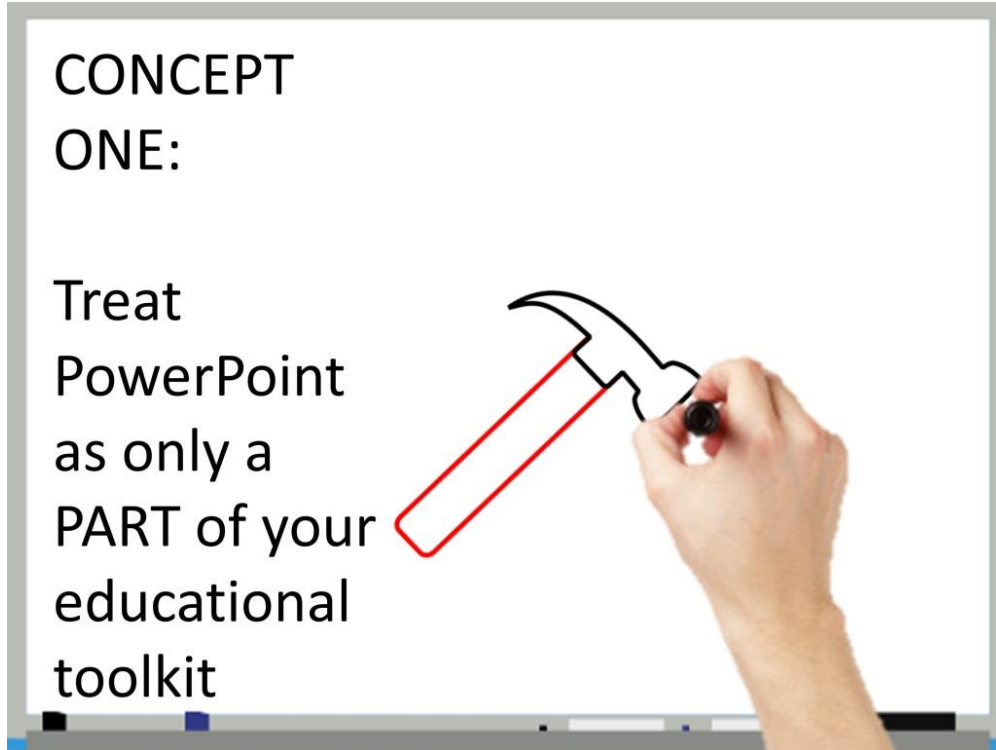


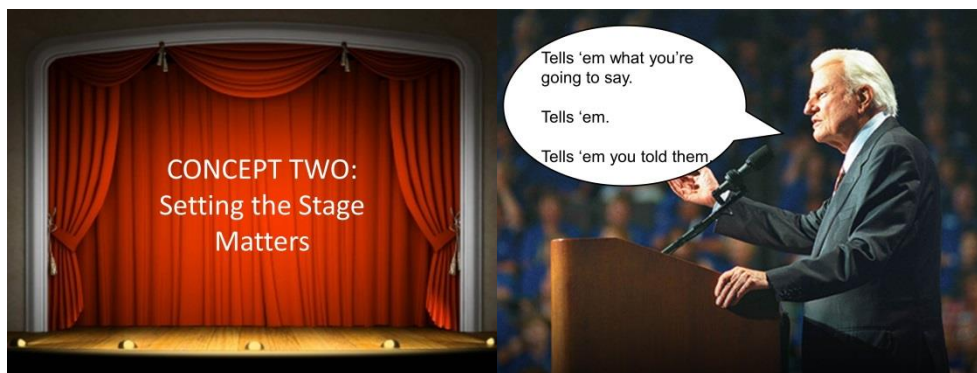
10 Tips for Effective Slide Design – Mike Pitt, MD

This document is a brief summary with screen shots from the PowerPoint Bootcamp Workshop given at the Assistant Professor Faculty Development Session in 2016.



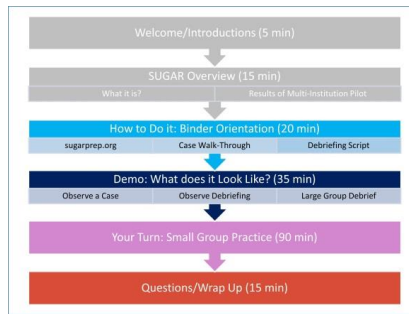
Ask yourself if the session you are giving actually needs slides or if they would only be serving as a crutch. Does it lend itself better to a chalk talk, is it a teaching session that would be better served by non-didactic education (simulation, game based learning, etc.)

Don't be afraid to break from the slides periodically during the session (i.e. to solicit learning objectives on the whiteboard, show a video, etc.)

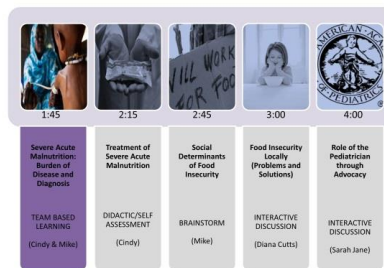


By a laying out a roadmap of what you will be talking about during the session, you put your audience at ease. You establish trust that you have a plan and have put

some thought into making a cohesive presentation. Revisiting this roadmap throughout the session helps put a frame around the learning as it has happened. This can be done several ways by having prompts in the slide to check in on the “Progress bar” so to speak. One way I do this frequently is by using various smart art templates and graying out as I cover the topics.

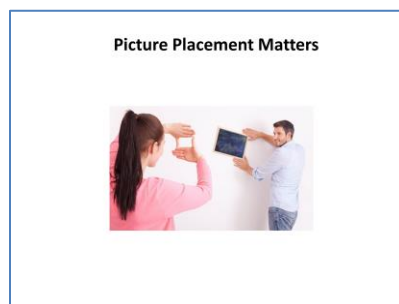


Examples of how you can revisit a roadmap throughout a session to provide structure



There are several strategies which you can use to make your use of pictures more compelling.

Use the full space of the slide to fill with the picture and capture the negative space for text. Note how much more visually appealing the slide on the right looks.



A key concept is that the slides should serve the purpose of keeping your audience engaged in the session, not to provide the notes for what you will say. They should prompt you but you should know the content well enough that you aren't reading the slides. They can be a cheat sheet of sorts, but should not a textbook!

BAD

- The United Nations Millennium Development Goals were replaced with the Sustainable Development Goals'
- Blah blah blah blah blah blahBlah blah blah blah blah
- Blah blah blah blah blah blahBlah blah blah blah blah
- Blah blah blah blah blah blahBlah blah blah blah blah
- Blah blah blah blah blah blahBlah blah blah blah blah
- Blah blah blah blah blah blahBlah blah blah blah blah
- Blah blah blah blah blah blahBlah blah blah blah blah
- Blah blah blah blah blah blahBlah blah blah blah blah
- Blah blah blah blah blah blahBlah blah blah blah blah
- Blah blah blah blah blah blahBlah blah blah blah blah

Even Better

- The United Nations Millennium Development Goals were replaced with the Sustainable Development Goals
- Blah blah blah blah blah blahBlah blah blah blah blah
- Blah blah blah blah blah blahBlah blah blah blah blah



Better Still

MDGs → SDGs

- Blah blah blah
- Blah blah blah
- Blah blah blah



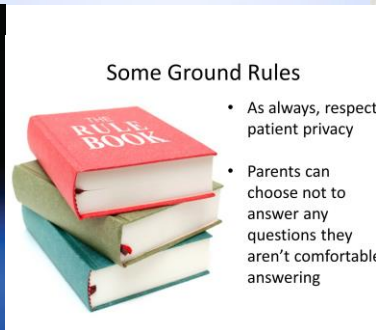
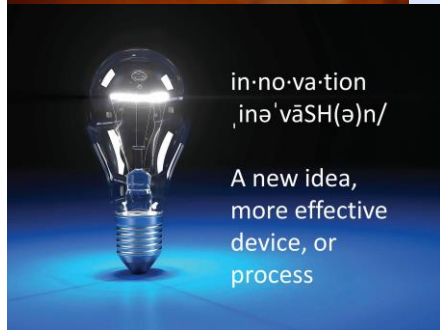
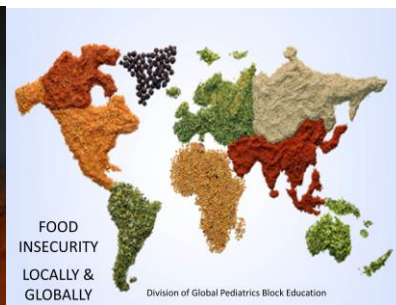
The purpose of this slide is to remind me to talk about the change from the Millennium Development Goals to Sustainable Development Goals, all I really need is a picture to remind me to say that, not the text spelled out.

CONCEPT FOUR:
TEMPLATES ARE A CRUTCH;
LEARN TO WALK INSTEAD



Resist the temptation to use a prebuilt PowerPoint template. They limit picture placement and restrictive.

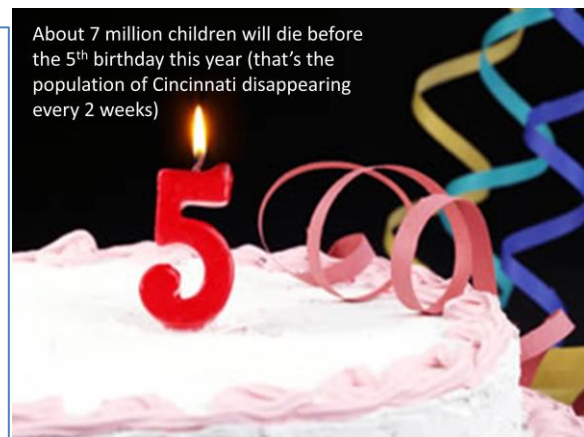
Simply use a white blank background and take advantage of the negative space in pictures for text. This also allows you to paste in pictures which have a white background, leaving the picture isolated which really pops.



Making a point with an image is more powerful than with text. Which is more compelling? (Note for a talk given at Grand Rounds in Cincinnati)

Under 5 Mortality

- In 2015, the WHO estimated blah blah blah
- U5MR was 2.5/100,000
- Blah blah blah
- Blah Blah Blah
- Blah Blah Blah



TIP: Even data can be made more pleasing to look at with pictures

PEDIATRICS
OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS
Clown Doctors as a Treatment for Preoperative Anxiety in Children: A Randomized, Prospective Study
Laura Vagnoli, Simona Caprilli, Arianna Robiglio and Andrea Messeri
Pediatrics 2005;116:e563
DOI: 10.1542/peds.2005-0466



♣ Examine the effects of the presence of **clowns** on a child's **preoperative anxiety** during the induction of anesthesia

♥ Two groups of children having same day surgery with anesthesia
Clown Group (Clown and Parent present through induction)
Control Group (Parent only present through induction)



♠ Modified Yale Preoperative Anxiety Scale used to assess anxiety levels

PEDIATRICS
OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

Clown Doctors as a Treatment for Preoperative Anxiety in Children: A Randomized, Prospective Study
Laura Vagnoli, Simona Caprilli, Arianna Robiglio and Andrea Messeri
Pediatrics 2005;116:e563
DOI: 10.1542/peds.2005-0466

TABLE 5. Intervention Outcome Variables (Mean ± SD)

Variable	Control Group	Clown Group	P
Anxiety of the child in the waiting room (m-YPAS)	35.95 ± 15.64	30.95 ± 11.34	.254
Anxiety of the child in the induction room (m-YPAS)	68.25 ± 28.42	37.50 ± 21.48	.000
State anxiety of the parent (STAI Y-1)	77.85 ± 19.19	73.10 ± 24.96	.504
Trait anxiety of the parent (STAI Y-2)	53.25 ± 24.39	41.45 ± 22.11	.117

♣ Anxiety was significantly decreased during induction in the clown group

♥ Change in anxiety level from waiting room to induction room was nearly double for the control group, but was unchanged in the clown group

🔴 P value < 0.01



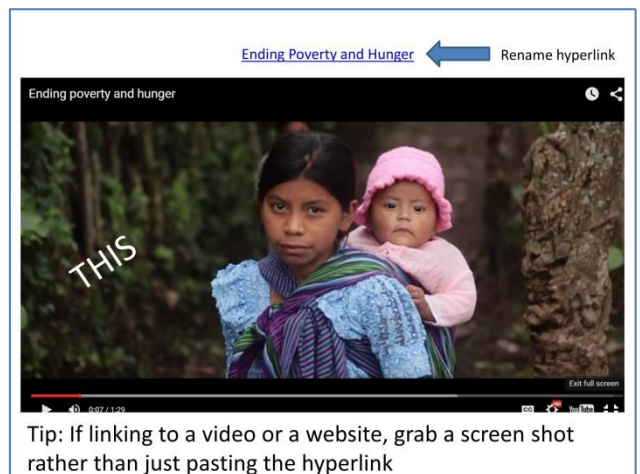
CONCEPT FIVE:
If someone already says it better
than you can, let them say it

Often an online video, portion of a Ted Talk, etc. may concisely summarize a point you are trying to make. Including a short clip within a talk breaks up the monotony and is more likely to be remembered than you making the same point with a few slides.

Aesthetically, here are some tips to make the inclusion of slides like this more appealing:

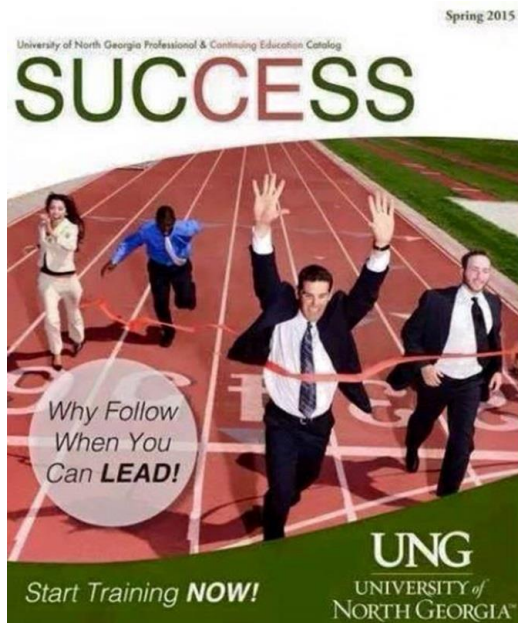
NOT THIS

<http://www.un.org/sustainabledevelopment/blog/2015/09/ending-poverty-and-hunger/>



When including a reference to a website, taking a screenshot of the page and making the background of the entire slide is much more engaging than merely pasting a link and telling people to go to the website as a resource.





CONCEPT SIX

Diversity Matters

What's not ideal about this attempt at diversity?

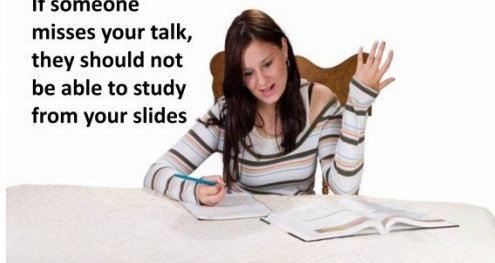
While often not intentional, images we use in slides may convey subtle messages about views on diversity. We may note that every picture we have of a doctor shows a white male, or that people of color aren't represented in the images. Being intentional about searching for images that model and reflect the importance of diversity is a subtle way to be an ally.



Here is an example of a slide from a talk I give on the various people who interact with our EHR records which I intentionally built searching for diverse representation especially in the positions of power. If I had just chosen the first image available for doctor, judge, etc. they all would have been white men.

CONCEPT SEVEN

If someone misses your talk, they should not be able to study from your slides



As mentioned in Concept 3, the purpose of a slide presentation should not be so that the audience can read along with your script. It should be a way to keep your

talk moving, and reflect key concepts when necessary. If someone could study from your slides and understand your talk, the slides are likely poorly designed, and may be serving as a textbook, not a presentation.

That doesn't mean facts should never be on a slide. They may be necessary to jog your own memory of the presenter. Here is an example of a mix of imagery and content.

Choking Hazards – What do kids choke on?



Coins and toys
make up most non-
food choking items



Hard candy, raw vegetables, and nuts should all be
avoided until age 4

Policy Statement—Prevention of Choking Among Children
COMMITTEE ON INJURY, VIOLENCE, AND POISON PREVENTION
Pediatrics; originally published online February 22, 2010;
DOI: 10.1542/peds.2009-2862



The deadliest
item for kids
causing 29%
of choking
deaths



Easily
aspirated

Hot Dogs: 1/5
food related
asphyxiations
under age 10

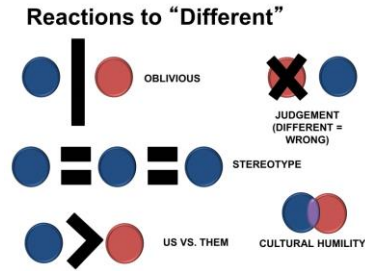
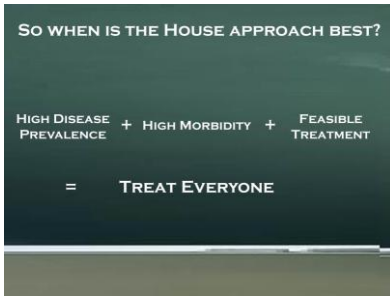


**CONCEPT
EIGHT: If
possible,
teach
paradigms
(ways of
thinking)
rather than
just facts**

Presentations are much more effective when you can empower the learners with ways of thinking rather than merely dumping facts on them. Take the time to think about if the points you are teaching can be summarized in a conceptual paradigm and share this with the learners. This will be more memorable than just learning new chunks of information.

For example, the slides below discussing the House Approach was a way of framing global health problems where treating everyone first without confirming the diagnosis (like Dr.

House did often on TV) may be appropriate. By setting up this paradigm, it made the discussion about deworming protocols and Vitamin A supplementation with Measles vaccination campaigns in low-and-middle-income countries more meaningful. Similarly, the paradigm showing the ways we react to different cultures made the discussion on cultural humility more engaging.

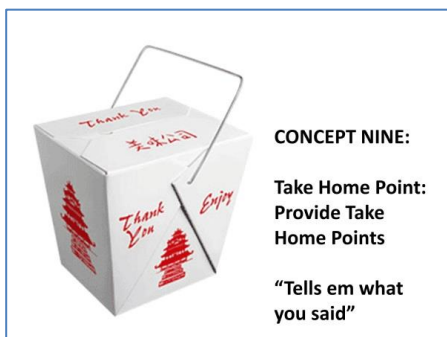
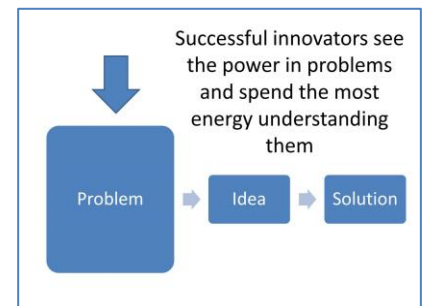
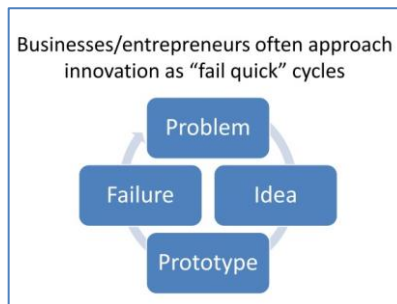
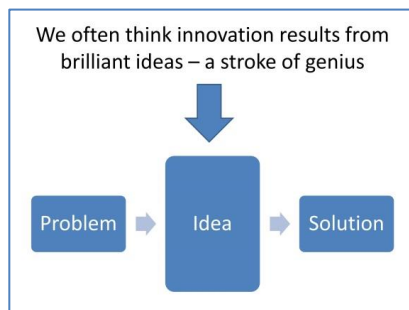


Using memorable quotes to summarize points, paired with the imagery techniques discussed above, can also help provide some paradigm frameworks for discussion (examples below from talk about the role of innovation in approaching global health problems).



"If you give me a problem to solve in an hour, I would spend 55 minutes to understand the essence and characteristics of the problem, and only 5 minutes to solve it."

"If I had asked people what they wanted, they would have said faster horses."
- Henry Ford



As we discussed in Concept 2, the audience of learners may need to be reminded occasionally you are addressing the objectives of the session. Pausing to highlight important take home points, often with their own slide, is a useful way to put an exclamation point on important concepts. (See examples on the next page from a talk on cultural humility)

Take Home Point: Perspective Matters

Our culture is often invisible to us, and therefore the interpretation of “good” or “bad” qualities is clouded by our own cultural lens.

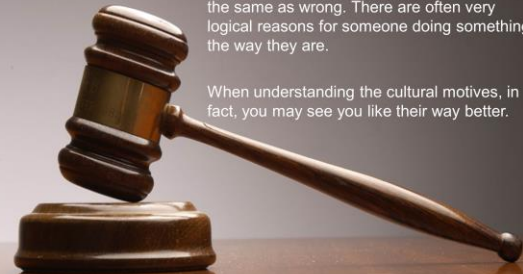
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill
I will not forget that cultural humility is a learned skill

Take Home Point:
Cultural Humility is a Learned
Skill that Must Be Practiced



When something is counter to our cultural norm, pause before assuming that different is the same as wrong. There are often very logical reasons for someone doing something the way they are.

When understanding the cultural motives, in fact, you may see you like their way better.



Take Home Point:
Don't Rush to Judgment

Concept Ten – Font Matters

- Use **the** *same* **FONT** throughout
 - Use consistent **sizes** for body, title **slides**, etc.
throughout
 - **Never use comic sans**
⬆ Tip: If not enough room to put spaces between bullets, there are too many words on the slide
 - **Sans serif fonts are easier to read:**
 - Calibri is easier to read than Garamond
 - Arial is easier to read than Times New Roman
-

