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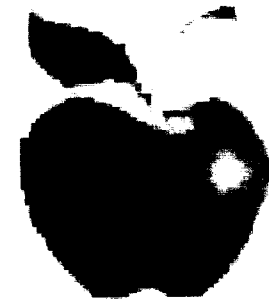
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# Training Tips

- ◆ Too many handouts can be ineffective
- ◆ Keep students needs and learning styles in mind when creating materials.
- ◆ Provide materials that will be useful after the session.
- ◆ Proofread, proofread, proofread. Ask a colleague to proofread your materials and check for clarity.
- ◆ Avoid overloading students with information; limit yourself to the stated course content.
- ◆ Use lettering on display materials that is large enough and dark enough to be read from a distance.
- ◆ Avoid clutter in page design.
- ◆ Always include contact information on handouts.
- ◆ Check your equipment before a session—including markers and projectors.
- ◆ Have a contingency plan ready. Keep paper copies or slides in case of technical difficulties.
- ◆ Be prepared with relevant assignments and/or lectures in case technology leaves you with unplanned time.
- ◆ Keep the classroom bright enough for note-taking and lip-reading when using a projector.
- ◆ Expect the unexpected!

# Library Instruction Teaching Tips



# Classroom Materials

American Library Association  
Library Instruction Round Table  
Research Committee



## Web Pages

Web Pages make great presentation tools in the classroom by incorporating text, graphics and multimedia in one application. When creating a web page for presentation:

- ◆ Create the page with your audience in mind. Keep to the presentation topic; it is easy to get carried away with links.
- ◆ Arrange the page so that it is simple to use. Use sub-pages when the information exceeds 3 screens.
- ◆ Format your page with the reader in mind. Avoid cluttering the page with long paragraphs. Use bulleted lists, boldface type, italics and headers to draw attention.
- ◆ Code your page for a variety of browsers to provide better remote access to materials.
- ◆ Frames, graphics, backgrounds and font color make a web page aesthetically pleasing—use these elements judiciously. Stick to light backgrounds with dark font colors—they are easier to read. Keep graphics and frames to a minimum for more speedy page loading.

## Slideshow Software

Slideshow software programs, like PowerPoint, are a great alternative to transparencies and web pages. They are easy to create, and also serve as good handouts. When using this software:

- ◆ Keep slides uncluttered. Slides work best as outlines. Stick to bulleted lists.
- ◆ Choose appropriate backgrounds, font colors and slide transitions. The slides should enhance your presentation, not distract your audience.
- ◆ Make font size large enough to be easily read at the back of the room.

## Transparencies

Transparencies act as a low-tech lecture tool. Keep in mind when creating transparencies:

- Appropriate formatting is essential. Use an outline format and leave lots of white space. Remember: less is more.
- Use large fonts—to view at the back of the room.
- Whether you are using hand written or printed transparencies, use a dark color font.
- Remember to enlarge copies before creating the transparency when representing text from a source. (*e.g.* showing a printed index citation)
- Check focus of the projector before using first transparency.
- Check the position of transparencies on screen before beginning presentation.
- Use transparencies to present only key points; prepare handouts for detailed information.

## Flip Charts and Boards

Charts, chalk boards, and white boards are staples in many classrooms. When using them, try these tips:

- If possible, prepare flip charts ahead of time with anticipated answers to questions.
- Use dark, bright colored markers on both flip charts and boards. Avoid lighter colors, such as yellow.
- Use large, clear printing. If concerned about your handwriting, ask for help.
- Keep an extra supply of markers nearby in case some run dry during a presentation.
- Use a variety of colors to highlight key points.

## Handouts

Handouts are a necessity for most presentations serving a number of purposes. In addition to providing a support for the presentation, handouts also allow the student to physically take something with them after a learning session. Handouts work to form a teacher-student bond when they are distributed—by giving something to the audience, the presenter breaks down the barrier between them.

- Test your handouts on a third party. This allows for unbiased testing of instructions, steps, and information presented.
- Leave enough blank space on handouts so attendees can make notes.
- Handouts should, if possible, present enough information so they can be useful AFTER the presentation. For example, attendees may want to refer back to handouts days or weeks after a session.
- Allow for the unexpected; make extra copies of all handouts. If you do run out, ask attendees to share; then, mail copies after the program.
- Label all handouts with: name of the program, instructor, page numbers.
- Graphics, such as charts and graphs, can assist in presenting information, and clipart is useful in breaking up large quantities of text. Graphics should be applicable to the topic; however, avoid cluttering pages with unnecessary clipart.
- Where possible, bind or staple handouts to help audience keep related handouts together.
- Keep audience learning styles in mind when preparing handouts. Provide a variety of illustrated points, text, and step-by-step procedures.
- Proofread, proofread, proofread.