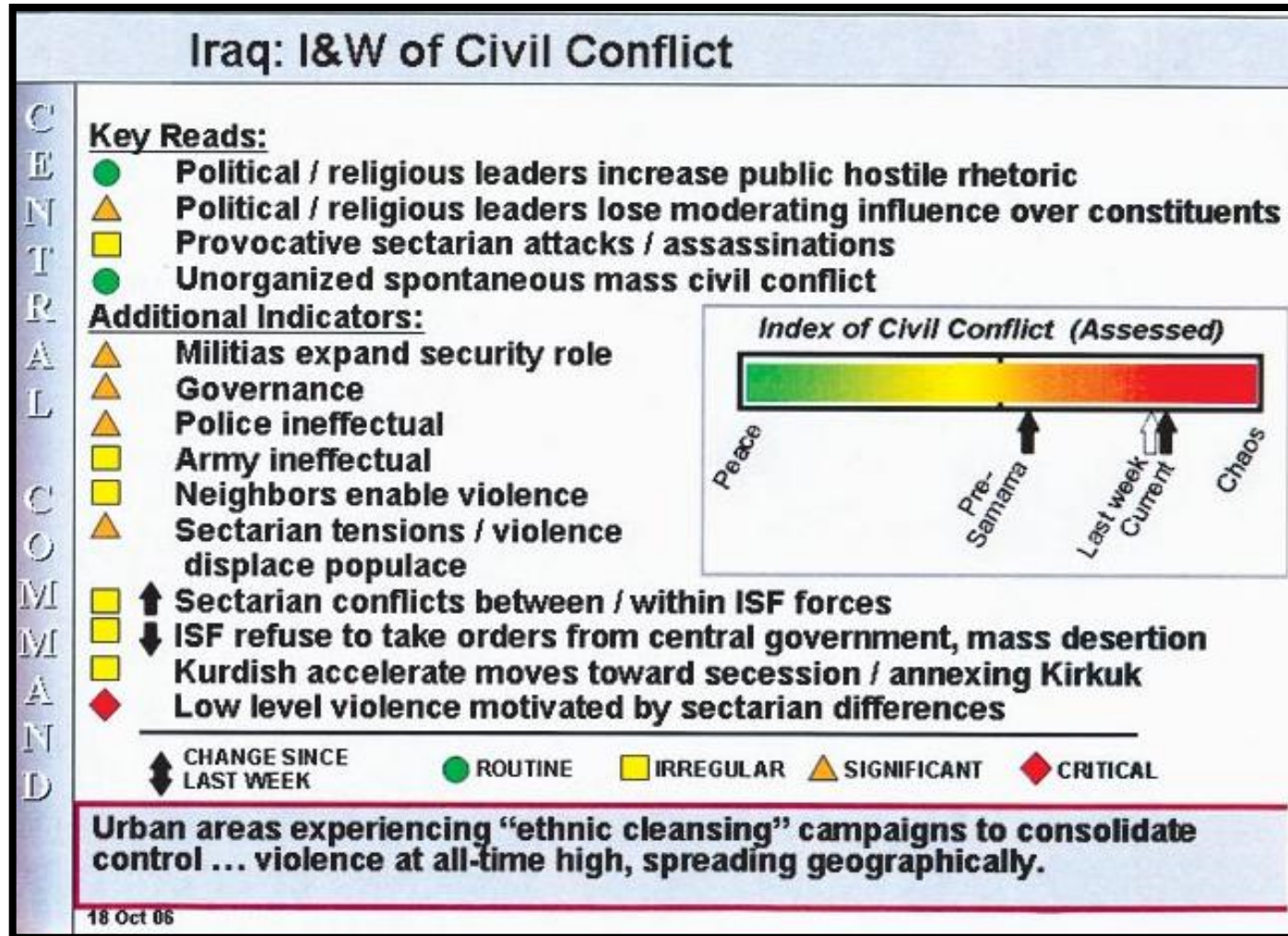


# Common Issues

## Main idea

- Supporting point
- Tangentially related idea
- Tangentially related idea
- Tangentially related idea
- Thing you don't want to forget to mention

# Common Issues



One slide = One main idea

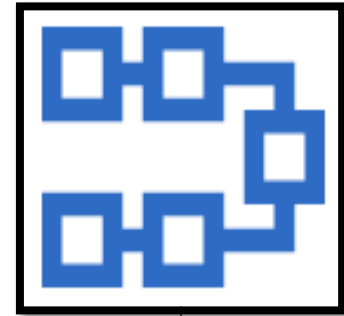
# Why not bullets?



**Slide-u-prompter**



**Split-attention effect**



**Cannot convey  
complex  
relationships**

# Use bullets to...

- Explain an idea with several supporting statements
- Show an overview of a list of items you plan to explicate individually in coming slides
- Provide a summary of points you have already discussed

# Design Strategies

# One main idea per slide

1. Assertion-evidence structure
2. Spatial positioning
3. Whitespace
4. Lines and shapes
5. Proximity and similarity
6. Full screen image with text
7. Graphics with labels
8. Information Typologies (SmartArt)



# Slide makeovers

## Prose Edda

- also known as the Younger Edda
- written by Snorri Sturluson, Icelandic scholar and historian
- Old Norse work of literature written in Iceland in early 13th century.
- Includes euhemerized Prologue, plus three distinct books: Gylfaginning (consisting of around 20,000 words), Skáldskaparmál (around 50,000 words) and Háttatal (around 20,000 words).
  - Gylfaginning deals with the creation and destruction of the world of the Nordic gods, and many other aspects of Norse mythology. Written in prose interspersed with quotes from skaldic poetry.
  - Skáldskaparmál consists of a dialogue between Ægir, a god associated with the sea, and Bragi, a skaldic god, in which both Nordic mythology and discourse on the nature of poetry are intertwined
  - Háttatal exemplifies the types of verse forms used in Old Norse poetry
- exemplifies typical verse forms of Old Norse poetry
- Originally planned as a textbook to enable Icelandic poets and readers to understand skaldic poetry
- Seven manuscripts (three fragments, four complete), dating from around 1300 to around 1600, have independent textual value.
  - Codex Upsaliensis (oldest: early 1300s)
  - Codex Regius
  - Codex Wormianus
  - Codex Trajectinus (youngest: circa 1600)
- originally referred to as Edda, scholars speculated that there once was an Elder Edda which contained the pagan poems which Snorri quotes
- later titled the Prose Edda to distinguish from Poetic Edda - Prose (Young) Edda came first



# Slide makeovers

The *Prose Edda* was comprised of 4 sections that described the pagan roots of Old Norse mythology.



## Theme

- The message of the film
- A film means something, whether or not the filmmaker intends it
- Interpretation—supplying meaning—is the job of the audience
- The skeleton, on which action, character and setting, are arranged
- When bare bones are missing; audience knows it

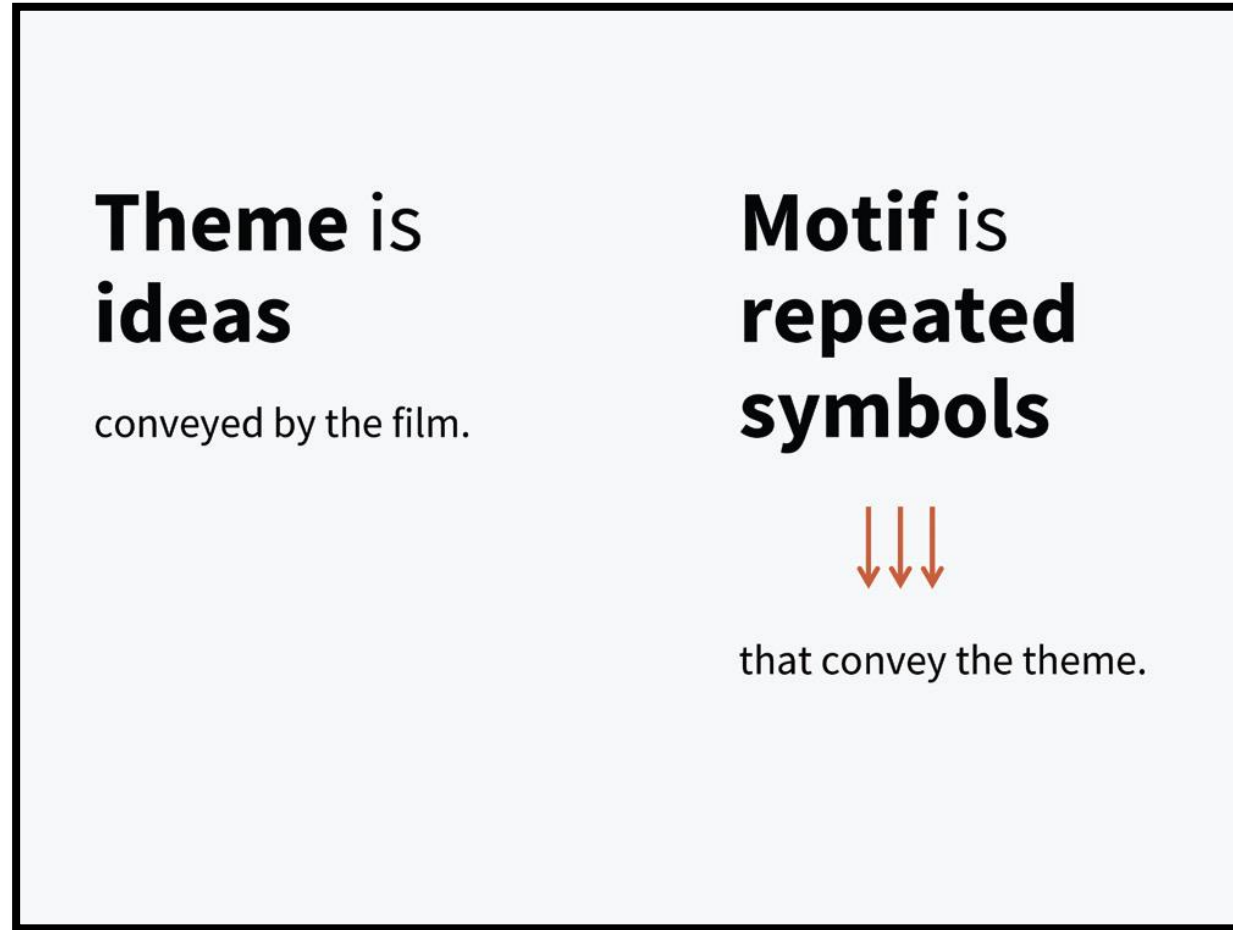
## Theme, cont.

- Differ from motif in that themes are ideas conveyed by a film
- Motifs are repeated symbols that represent those ideas
- Leit-motif: reiteration of those themes

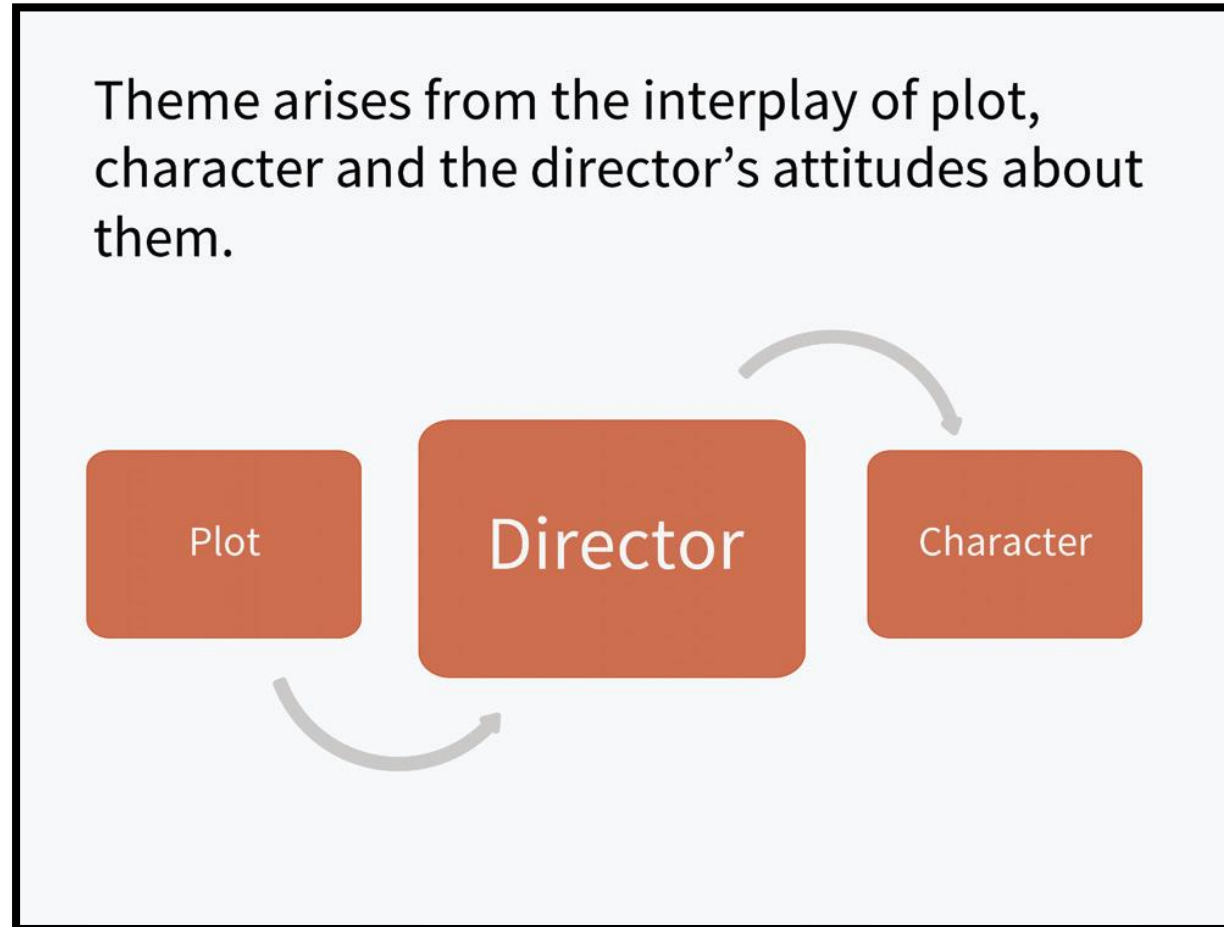
## Theme, cont.

- Arise from interplay of plot, characters, and the attitude the director takes toward them
- The same story would be given very different themes in the hands of different directors
- Different from director style, which is less visible to amateur viewers

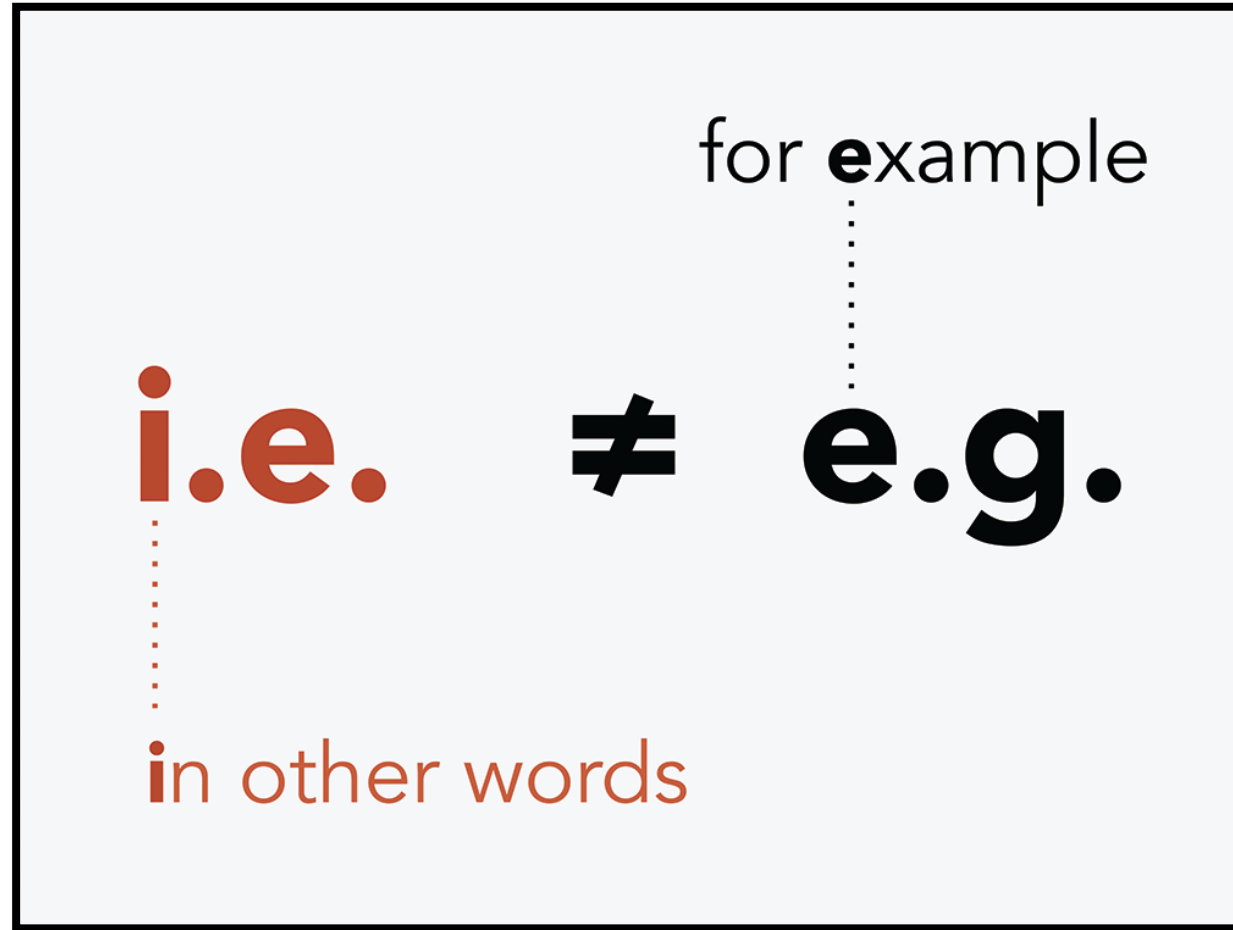
# Slide makeovers



# Slide makeovers



# Graphics with labels



# Full-screen image with title



# Assertion-evidence structure

1. Identify the main idea
2. Write it as a brief statement at the top of the slide
3. Use the remaining space on the slide to provide visual evidence
4. Ensure you are making an assertion and not simply explaining the graphic.

# Assertion-evidence structure

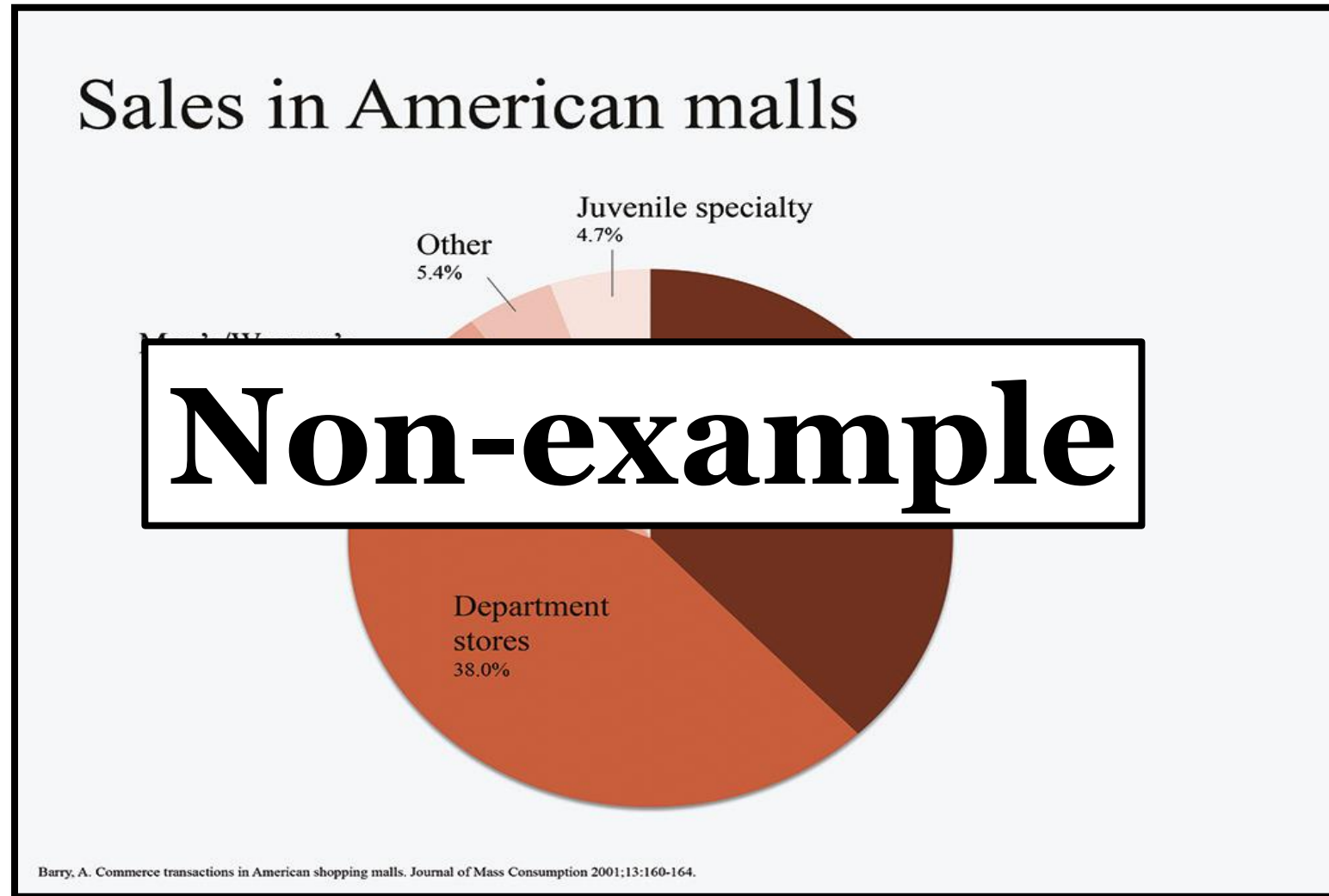
The final explosions of the 1883 Krakatoa eruption had massive effects.

**Non-example**

Krakatoa, Wikimedia Commons



# Assertion-evidence structure



# Assertion-evidence structure



# Assertion-evidence structure

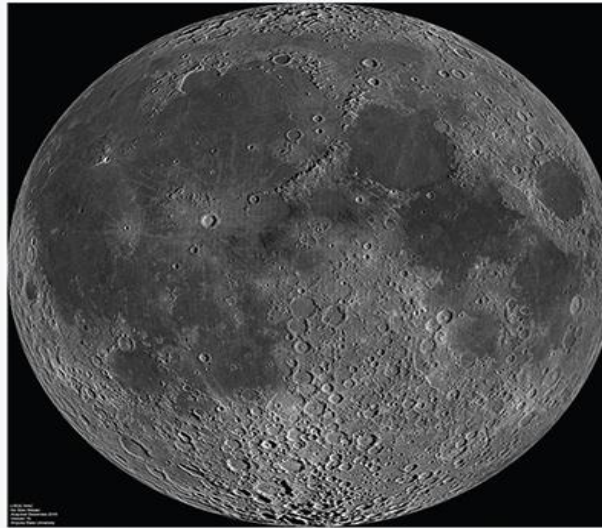
## Near side of moon

- Moon hemisphere always seen from earth
- Sometimes illuminated by earthshine
- Dark spots are high in iron
- First mapped early 17<sup>th</sup> cent., early astronomers thought they were bodies of water
- Lunar maria (Latin for “sea”)



# Assertion-evidence structure

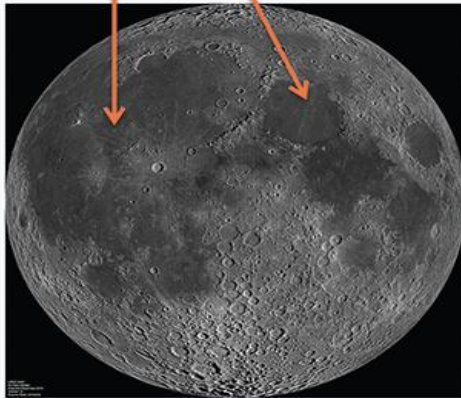
The near side of the moon is characterized by lunar maria, low-lying areas high in iron.



Wikimedia Commons

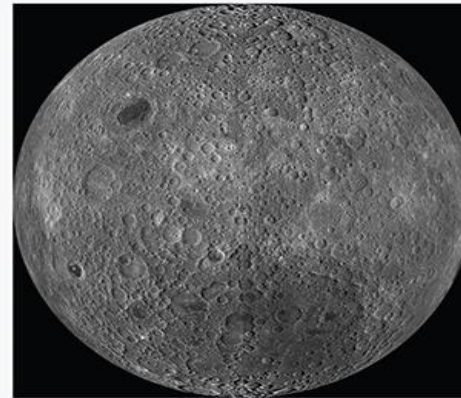
# Assertion-evidence structure

The near side of the moon is characterized by lunar maria, low-lying areas high in iron.



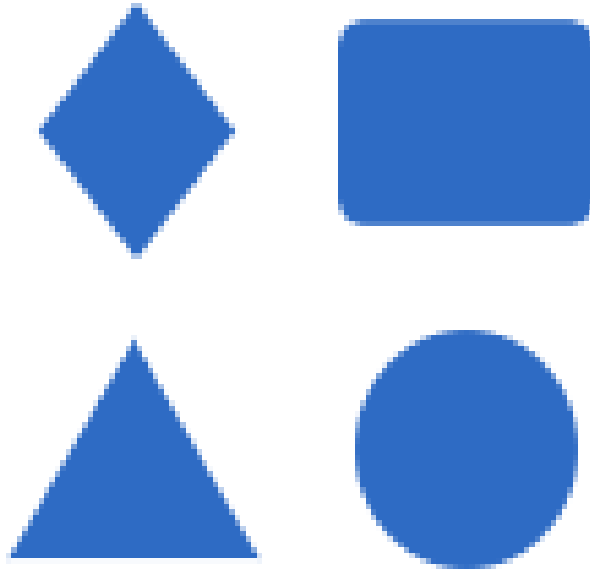
Wikimedia Commons

Near side



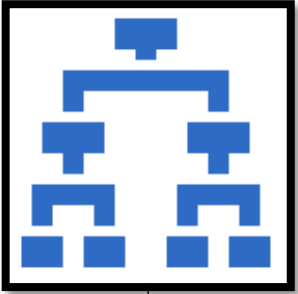
Wikimedia Commons

Far side





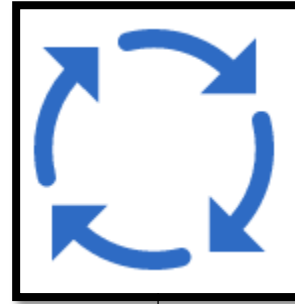
Use **spatial positioning** to communicate:



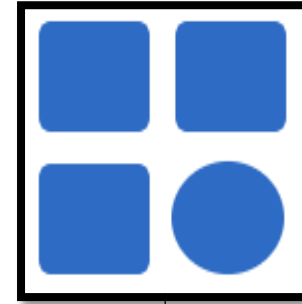
**Hierarchy**



**Relationships**

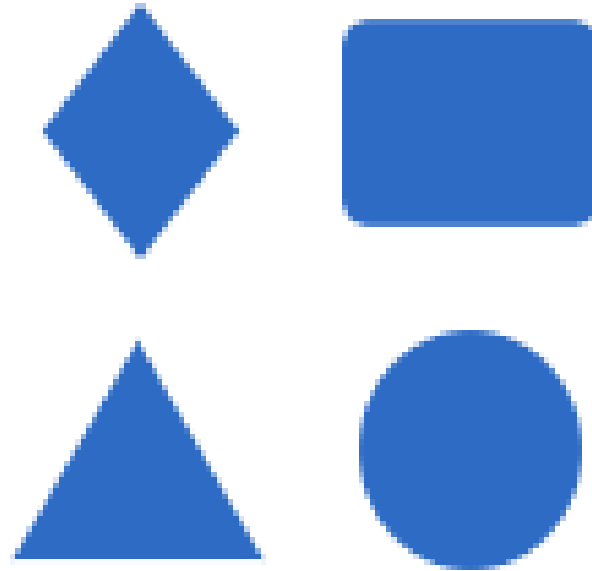


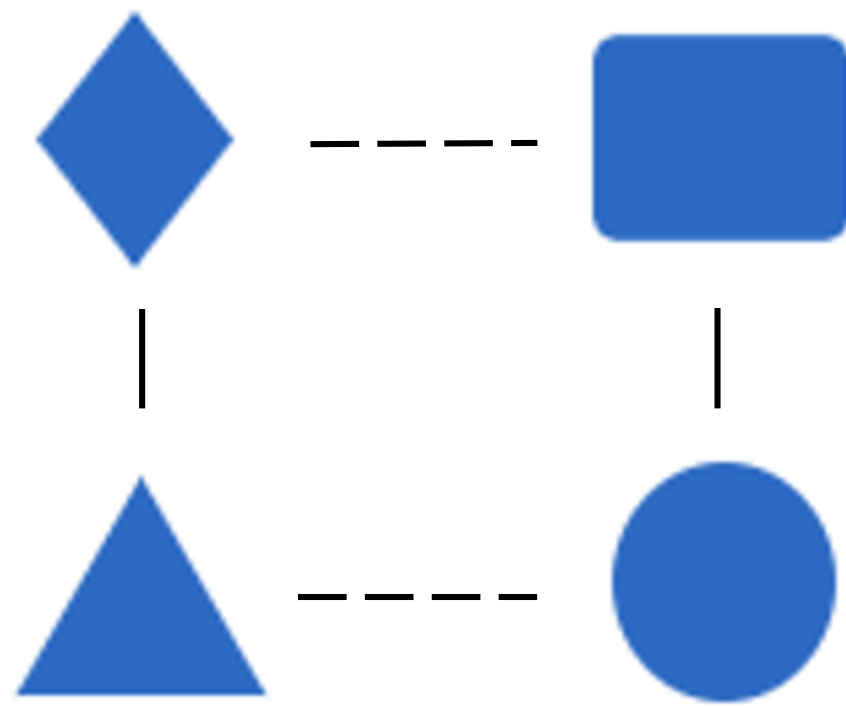
**Process**



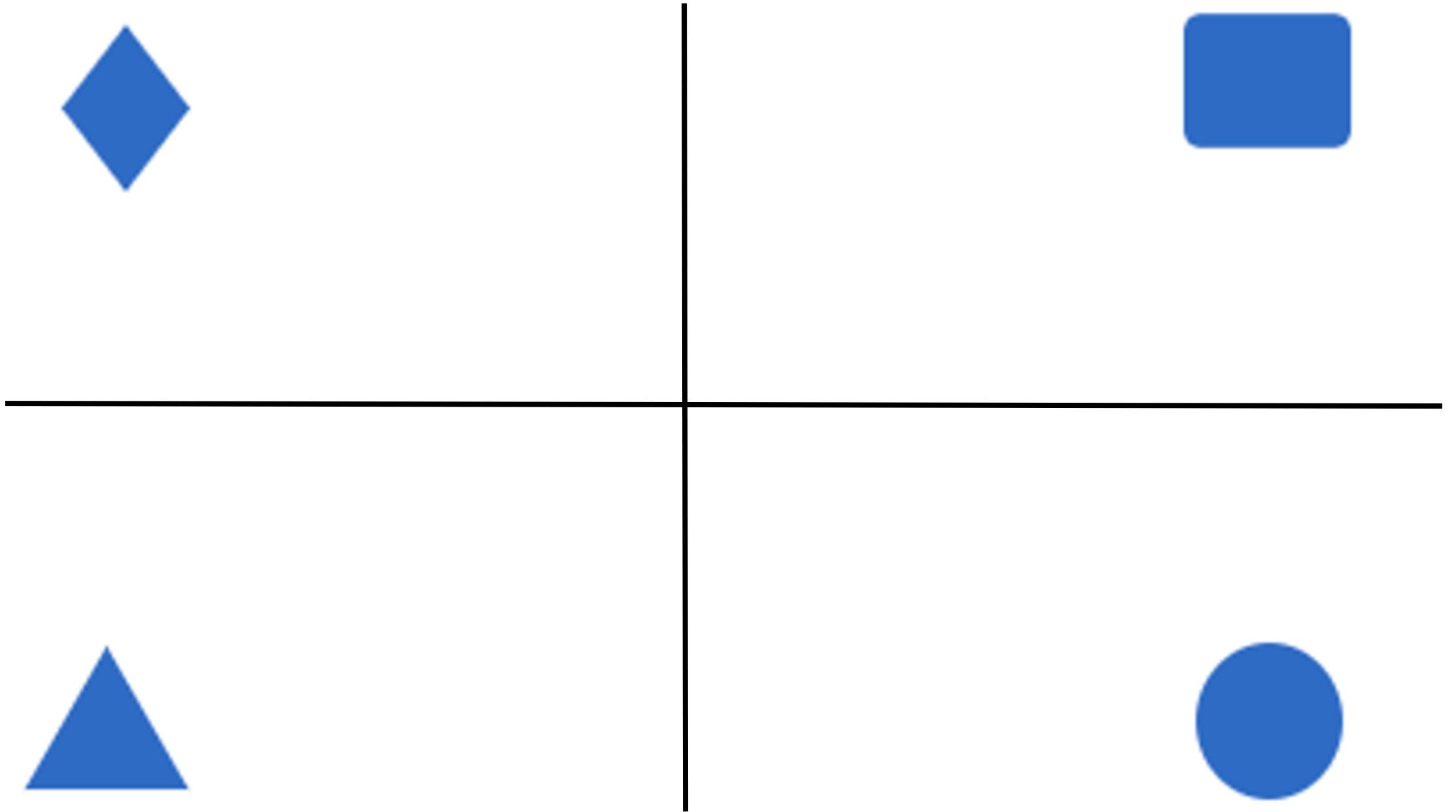
**Anomalies**

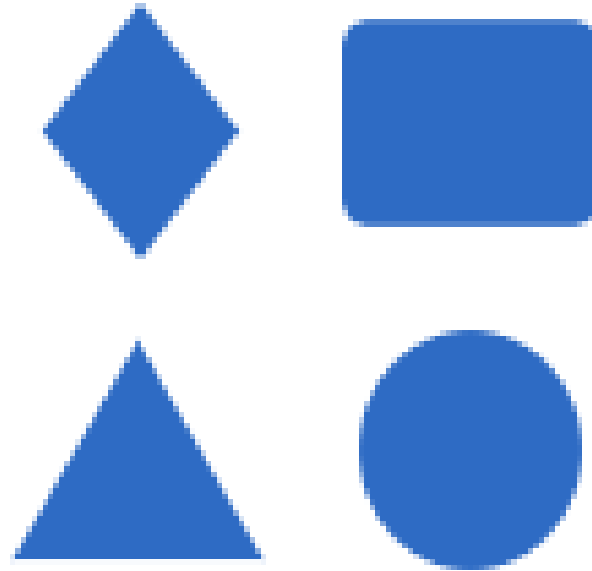




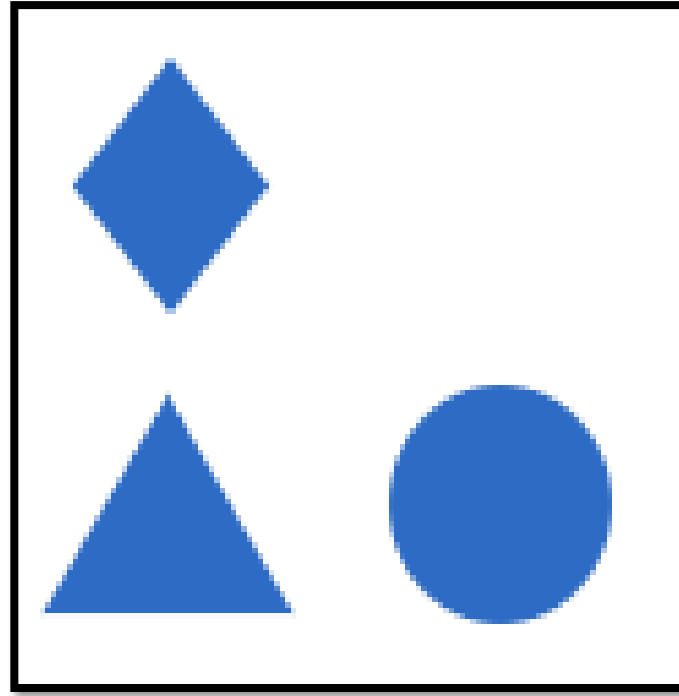














Sign of  
approval



Will get  
you  
punched

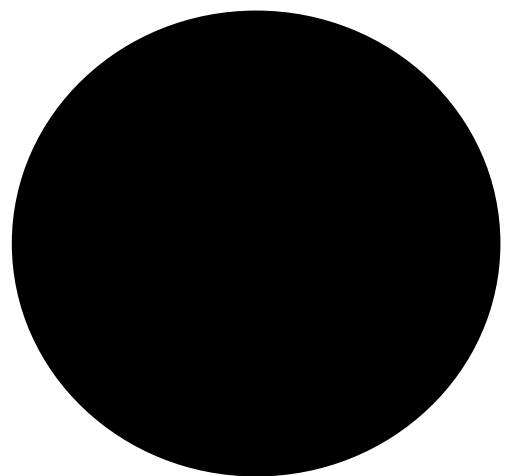


# Variants of difference feminism versus other feminisms

Difference

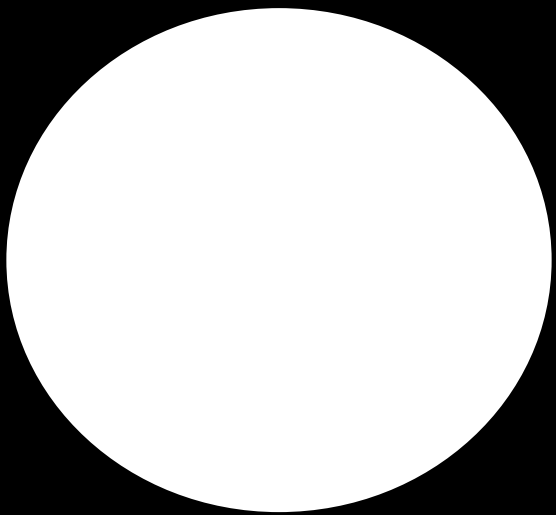
Other

Amazon	Indigenous	Postmodern
Analytical	Individualist	Radical
Anarchist	Labor	Religious
Anti-pornography	Liberal	Separatist
Atheist	Lipstick	Sex-positive
Black	Marxist	Social
Chicana	Material	Socialist
Cultural	Maternal	Standpoint
Cyber	Native American	Transfeminist
Difference	Neo	Transnational
Equality	New	Vegetarian Eco
Fat	Post-structuralist	Womanism
Global	Postcolonial	
Hip hop	Postfeminist	



W h i t e s p a c e

The absence  
of content



# Layout and Composition

Be **consistent** with the **layout** of your slides and the **placement of repeated elements**. This helps with **wayfinding** and **reduces** overall **cognitive load**.

There are **3 main issues** with composition

Lack of a point of entry

①

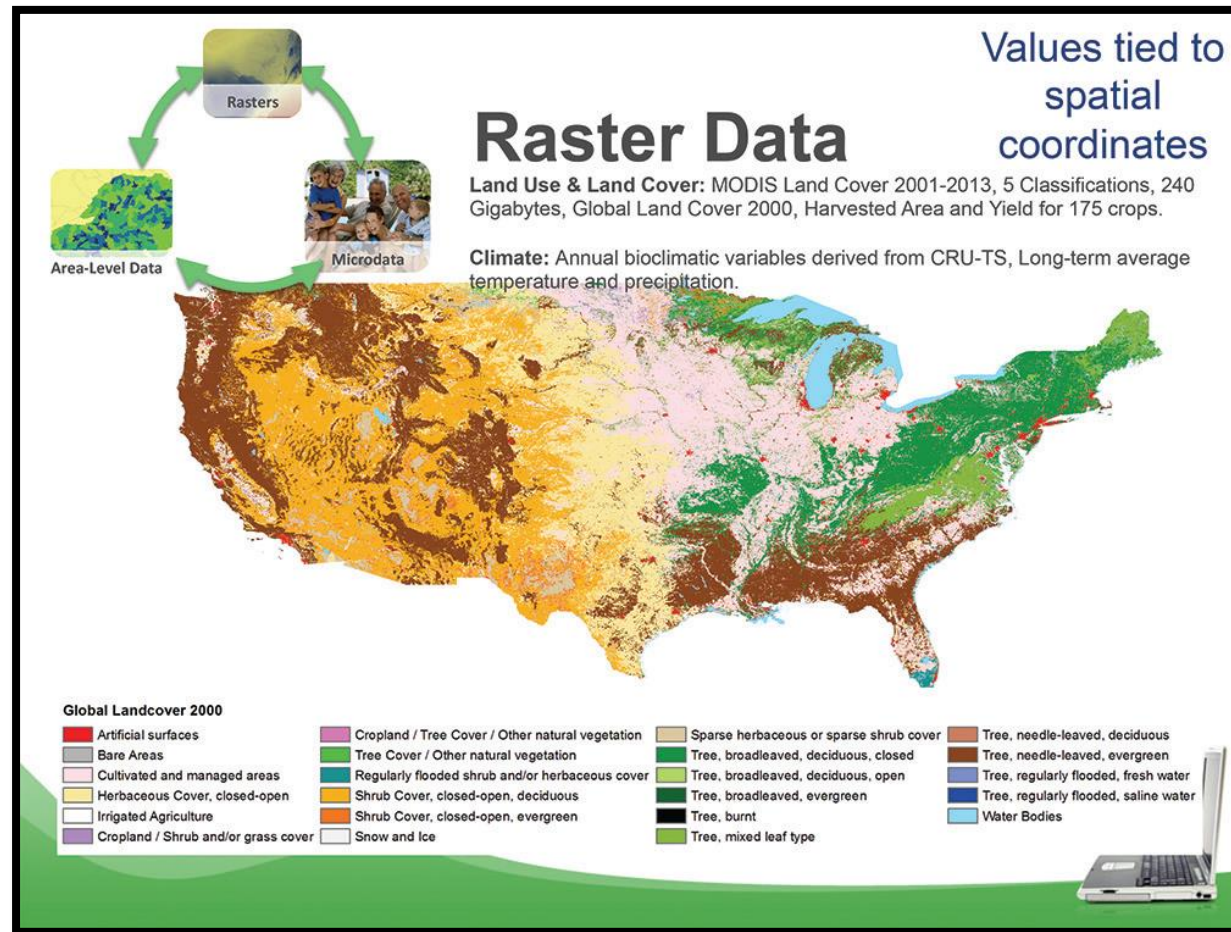
Lack of a focal point

②

Failure to comply with established norms

③

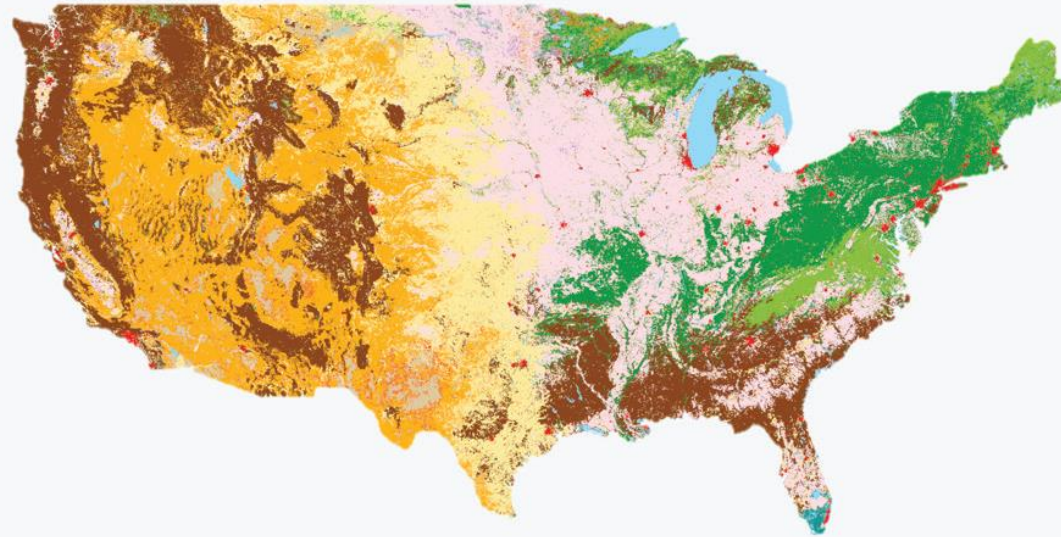
# Where is the point of entry?





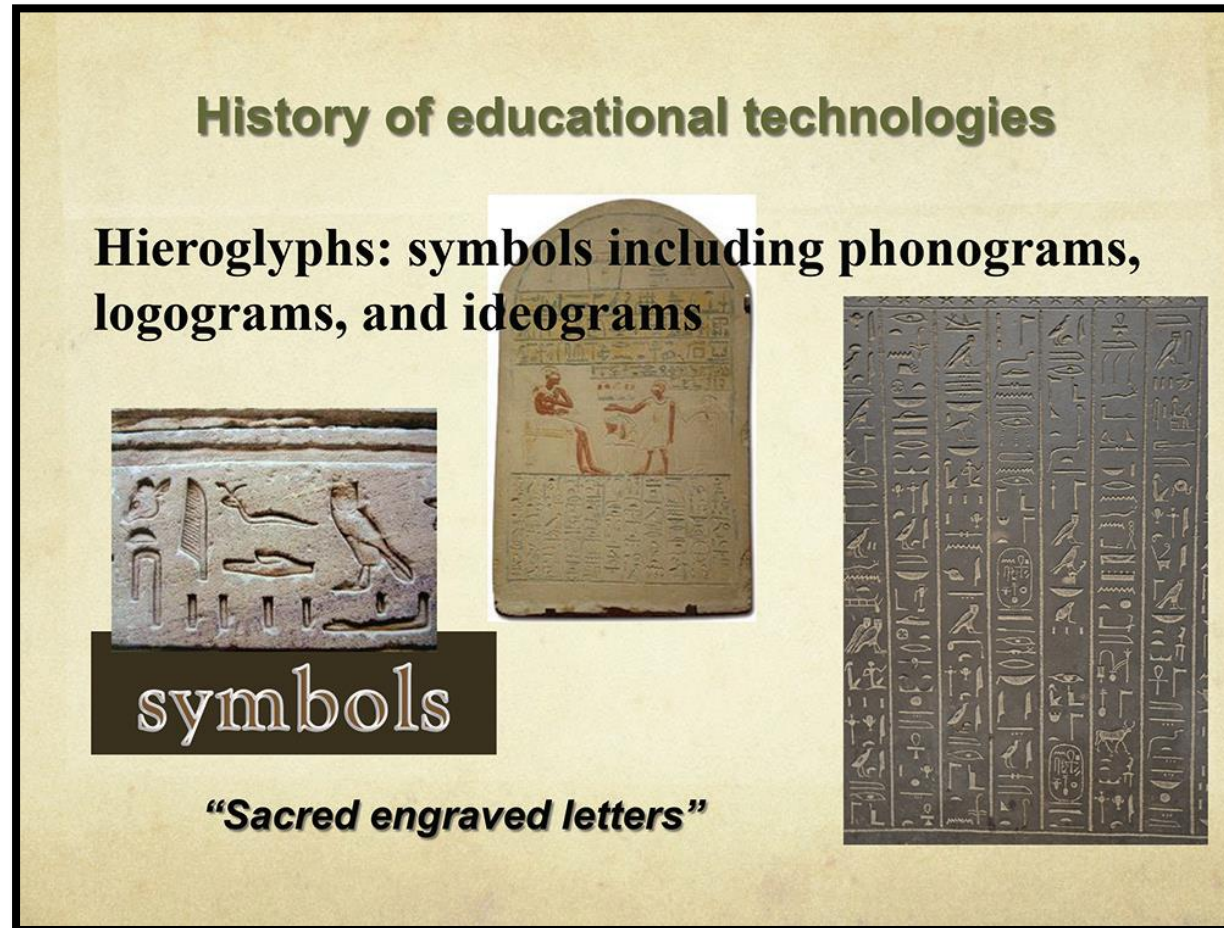
# Slide makeover

Raster data shows values tied to spatial coordinates.




Global Land Cover 2000. Terra Populus data.

# What is the focal point of this slide?



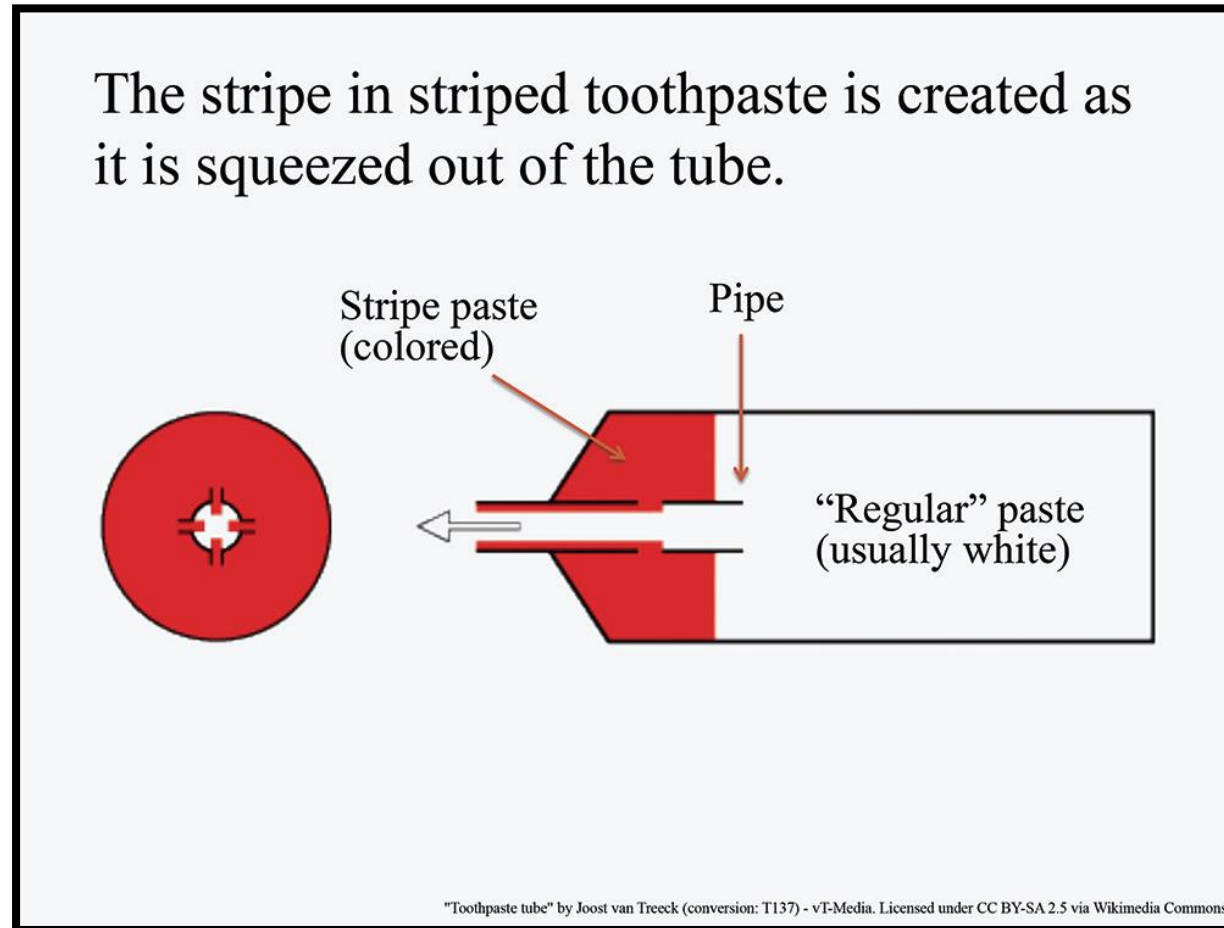
# Slide makeover

Hieroglyphs can be interpreted as phonogram, logogram, or ideogram depending on context.

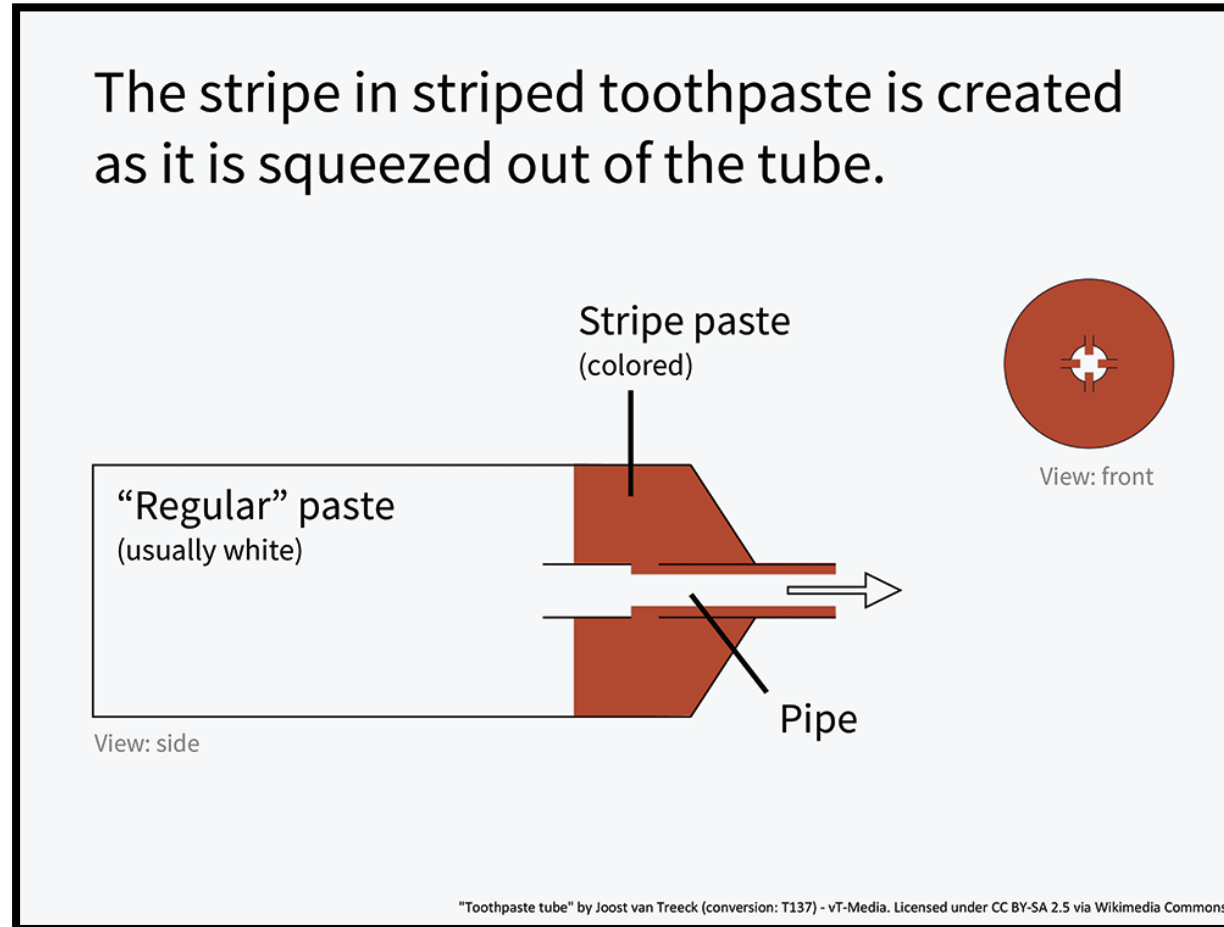


The image contains two inset photographs of ancient Egyptian hieroglyphs. The top inset is a circular close-up of three symbols: a falcon, a falcon holding a scepter, and a lotus flower. The bottom inset is a rectangular photograph of a larger block of hieroglyphic text, with a red circle highlighting a specific group of symbols within it.

# Progression of events right to left...



# Slide makeover



# Typeface



The **most**  
**important** thing  
about your font is  
that the  
**audience**  
**doesn't notice**  
**it.**

CHECK OUT  
[www.w4kbl.org](http://www.w4kbl.org)

**CQ CQ**  
**CALLING ALL**  
**STATIONS**

**145.230**  
**179.9 PL**



CONTACT  
[n4mht@mchsi.com](mailto:n4mht@mchsi.com)

**VE TESTING AT 9:00**  
**WALK-INS WELCOME**

**WELCOME**  
TO THE **HAM RADIO**  
**SWAPMEET**

**PENNINGTON FOLK MUSIC FESTIVAL**  
••••• **FIRST ANNUAL** •••••  
"PENNINGTON"

 **HAMFEST** 

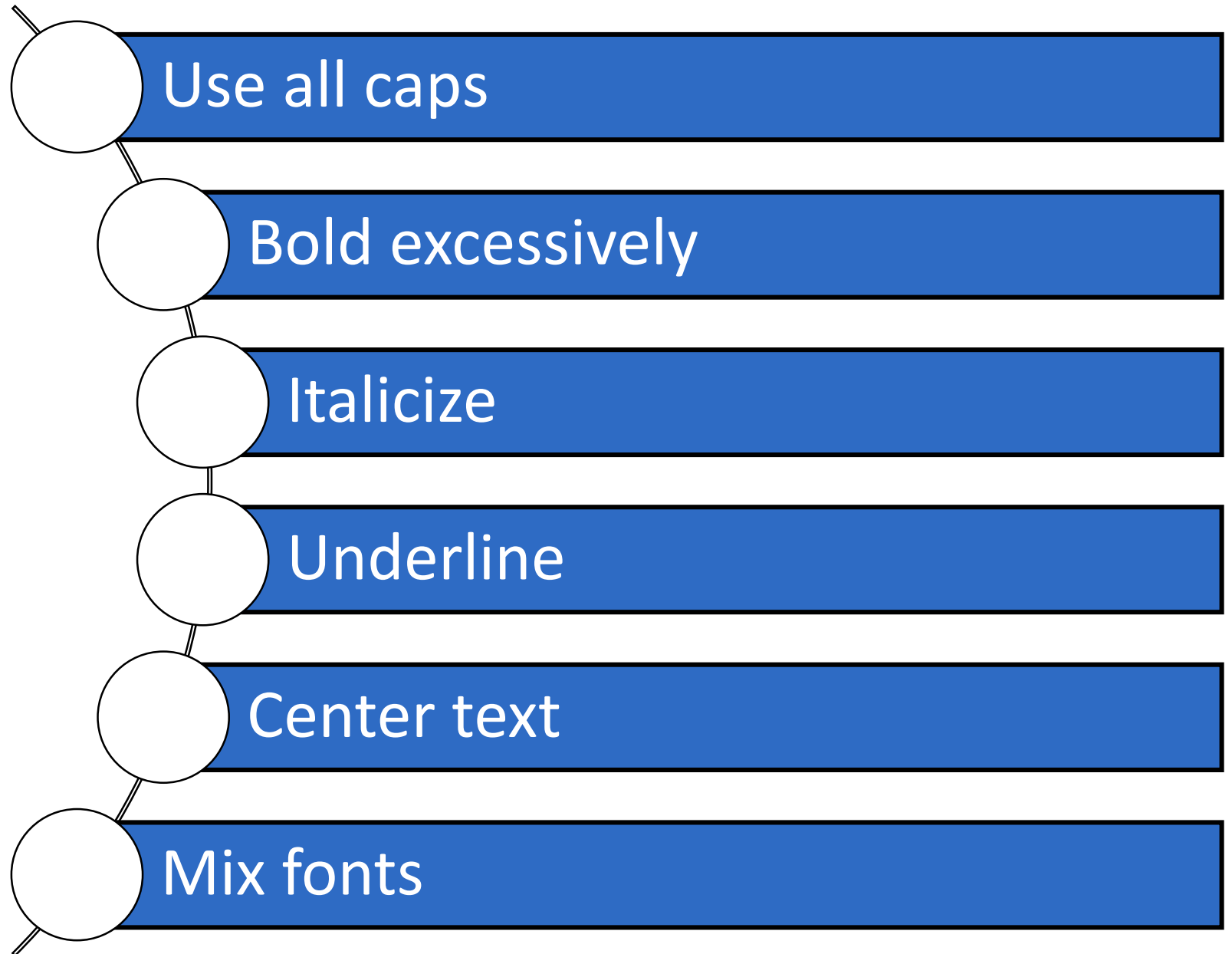
**INDOOR TABLES ARE AVAILABLE - FCFS**  
**NO FEES TO ENTER OR SETUP**

**DOOR PRIZES** **FOOD AND DRINKS** **DOOR PRIZES**  
**WILL BE AVAILABLE**

**PRINCETON, KY**  
**FIRE TRAINING CENTER**  
**EXIT 12 OFF WK PKWY**  
**2001 HWY 62 WEST**

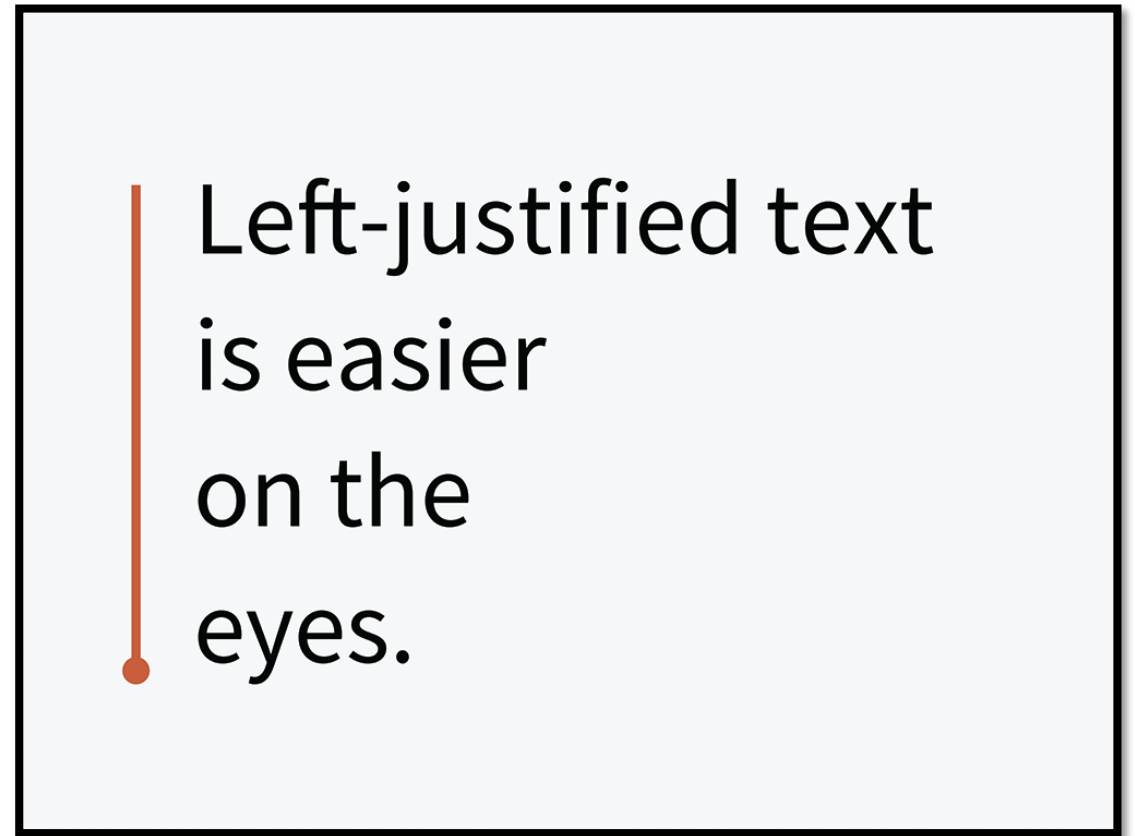
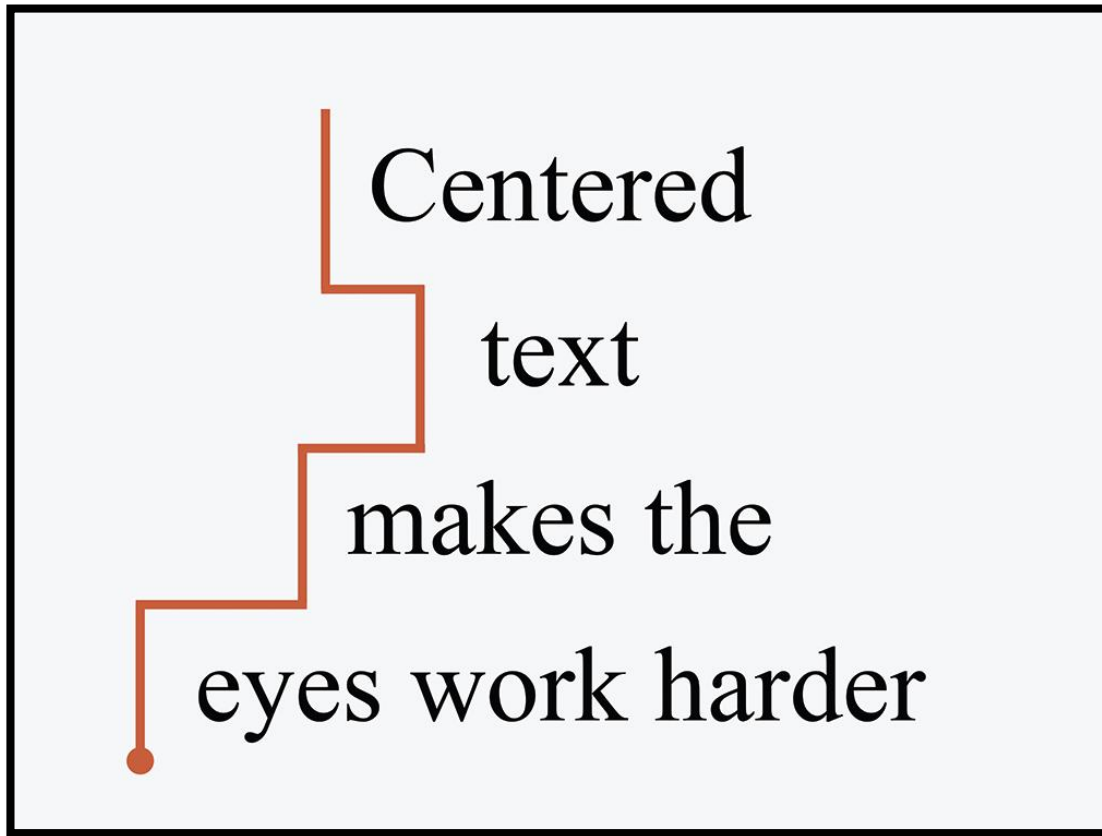
**JUNE 2nd, '12 7:00 AM till NOON**  
**PRINCETON HAM RADIO CLUB AND CALDWELL CO ARES**

# Don't...





# Alignment



# Spacing

## Ipsum **vegum**

- Turnip vulputate endive cauliflower in etit euismod  
kohlrabi
- Avocado sodales spinach ultrices velit.
- Amaranth sem at daikon cabbage asparagus winter  
purslane erat kale.
- Celery ullamcorper potato scallion desert raisin  
horseradish spinach duis carrot in pulvinar mauris.

## Ipsum **vegum**

- Turnip vulputate endive cauliflower in etit  
euismod kohlrabi.
- Amaranth sodales spinach ultrices velit.
- Avocado sem at daikon cabbage asparagus  
winter purslane erat kale.
- Celery ullamcorper potato scallion desert  
raisin horseradish spinach duis carrot in  
pulvinar mauris.

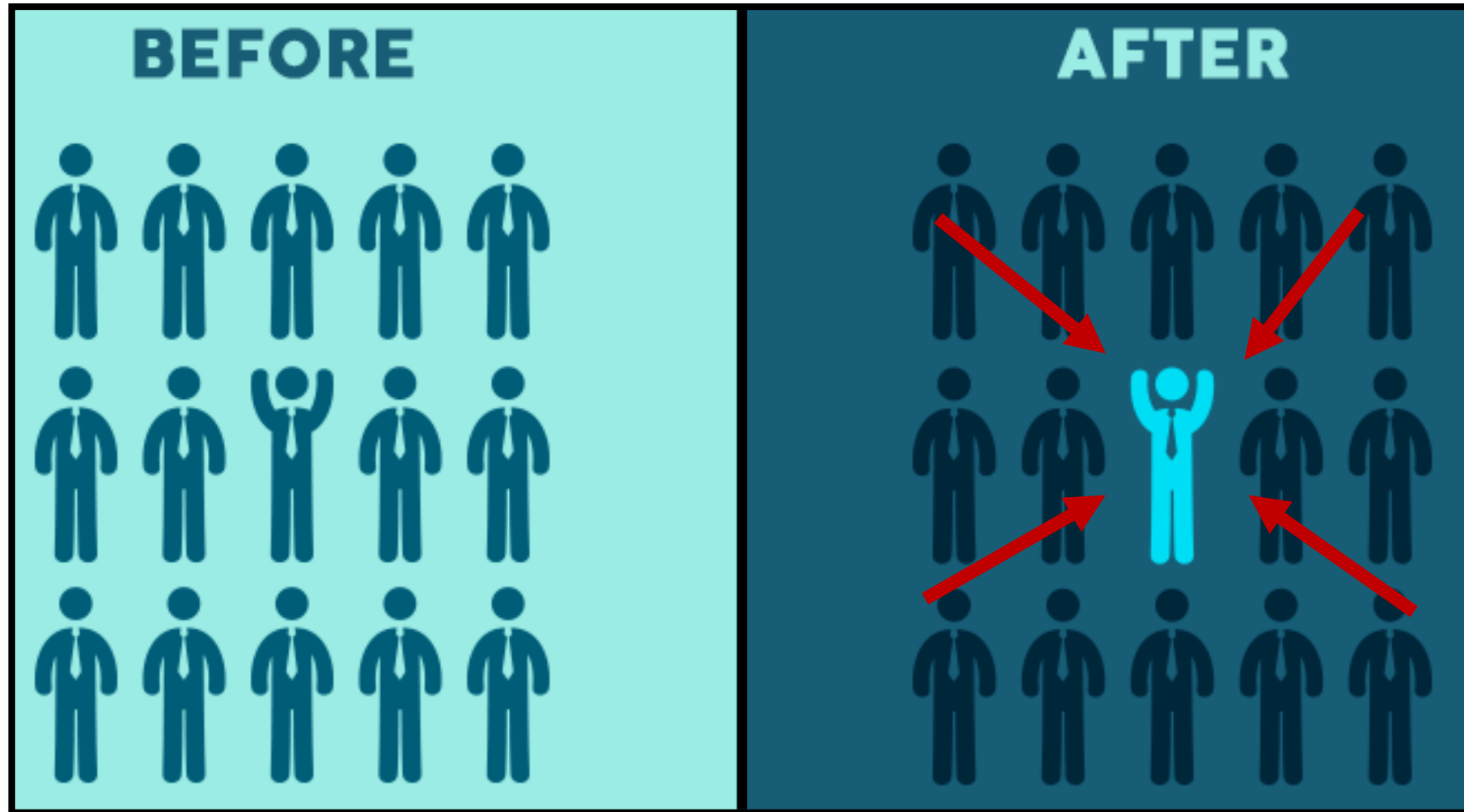
# Traditionally...

- We use this slide layout
- The “Title + Content” default slide layout in PowerPoint is the most commonly used slide.
- This layout promotes what you see here.
- We will refer to this as the “topic sub-topic design” and I will add some more text here because  
I need two lines 😊
- This design approach attempts to use the slide for three purposes simultaneously...

# Guiding Attention

You can use  
**progressive disclosure**  
to reveal information  
at a slower rate  
to allow students  
more processing time

Use **color** to draw the eye to the **main point** of the slide



One main idea  
per slide.

Utilizing **spatial  
positioning** and  
**whitespace** will  
drastically improve  
your slides

Provide a **point of  
entry** and **focal  
point**.

Attend to **spacing  
and alignment**  
issues

Use **one font**  
throughout your  
presentation

# References

Fandrey, A. (2018). Academic slide design: visual communicating for teaching and learning.  
Scale & Fine, Minneapolis, MN.