



“Not Another PowerPoint!”:
How to Become an Effective
Presenter Using Universal
Design

Liat Ben-Moshe

doctoral candidate in Sociology and
coordinator of SU’s Disability Culture Center
initiative

Outline of Presentation

- Why me?! (presentation of self)
- Why this talk and why should I care?
- Universal Design for Learning
- Current trends used in presentations and how to avoid their exclusionary pitfalls

My Background

- Commitment to inclusion and diversity
- BCCC: compliance with the law is the starting point, not the bottom line, and we need to go BEYOND.
- Disability Cultural Center Initiative

“Why should I care?”

- Change in demographics and access to higher education
- Identities are hybrid and not visibly identifiable
- Diversity and inclusion are not just slogans on brochures of corporations
- Encourage the change you want to see in the world

Why should sociologists care?

- It's a matter of acknowledging privilege and rectifying inequities
- Differences are structural and the result of power relations, not conditions inherent in a person or another
- An inclusive learning environment benefits everyBody (not just people who require accommodations in writing..)

Multiple intelligences

- Bodily-kinesthetic; Naturalistic; interpersonal; intrapersonal; verbal/linguistic; Logical-mathematical; visual/spatial; musical (Gardner)
- We all access and demonstrate knowledge differently
- There is no 'average learner'



Definition of Universal Design

The design of products and environments to be usable by all people, to the greatest extent possible, without adaptation or specialized design.



Universal Design for Learning

Design of *flexible* instructional *materials* and *activities* that allow the learning goals to be achievable by those with differences in their abilities and learning styles.



Universal Design for Learning

1. *Multiple means of representation* to give learners various ways of acquiring information and knowledge,
2. *Multiple means of expression* to provide learners alternatives for demonstrating what they know, and
2. *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn.


Universal Design for Learning

Rethinking and guiding

- Goals
- Methods
- Materials
- Assessments



UDL Principles

- *Value* individual differences
 - Focus on BIG ideas
 - Full & meaningful participation
 - Flexibility
- 
- Access is built into the lesson--not tacked on later.

Current trends in presentations (and how to avoid their exclusionary pitfalls)

- PowerPoint and slide presentations
- Use of visual materials
- Use of videos
- Handouts
- Language and terminology
- conclusions

PowerPoint Presentations

- Becoming more popular
- Allow for multiple representation formats: visual, textual and when read out loud also auditory for people with a variety of learning styles
- So.. What's the problem?

Formatting

- ◇ *using fonts that are hard to read is NOT cool*
- ◇ *using fonts that are too small is not helpful either*
- ◇ *Plus I have so much to say, I mean, I studied this thing for a while and I only have 10 minutes so instead of cutting it down I thought I would just put it on PPT and maybe people can get the information by osmosis because I sure don't have time to read it all out loud right now*
- PPT in general divert the attention from you (the presenter) to the slides

More effective PPT

- The use of fonts such as **Times New Roman** may interfere in the correct identification of letters for people with low vision.
- Use common sans serif fonts such as Arial and Tahoma, 24 size font or higher.
- Use a good amount of white space
- Do not speak over your slide until you and your audience have read it



Choose a template with high contrast between the background and text.

Not enough contrast between background and text colors.

Good contrast between background and text colors.

Less is more

- If using slides, make your bullet points short
- If reading a paper out loud, try not to read verbatim
- Avoid overloading the audience with information, especially in a short presentation
- Leave some for the discussion (when the really interesting things often happen..)

Adding Non-Text Elements

- When adding non-text elements such as images, charts, tables and autoshapes, they must be described
- You should describe them in the notes pane, or else the images will be inaccessible for people using screen readers (and it will remind you to describe them live when you present)

Graphs

- Display in a way that makes it intuitive but remember that not everyone can see or understand graphs
- Use markedly different colors and textures for the lines in graphs or charts (for people who have varied color vision)
- Add labels on the drawings, not as a separate key

Using video during presentations

- Presentations that use video require captioned text.
- If captioning is not possible, you should provide a text transcript of the video.
- You should be prepared to verbally describe the video for people with low vision or who request it

Handouts

- Increase modes of representation of material
- Make the presentation easier to follow for those who can't follow you live
- Are great to post on Blackboard
- Need to be provided in advance or read out loud during the talk

Race to the finish...

- Speaking faster does NOT mean you will get more content in, it usually means people will understand you less
- Mark a point in your paper/presentation in which you will stop if instructed by the session organizer, even if you are not finished yet
- Always keep in mind the points you want people to take home, and reiterate them at the end

Language and terminology

- Keep in mind a diverse audience (including those who are ESL speakers and international members)
- Describe acronyms (such as ESL above..)
- Describe terms that may be unfamiliar to your audience
- It's lame to use oppressive language

In conclusion- some considerations

What are the essential components of my presentation?

- What do I want my audience to know?
- What lasting impact do I want to have?

How can I present these essential components and in the most inclusive way possible?

- What challenges to inclusion might my presentation style create?
- How can I plan my presentation to provide meaningful access to all members of my audience?

Discussion and questions

Thank you!

Liat Ben-Moshe

ibenmosh@maxwell.syr.edu

Resources

- DO-IT (Disabilities, Opportunities, Internetworking, and Technology)

<http://www.washington.edu/doi/>

- McGuire, J.M., Scott, S.S. & Shaw, S.F. "Universal design for Instruction: the paradigm, its principles, and products for enhancing instructional access," *Journal of Postsecondary Education and Disability*, 17 (1), 10-20: 2003.

Resources

- Campbell, Jill. 2007. "For Conference Presentations, Less Is More." *Footnotes*, May/June. Available online at www.asanet.org/footnotes/mayjun07/fn3.html
- American Academy of Religion. *Making Your Presentations Disability Friendly*. (See www.aarweb.org/Meetings/Annual_Meeting/Current_Meeting/Presentation_Tips/disability.asp.)
- *Building Pedagogical Curb Cuts*
<http://gradschpdprograms.syr.edu/resources/publications-books.php>