Presentation Assessment

I had read the PowerPoint presentation guidelines/resources after preparing the PowerPoint presentation. After reading/ listening to these resources, I realized that I had too much information in each slides and I had too many slides just packed with information.4 I also realized that instead of having my own notes, I had posted all that I wanted to say to the audience in the slide itself.5 To improve the presentation, -

* Firstly, I developed the notes section for each slide.
* I created bullet points for each thought/ idea/ concept that I wanted to convey to the participants.3
* I learned how to use ‘SmartArt Graphics’ in the presentation and instead of always mentioning ideas as bullet points, I converted them into images/ graphics4.
* I researched for appropriate pictures that would help to explain the concept that I was trying to convey and used them.
* I tried to have at least one picture per slide, if possible.
* I also tried to include pictures that conveyed a little humor along with the information.
* I removed my previously chosen color combinations4 of green, purple, etc. and chose 2-3 colors for all the fonts in the PowerPoint presentation.
* I tried to minimize information about disease statistics, anatomy and pathology.2 Instead, I tried to focus more on what problems might develop with computer work and what solutions the participants can apply or use to improve/ prevent their musculoskeletal problems.
* I tried to avoid difficult words and included simple words2, wherever possible. If it seemed that medical terms could not be avoided, a provided a written and verbal explanation to the participants to ensure that they understood the meaning of that term in layman’s terms.
* Lastly, throughout the session, I encouraged participants to ask questions. Instead of having one question and answer session at the end, participants reported that they felt much better with asking questions during the session, when the relevant topic was being discussed. In order to encourage questions, I avoided my tendency to ask, “If they had any questions”, but rather, verbally acknowledged the fact that I was providing them with a lot of information and would like to know if they had any questions for me, at this time.1

References:

1. Mostrom E. patient Education and Health Literacy. In: Jensen GM and Mostrom E, ed. Handbook for Teaching and Learning for Physical Therapists. 3rd ed. St. Louis, Missouri: Elsevier, Butterworth-Heinemann; 2012: 199-216.
2. Karen McCulloch. Health Literacy Voice threads <https://dptcapstone.web.unc.edu/resources/> Accessed 4/9/15
3. Plack M, Driscoll M. Problematic Presentations. <http://dptcapstone.web.unc.edu/files/2012/03/Plackpresentationproblems.pdf> Accessed 4/9/15.
4. McMillan D. Life after Death by PowerPoint. <https://www.youtube.com/watch?v=MjcO2ExtHso> Uploaded 9/12/2012, Accessed 4/9/15.
5. Resources for Presentation. DPT Capstone. University of North Carolina at Chapel Hill. <https://dptcapstone.web.unc.edu/resources/> Accessed 4/9/15