

Making 'PowerPoint' more accessible: individual activity

Collection: Inclusive teaching

Resource: Inaccessible documents

Approximate duration

45 minutes

Learning outcomes

To be aware of some key requirements for making 'PowerPoint' presentations accessible.

Introduction

'PowerPoint' presentations are now virtually the norm in English lectures. Nowadays, they are frequently much more flexible and interesting than the endlessly bullet-pointed 'death by PowerPoint' presentations that were so vilified a few years ago.

This activity will help you finesse your 'PowerPoint' technique, making your presentations clearer and more accessible for all your students. This apparently trivial step could have very substantial benefits for students with different physical and psychological conditions--for whom inaccessible lectures can be a serious source of frustration and an element in their alienation from a module.

This activity requires access to a computer loaded either with 'PowerPoint' or with compatible presentation software such as 'OpenOffice Impress'. It also requires you to be knowledgeable about the use of the presentation software that is available.

The activity

This activity uses two files which are contained in the same folder as this activity in HumBox:

- [An inaccessible 'PowerPoint' presentation](#) - This presentation, on 'Creating Character' in Creative Writing, was submitted by a lecturer to [HumBox](#), a repository of 'open educational resources' in the humanities donated by lecturers for reuse by colleagues within Higher Education. It has been specially altered to be made inaccessible for the purposes of this activity.
- [Some guidelines on the accessible use of 'PowerPoint'](#)

1. Open the sample 'PowerPoint' presentation. This is a presentation designed for Creative Writing students and provides information about the process of creating a character.
2. Play the presentation . (In 'PowerPoint' this will involve selecting the 'Slideshow' menu or tab.)
3. As you watch the presentation, note down elements that you feel should be changed to make the presentation easier for students to follow. You may like to edit the presentation to make the changes.
4. Open and read the guidelines document. Are there any recommendations here that supplement what you have already noticed about (or altered in) the sample presentation? If you have been editing the document, make the extra changes accordingly. Do any of the documents' recommendations conflict with your own?
5. If you have been editing the document, play through the presentation again. Is it now fully 'accessible'? If not, what else might need to change?
6. Make a note for yourself of any details you feel you ought to bear in mind for the next time you put together a presentation.

Links & References

- [JISC TechDis Accessibility Essentials](#) - Detailed hints on making electronic documents accessible.



2 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

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Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Core Knowledge 4:** The use of appropriate learning technologies
- **Professional Values 1:** Respect for individual learners
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the inclusive teaching Collection

- Inclusive teaching: introduction to the collection
- Imaginary students: resource overview
 - Imaginary students: individual activity
 - Imaginary students: group activity
- Inclusive lectures: resource overview
 - Making lectures inclusive: individual activity
 - Making lectures inclusive: group activity
- Inclusive seminars: resource overview
 - Making seminars inclusive: individual activity
 - Making seminars inclusive: group activity
- Inaccessible documents: resource overview
 - **Making 'PowerPoint' more accessible: individual activity (*you are here)**
 - Making 'PowerPoint' more accessible: group activity
 - Making 'Word' documents accessible: individual activity
 - Making 'Word' documents accessible: group activity
- Students, comments, conditions: resource overview



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- Inclusive teaching quiz: individual activity
 - Inclusive teaching card sort: group activity
- Departmental audit: resource overview
 - How inclusive is your department?: individual activity



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