OKLAHOMA STATE UNIVERSITY
CENTER FOR HEALTH SCIENCES

Presentation Slides

Design in a nutshell

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Slide deck creation *quick tips*:

For educational clarity.

Layout: Keep things simple and clean. Place items left to right, top to bottom. Imagine a grid.

Color: Plan color from the beginning. Limit number of colors. Use color for emphasis, define priorities, and make connections. Use muted colors. Backgrounds should be off-white or true black. Preferably use OSU colors: white, light grey, medium grey, black and OSU orange.

Text: Should be large and minimal—use keywords, or short phrases. Use bullet points with short phrases, key figures, and key definitions. Avoid complete sentences and paragraphs, unless displaying a quote (and consider quoting less). Use your lecture to explain the items displayed. If in doubt, opt for less words and larger text.

Typography: Preferably use only one type-family. You can use all its family members: regular, oblique, bold, condensed, etc. Type should be large and legible for both huge projector screens and tiny phones.

Use of bold, underline, and color text can establish priority, flow and connection. But use them extremely sparingly. If more than a few words need emphasized use italics instead.

Calibri Light displays well for body copy and the Calibri family contains all the diversity needed for headlines, subtitles, body copy and highlighted texts so you can easily create your entire presentation.

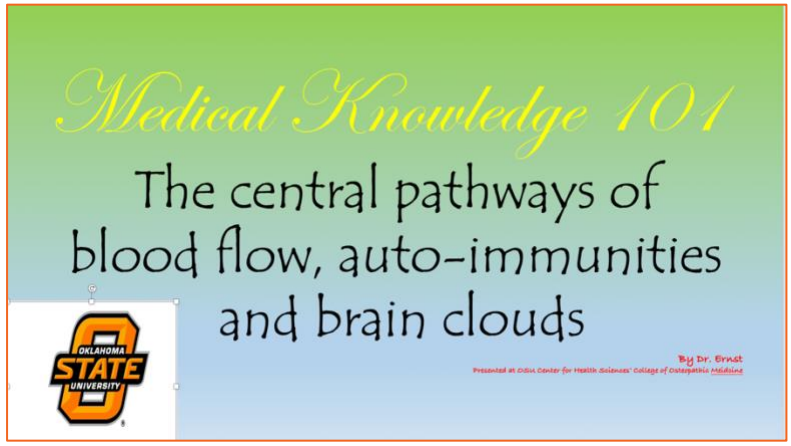
**this document was made entirely with Calibri*
Calibri Bold = Title. Calibri Light Italic = Subtitle.
Calibri Italic = Section headers. Calibri Light = body copy

Typeface alternates: If you don't like Calibri, try Avenir. For headlines and subtitles, try Rockwell Nova Bold (or Bold Condensed). These typefaces are available on standard PCs and mimic the type used by OSUs official marketing.

Graphics, Charts, and Images: Same principles as above, align on an imaginary grid, use big, clear, simple graphics. Use discernment. One large clear graphic is better than four small illegible graphics. Don't use blurry graphics. Don't use graphics with small text.

Animations, motions, transitions are powerful If used only when needed for educational clarity. But are also extremely distracting—contributing to mental fatigue—if used simply to be "cool," "look nice," or "create interest."

If in doubt regarding something's direct educational value, don't use it—***simplify***.



< Hypothetical title slide:

This slide has too many colors, sizes and typefaces.

The script typeface used is difficult to read on screens. And the playful handwriting text doesn't foster a feeling of professionalism. Red text is hard to read especially for those with color blindness—and is too small to read.

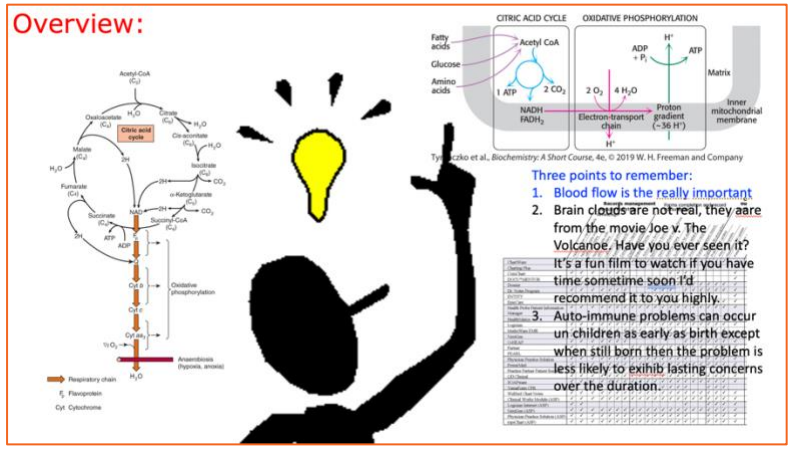
This uses the outdated logo—and is disproportionally scaled.

< Suggested title slide:

This slide uses current OSU graphics, logo and color palette.*

It has simplified text (wording), simplified typography (Rockwell Nova Bold = Title & Calabri = Subtitle), simplified colors & it uses the current logo.

**Your course director or OED may be able to provide some basic, standard, OSU graphics if you need them.*



< Hypothetical content slide:

This slide has too many graphics. Even if you explain them, it will be hard for students to understand what you are explaining. The graphics' text is too small to read and contributes to visual overload—not educational clarity.

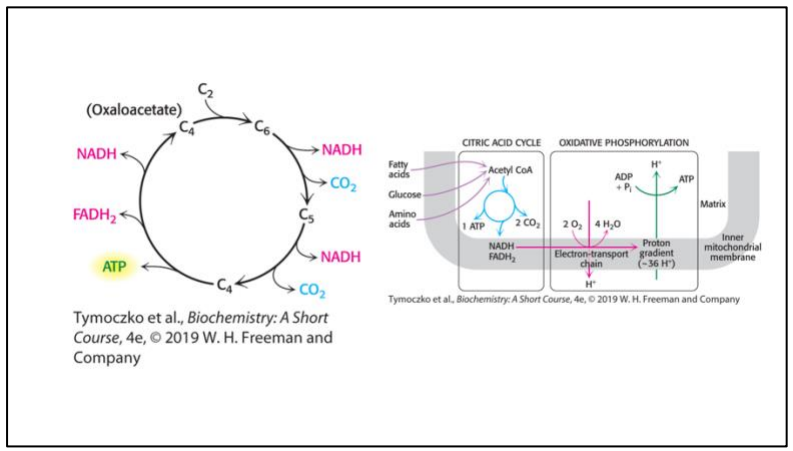
There is too much text, too many text colors, and text that overlaps other content, making it difficult to read.

It also uses clip art—clip art is almost always superfluous and poor quality. Additionally, it is pixilated because it was scaled up. You can scale down, but never scale up.

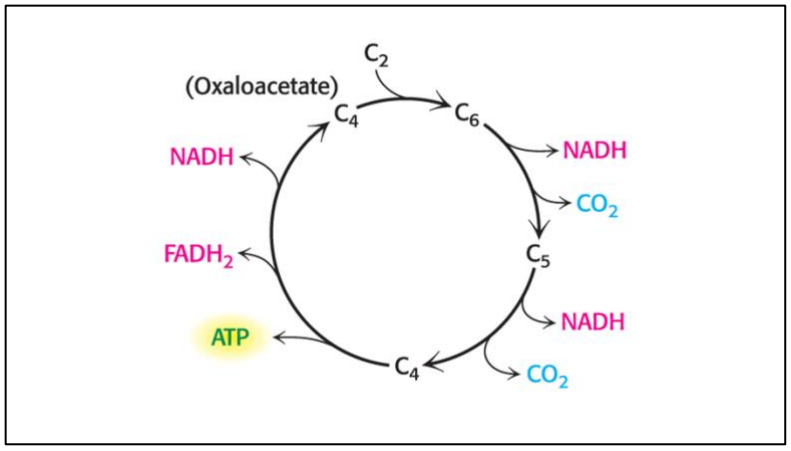
V Suggested content slide:

This slide was simplified to only the main process (but even this is still hard to read). Sometimes it is necessary to use multiple images to show relationships, but it is then helpful to use a series of slides with one graphic at a time to explain further.

One graphic per slide is clearer than multiple images. Also, note the image credits have been cropped off for additional clarity and less visual clutter.



Tymoczko et al., *Biochemistry: A Short Course*, 4e, © 2019 W. H. Freeman and Company



Lack of active brains results in neurological problems:

Thoughts are a component of CoA and a cofactor required for idea synthesis. Plentiful in many people with difficult jobs.

Neurological Kinase associated degeneration (previously called **Brain-Space syndrome**) is a pathological condition characterized by neurodegeneration and iron accumulation in the brain.

Patients show **dystonia** (disrupted movement), **dysarthria** (inability to articulate words), **choreathetosis** (involuntary writhing) and **parkinsonism** (resting tremors).

< Hypothetical content slide:

This slide has too much text.

Too many text colors (red and blue was used to show categories of information, but red is very hard to read). *Don't use bright colors for text.* (Notice the orange text below is large and ***muted.***)

This slide also has a tiny illegible graphic with even tinier unreadable text. This isn't helping anyone understand anything.

V Suggested content slide:

Try simplifying the content and splitting it onto two slides.

If your graphics have white backgrounds, use white slide backgrounds to match—otherwise try using a grey background when possible to reduce eye strain.

Brain Cloud Script

Many of these processes occur in most tissues but prominently in the brain:

Oxidation of acetyl moiety of acetyl-CoA to CO_2:
reduction of coenzymes of oxidative phosphorylation

Final common pathways leading to total brain failure:
carbohydrate, lipids & protein absorption

Central role in braingenesis:
lipogenesis and interconversion of amino acids

The separate categories of information are now on separate slides—this is very clear—you can explain their connections.

This text might even be further truncated—you get to decide what best supports educational clarity.

Clinical Focus

Any damage to the brain can be detrimental for full function of brain cells (**brainitis**) or replaced by connective tissue (**brainosis**).

Genetic defects in the brain reportedly have been associated with **severe neurological damage** where thought formation is severely impaired.

Additional Resources

Aka: More Good Stuff

Learn how to reach adult learners remotely

Video Recording Tips

Learn how to set-up and record with Panopto

Learn about embedded quizzes in Panopto

Learn more about Panopto and video editing

Schedule a recording at the OED video studio

Learn Zoom Basics

Learn Zoom's Advanced Features

CenterNet OED Faculty resources

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