Bibliography


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!

Classroom Materials

American Library Association Library Instruction Round Table Research Committee

June 1999
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.