

INSTRUCTOR GUIDE

Fundamentals of Slide Design

Imprint

Author Katharina Six
Version 1.0
Area B – Presentation and Communication
License CC-BY

Address

Katharina Six
PROFiL, Ludwig Maximilian University Munich
Amalienstraße 17
80333 Munich
E-Mail: katharina.six@profil.lmu.de

These materials were developed as part of QUADIS. QUADIS aims to improve the quality of technology-enhanced teaching at Bavarian Universities and is funded by Stiftung Innovation in der Hochschullehre.

Accessibility Statement

The materials provided are, as far as possible, adapted to the standards of digital accessibility. If you notice any deficiencies in compliance with accessibility requirements or would like to receive information on content that is not presented in an accessible manner, please contact katharina.six@profil.lmu.de.

Evaluation

Please consider completing the following evaluation. Your feedback is a vital part of the internal quality management process for the project:

<https://www.lehrevaluation.uni-muenchen.de/evasys/online.php?p=2024074>

Table of Contents

1. Einleitung.....	Fehler! Textmarke nicht definiert.
2. Zielgruppe und Zielsetzung.....	4
3. Lernziele.....	Fehler! Textmarke nicht definiert.
4. Kursaufbau	6
5. Empfohlener Seminarablauf.....	7
6. Beschreibung der verwendeten Materialien	14
7. Literatur	Fehler! Textmarke nicht definiert.

1. Introduction

This Instructor Guide provides an overview of the QUADIS blended learning seminar (BLS) Fundamentals of Slide Design. The course consists of synchronous and asynchronous units, the structure and content of which will be discussed in more detail below. Materials and resources for this course can be found in the vhb repository (Virtual University of Bavaria).

The BLS comprises 9 workload units of 45 minutes each and is assigned to Area B (Presentation and Communication) of the Bavarian University Teaching Certificate. It is made up of synchronous and asynchronous modules, which are described in more detail in the course of this guide. The synchronous units can take place both face-to-face and online. Furthermore, the seminar can be extended with additional components. In particular, the BLS "Rhetorical Skills for Educators," which was also created as part of QUADIS, is ideal for generating a comprehensive range of presentation techniques. Materials from the QUADIS BLS "Accessibility: Accessible Teaching and Learning materials" can also be included to address important aspects of dealing with the accessibility of presentations.

At this point, it should also be noted that the thematic focus of the BLS is the design of presentation slides. No software-specific assistance is provided for the creation of presentations or the concrete technical implementation of the design principles presented in the seminar.

2. Target group and objective

The seminar "Fundamentals of Slide Design" is aimed at faculty across disciplines and career levels, from teaching assistants to lecturers and professors. Even people who are not directly involved in teaching but who create and give multimedia presentations can benefit from this BLS.

Slide-centric presentations are now a fundamental aspect of daily teaching. The use of PowerPoint presentations or other software for presentations is widespread in schools and is equally prominent in universities. In the rarest of cases, however, there is an introduction to the function and design of slides, leading to overloaded slides being prevalent in lecture halls. Nonetheless, this makes listening more difficult and students often lose interest.

This course empowers participants to develop visually appealing courses. This assists in drawing students' attention and reinforcing the retention of the information conveyed.

3. Learning objectives

The learning objectives of the seminar can be summarized as follows.

After completing this seminar, participants will be able to...

- **name** the principles of Lasswell's communication model.
- **evaluate** the importance of visual communication.
- **assess** the effect of presentation slides on the retention rate of information.
- **list** the goals of visualization in presentations.
- **analyze** the quality of slides against the background of Lasswell's communication model and the goals of visualization.
- **identify** the basic principles of slide design and implement them.
- **name** the steps involved in the slide design process.
- **use** creativity techniques when creating slides.
- **give** and **receive** feedback on slides.
- **create** your own slides using the techniques and methods they have learned.
- **present** the slides they have created to the group.

4. Kursaufbau

The blended learning seminar consists of a total of four modules, with Modules 1, 2 and 4 designed to be delivered in a synchronous and Module 3 in an asynchronous format. While the asynchronous module is designed to be completed online by the participants through self-directed work (ideally with the help of a learning platform), the synchronous modules can be delivered both face-to-face and online. If the course is to be held in person, it should be noted that participants will need a tablet or laptop, especially for Module 2, in order to work on their own and create slides on site. The intervals between the synchronous modules can be chosen freely; for example, you can combine Module 1 and Module 2 and deliver them in one session. However, there should be enough time between Module 2 and Module 4 to work on the asynchronous Module 3 in the meantime. This module is somewhat more extensive and elaborate, as the participants not only design their own slides, but also give feedback to others on their slides or receive peer feedback themselves and implement any suggestions.

The BLS consists of 9 workload units (AE) and is part of area B Presentation and Communication of the Certificate for Teaching in Higher Education of the Bavarian Universities. One workload unit takes about 45 minutes to complete. The seminar was designed for the following structure:

Module	Topic	Format	AE
Module 1	Introduction	synchronous	2
Module 2	Basic Principles	synchronous	2
Module 3	Planning and Creativity	asynchronous	3
Module 4	Wrap Up	synchronous	2

5. Recommended course schedule

Below, we present a summary of the structure of the individual topic blocks and the methods that can be employed to create content during different stages for each module. You can locate the informational document in the "Seminar Notes" file and the instructor guide in the blended learning seminar collection under "General" in the vhb media library.

The abbreviation "PPT" stands for "PowerPoint presentation."

Module 1: Introduction

Topic	Objective	Method	Media & Tools	Time (Min.)
Welcome, introduction of the trainer, Motivation for the seminar, Learning objectives, procedure	Arrival, orientation	Presentation	PPT	10
Presentation of participants	Getting to know each other	Flash	PPT	15
Effect of different slide designs	Awareness of the importance of visual communication	Vote	PPT/Kahoot	20
Presentation as a communication relationship, Lasswell's communication model and the aims of visualization	Awareness of the importance of slides for the retention rate of information, knowledge of Lasswell's communication model	Presentation	PPT	15
Communication model according to	Application of the communication	Group work	PPT	20

Lasswell and goals of visualization	model according to Lasswell			
Wrap Up	Reflection, outlook	Basic message	PPT	10

Assessing the effectiveness of various slide designs can be accomplished through either verbal discussion and a show of hands or by using a digital voting platform like Kahoot, enabling participants to provide feedback using their mobile devices. Opting for an online tool like this allows you to convert the slides into images and easily upload them. Here are some potential questions:

- How does the slide design affect you?
(Possible answers: simple/overloaded, aesthetic/confusing, appealing/chaotic, etc.)
- Which slide do you like better?
(offer two or more slides to choose from)
- In your opinion, how effective is the coordination between the slides and the oral delivery?
(Possible answers: supportive/distracting, positive/negative, etc.)

The goal of the group activity following the presentation is to put the theory into practice and fully understand the concepts. When the BLS is conducted in person, it's recommended to have the designs displayed on colored printed slides at the start of the exercise. When conducting an online session, make sure to share the slides with attendees through a learning platform or the chat feature of the video conferencing tool. Once divided into groups, each group will be given one or two slides to analyze. Their role is to ascertain the key message, the impression on the audience, the success in achieving the creator's intended impact, and evaluate the effectiveness in meeting visualization targets. The group's work results are later shared and debated in a plenary session.

Module 2: Basic Principles

Topic	Objective	Method	Media & Tools	Time (Min.)
Welcome, agenda	Arrival, orientation	Lecture	PPT	5
Repetition of the function of slides & the goals of visualization	Awareness of the importance of slides and visualization for presentations	Quiz	Kahoot etc.	5
7 basic principles of slide design according to Reynolds (2013)	Knowledge of the 7 basic principles of slide design and implementation of one or more basic principles	Expert groups and short presentation	Worksheets, PPT	60
7 basic principles of slide design according to Reynolds (2013)	Identification of the basic principles of slide design	Exhibition	Slides, flipcharts/posters	10
Wrap Up	Reflection, outlook	Key Takeaway	Wrap Up	10

If you want to refresh your memory of the previous module, use a fun quiz, like Kahoot or similar online tools, to get started. In the collection of materials for Module 2, you can find sample questions with their corresponding answers in the PDF document "Recap Quiz Module 1".

Participants in expert groups will receive information on one or two basic principles and use these to transform a negative example into one that is based on the corresponding basic principle. The design principle is presented to the plenary after the work phase and compared with the negative example, and participants discuss its characteristics. Participants need to be able to work on their own laptops with a presentation program in order to participate in this activity. In case of a face-to-face meeting, it is best to make this clear in Module 1. Slides can be sent to participants via email or made available for download on a learning platform.

Having presented and discussed the seven basic principles, the knowledge is applied to real-world situations. During an exhibit, participants are given the chance to examine new negative and positive examples of each principle and assign them to a design principle. The positive and negative example slides from Module 3 can be printed out and glued on flipchart paper for a face-to-face event. Each participant then walks around the room independently, looks at the posters, and uses the provided pens to write down the basic principle that they suspect. You can create a breakout room for each basic principle if you are conducting Module 2 as a video seminar, where participants can enter and exit independently, and collect their thoughts on ether pads labeled according to the principle. A plenary discussion of the impressions follows, and the slides are definitively assigned to the various basic principles.

As an alternative, instead of walking around individually, go from poster to poster or slide to slide together with the group and collect impressions and assessments before writing down the correct basic principle.

In preparation for Module 3, at the end of the synchronous event, participants are encouraged to get together in tandems to complete the feedback task from the following asynchronous module. To this end, the tandem partners should exchange contact details so that they can agree on the format (e.g. video conference or email) and the time. Alternatively, an exchange option can also be offered via the learning platform that may be used.

Modul 3: Planning and Creativity

Topic	Objective	Method	Media & Tools	Time (Min.)
Repetition of the basic principles of slide design	Consolidation of the characteristics of the individual basic principles	Drag & Drop	H5P	10
Summary of the basic principles of slide design	Consolidation of the characteristics of the individual basic principles	New Content	H5P	5
Planning steps for slide creation with creativity techniques	Create your own slides according to the basic principles in 5 steps	New information and individual work	H5P, paper, PPT or similar.	90
Feedback on slide set of the partner	Giving and receiving feedback and, if necessary, implementing comments	Peer feedback, partner work	Chat/E-Mail	30

Modul 4: Wrap Up

Topic	Objective	Method	Media & Tools	Time (Min.)
Welcome, agenda	Arrival, orientation	Lecture	PPT	5
Contents of the asynchronous learning unit (planning & creativity)	Securing knowledge from the asynchronous learning unit		Pickerwheel	10
Presentation of the slide designs	Exchange about what has been learned using the self-created slides	3- or 5-minute pitch	PPT	65
Wrap Up	Reflection	I'm packing my suitcase		10

You can use the online tool Pickerwheel, for example, to repeat the contents from the asynchronous Module 3 and in particular to share experiences with the planning and slide creation process. This allows, for example, the participants to be called up one after the other or to go through the individual questions together. Possible questions here are: How did you fare in the planning process?, What are your findings?, To what extent did the individual steps help in planning the slides?, Are there any unanswered questions?

Afterward, participants present their chosen topic and the slides created during the planning process in turn. The duration should be determined by the size of the group; between three and five minutes is possible. A WWW model can be used to provide detailed feedback to each presenter. As the course leader, you can also add to this feedback from the other participants. As a first step, however, the presenter should be able to discuss how their slides interact with the presentation and how they assess their slides. The background to the WWW model is described in more detail in the script, which can also be found in the individual BLS materials in the vhb repository, like this instructor guide.

Following this, participants are asked to reflect on the course content in a final "I'm packing my suitcase" manner. In the same way as in the well-known game, the participants take turns naming an aspect of the BLS that they are taking away from

it, starting with the first person and listing all previous points before announcing theirs. There may be multiple rounds based on the group size.

6. Beschreibung der verwendeten Materialien

Each module features a variety of teaching/learning materials and resources. During synchronous meetings, PowerPoint presentations provide visual support. The asynchronous module consists of an H5P file (format "interactive book") and a checklist that summarizes the most important information. In addition to this, we recommend setting up a forum or another channel of communication where seminar participants can ask questions. The virtual course room should also be equipped with a forum or similar to provide an opportunity to post open questions. These questions can be answered either directly in the forum or in the next synchronous session. You should, however, let participants know when and how you plan to address their questions.

The individual materials also include a collection of slides that illustrate each of the seven basic principles both negatively and positively, which are available for you to incorporate directly into your teaching materials or to use as a source of inspiration.

Please note:

- H5P modules can be edited using the learning platform plug-ins or the free application Lumi. If you do not have access to a learning platform that supports H5P files, you can also export your H5P packages via Lumi as html files and open them in your browser.
- This course and the included materials are licensed under CC BY.

The individual materials and their respective modules are illustrated below.

Module	Name	File format
Module 1	Introduction	PowerPoint presentation
Module 2	Basic Principles	PowerPoint presentation
Module 2	Quiz to revise module 1	PDF document
Module 2	Worksheet Basic Principles	PDF document
Module 3	Planning and Creativity	H5P package
Module 4	Wrap Up	PowerPoint presentation

7. References

This is an overview of all the references used for the blended learning seminar.

- Beneken, G., Hummel, F. & Kucich, M. (2022). *Grundkurs agiles Software-Engineering*. Springer Vieweg.
- Borstnar, N., Pabst, E. & Wulff, H. J. (2002). *Einführung in die Film- und Fernseh-wissenschaft*. UTB.
- Bucher, H.-J. & Niemann, P. (2015). Medialisierung der Wissenschaftskommuni-kation: Vom Vortrag zur multimodalen Präsentation. In M. S. Schäfer, S. Kristiansen & H. Bonfadelli (eds.), *Wissenschaftskommunikation im Wandel* (S. 68–101). Herbert von Halem Verlag.
- Bühler, P., Schlaich, P. & Sinner, D. (2017). *Visuelle Kommunikation: Wahrnehmung - Perspektive - Gestaltung* (1st ed.). Vieweg.
- Bühler, P., Schlaich, P. & Sinner, D. (2019). *Präsentation: Konzeption - Design - Medien* (1st ed.). Springer Berlin / Heidelberg.
- Ditton, H. & Müller, A. (2014). Feedback: Begriff, Formen und Funktionen. In H. Ditton & A. Müller (eds.), *Feedback und Rückmeldungen: Theoretische Grundlagen, empirische Befunde, praktische Anwendungsfelder* (p. 11–28). Waxmann.
- Duarte, N. (2011). *Slide:ology: Oder die Kunst, brillante Präsentationen zu entwickeln* (1st ed.). O'Reilly.
- Engelfried, J. & Zahn, S. (2012). *Wirkungsvolle Präsentationen von und in Projekten*. Springer Gabler.
- Feichtinger, C. (2019). Präsentationen im Rahmen der Reifeprüfung. In U. Fritz, K. Lauermann, M. Paechter, M. Stock & W. Weirer (eds.), *Kompetenzorientierter Unterricht: Theoretische Grundlagen - erprobte Praxisbeispiele* (p. 151–174). Barbara Budrich Verlag.
- Fuest, A. & John, F. (2019). *66 Methoden der individualpsychologischen Beratung*. Waxmann.
- Gebhardt, B. (2022). *Geschäftsvorträge: Der Weg zu einer überzeugenden Präsen-tation* (1st ed.). Springer Berlin / Heidelberg.
- Graebig, M., Jennerich-Wünsche, A. & Engel, E. (2011). *Wie aus Ideen Präsentationen werden: Planung, Plot und Technik für professionelles Chart-Design mit PowerPoint*. Springer Gabler.
- Hüttmann, A. (2018). *Erfolgreiche Präsentationen mit PowerPoint: Mit wertvollen Tipps und Tricks* (1st ed.). Springer Fachmedien.
- Karmasin, H. (2022). *Bildmagie Die Codes der visuellen Kommunikation: Bilderwelten und ihre Sprache entschlüsseln* (1st ed.). Haufe-Lexware GmbH & Co. KG.
- Kirchner, J. & Meyer, S. (2022). *Wissenschaftliche Arbeitstechniken für die MINT-Fächer*. Springer Vieweg.

- Nationales Institut für Wissenschaftskommunikation (NaWik) gGmbH (eds.). (2021). *Leitfaden Präsentieren: Tipps für Forschende aus Praxis und Wissenschaft*.
- Peipe, S. (2019). *Visualisieren in Workshops, Meetings und Präsentationen*. Haufe Lexware.
- Renz, K.-C. (2016). *Das 1x1 der Präsentation: Für Schule, Studium und Beruf* (2nd ed.). Springer Gabler.
- Renz, K.-C. (2022). *Das 1x1 der Präsentation: Für Schule, Studium und Beruf* (3rd ed.). Springer Gabler.
- Reynolds, G. (2013). *Zen oder die Kunst der Präsentation: Mit einfachen Ideen gestalten und präsentieren*. dpunkt-Verlag.
- Scheler, U. (2013). *Vortragsfolien und Präsentationsmaterial* (3rd ed.). REDLINE Verlag.
- Seifert, J. W. (2016). *Visualisieren, Präsentieren, Moderieren: Der Klassiker* (37th ed.). Whitebooks. GABAL.
- Wagner, K. (2022). Kreativität. In B. Leyendecker & P. Pötters (eds.), *Werkzeuge für das Projekt- und Prozessmanagement: Klassische und moderne Instrumente für den Management-Alltag* (S. 165–194). Springer Gabler.
- Ware, C. (2020). *Information Visualization: Perception for Design* (4th ed.). Morgan Kaufmann.