



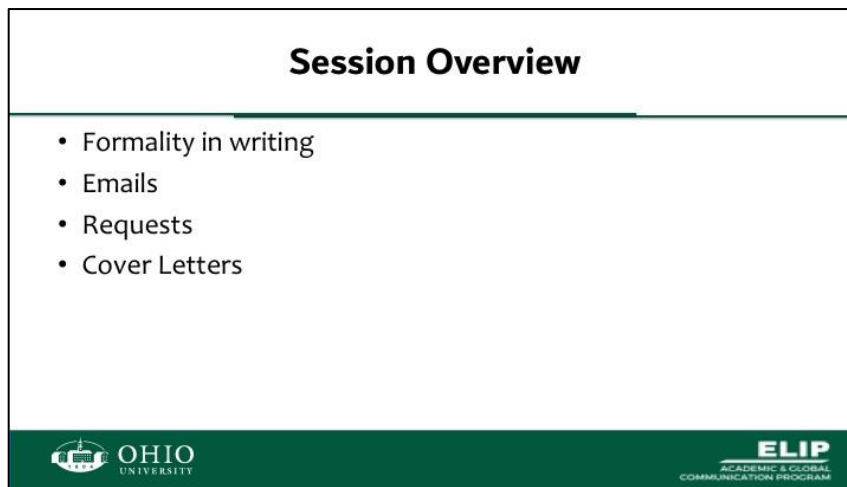
English as a Medium of Instruction (EMI)
Module 4: Task 2 – Complete 4 Readings
Article 4.2: *Building Student-Friendly Slides*

Here are 10 tips to making slides for your lectures, so that they are the most readable and understandable as possible for your students.

1. Make your first or second slide an overview slide.

Include your objectives for the lecture and/or your lecture outline. You can also include a slide of key terms. Similarly, it is helpful to make your final slide a summary one.

Figure 1. Sample Overview Slide of what the Presentation will Cover



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2. One slide equals one point.

Don't try to put too many points on one slide. It is better to have only one point per slide so that students can concentrate on that one idea. You can easily create new slides for each new point, which makes it easier for students to follow your ideas.

3. Limit yourself to 6 lines per slide.

Avoid long texts or paragraphs that students can't read or remember. It is helpful to use bullet points or numbered lists, with short phrases or key words. You want students to listen to your



lecture, not have to read everything while you speak. It is best to limit yourself to one main point or concept per slide. See Figure 2 for an example of a title slide that is clean and clear and a text slide that focuses on one main point and also has only 6 lines of text. Notice also that these slides have a clean look and are easy to read.

Figure 2. Sample Title Slide and Text Slide

The slide features a large, bold title centered on the page. At the bottom, there is a small Creative Commons license icon and text on the left, and the chapter title and number on the right.

Concepts of Biology: Patterns of Inheritance

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Concepts of Biology
Chapter 8: Patterns of Inheritance

The slide has a centered title. Below it is a bulleted list of three points. At the bottom, there is a small Creative Commons license icon and text on the left, and the chapter title and number on the right.

Test Cross

- Mendel needed to prove or test his idea about genotypes.
- If correct, two-thirds of dominant-looking F₂s should be heterozygous.
- The test cross accomplishes this by revealing the hidden second allele.

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Concepts of Biology
Chapter 8: Patterns of Inheritance

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4. Limit transitions, sound effects, and animations.

Use animations, transitions, or sound effects sparingly, only when they really add to the content of your lecture. Students will be busy concentrating on your main points; unnecessary noises, sounds, or animations only distract them.

5. Use high-quality graphics and images.

Avoid graphics, clip art, or images that are not high quality. Low-quality images or clip art make it seem as if your presentation is not as professional or that you didn't spend enough time to make it. You don't have to have graphics or images in your slides; only include them if they are high-quality and relevant to your message. Note the example in Figure 3. The slide includes a relevant and high-quality image which is appropriately credited and has a clear caption.

Figure 3. Sample Slide with Image



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6. Use relevant charts, tables, figures, etc.

Charts and figures should increase students' understanding of the content. They should be related to the content in your lecture and help make your points. Do not include images for the sake of images. Instead, include images that help students understand your points. Also be sure that you explain the graphs or charts that you include. Tell students what to notice—should they notice a trend or a specific point? Use a pointer if possible, to guide students' attention. It is a good idea to include a title for any graphs or figures, and it is best to include only one chart or graphic per slide. See Figure 4 for an example of a relevant image.

7. Choose designs that are easy to read.

Make all colors, fonts, and font size consistent. But, if you want to emphasize a point, you can make that word or phrase bold. Italics and ALL CAPS are harder to read on a screen, so it is best to avoid them. A good size for font is at least 30 pt. The most important thing is that the words can be read from the back of your room. It is best to have no more than 2 different fonts per slide.

8. Avoid unfamiliar abbreviations and jargon.

Only include abbreviations and words that you either explain or that your students already know. Putting key words on your slides is very useful for students—just be sure that you stop to define or explain new words so that your students can understand the content and your explanations.

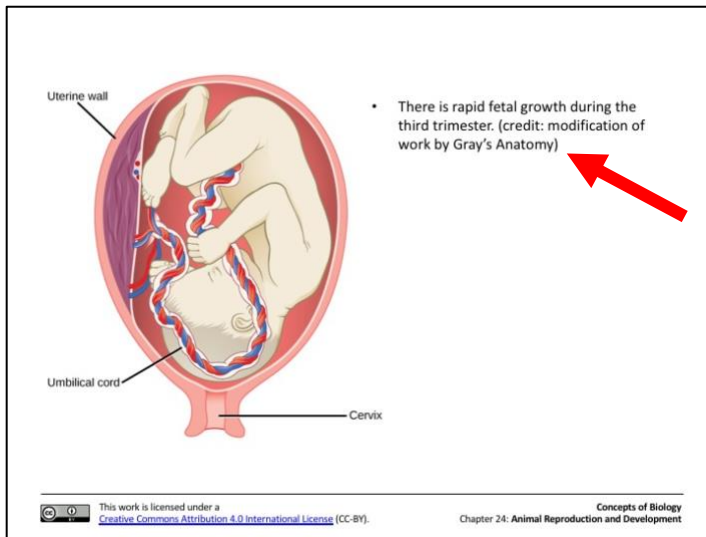
9. Explain information on the slide, but don't read the slide.

Be sure that you don't turn your back to your students. That means you can't read everything on your slide. Instead, use your slides to remind you of what you want to say and to help your students follow your main points. But don't use your slides to read your whole lecture. That would be de-motivating for your students and make it difficult for them to learn.

10. Cite your sources.

Put a citation on each slide where you use outside information, and make a final slide with a list of complete references. Notice the citation on the slide in Figure 4, crediting the source of the image and stating that the image was modified. And notice the Reference slide listing the full citation.

Figure 4. Sample Slides Giving Credit for Using and Modifying an Image



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Reference

Standring, S. (Ed.). (2016). *Gray's anatomy: The anatomical basis of clinical practice* (41st ed.). Elsevier Health Sciences.

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