Preparing the Presentation Materials for a Hawai'i Interactive Television Service Environment

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We, the undersigned, hereby certify our equal contribution in the effort to the conceptualization, information collection and analysis, and writing of this paper. We understand that we are responsible for the content, and we will be evaluated as a group for the total project.

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Abstract

The progression of technology has created an interactive video (ITV) that allows the University of Hawai'i graduate students to take a class at a location other than their host campus. The Hawai'i Interactive Television Service (HITS) has provided delivery of ITV (Interactive Video) classrooms with a High-Definition (HD) video conference connection designed for a telepresence learning experience. Unlike a face-to-face course, the student will communicate simultaneously in a telepresence environment involving large monitors, microphones, cameras, Polycom HDX 8,000 and 6,000 units, the internet, and various digital equipment. With this opportunity, residents of Hawai'i are able to enhance career opportunities and provide services to their community that is not always represented. HITS classes often times require presentation in slide format to determine knowledge of materials presented in class. For students to succeed in class as well in their careers an interesting, clear, and concise presentation through the HITS system is required. The module has been designed to instruct the students to prepare the presentation material in a digital format using a Polycom HDX8000 content camera during a HITS session. The students will be able to design and evaluate a presentation slide after completion of the module. Illustrated in this paper will be instructional goals and strategies, audience analysis, Gagne's Nine Events of Instruction, and the criterion-referenced test items.

Keywords: Presentation material, HITS

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Instructional Goal

Need and Justification

The unique geographical location of Hawai'i makes it challenging for university students to attend the class in-person. HITS is created for students to continue lifelong learning from different campuses and neighboring islands. HITS offers the flexibility for students to meet synchronously on specific days and times at specified locations. Throughout the course students have various projects that requires the use of slide presentations. Presentations that appear well on a computer screen in many face-to-face classes may not have the same appearance when transmitted digitally to neighboring islands of Hawai'i. In order for students to succeed in the class, their presentations must be clearly visible and presented throughout the HITS system.

Goal Statement

The goal is for UH graduate students to successfully prepare the slide materials for HITS in order to pass HITS courses and continue education in students requested fields.

Audience Analysis

General Characteristics

The target audience is the University of Hawai'i graduates in the Master's Program studying social work, nursing, accounting, business and medical translations, and library sciences. Their academic motivation is to achieve skills that would be obtained from knowledge of various HITS courses. The learners will have prior knowledge in their topic area and have some familiarity how the HITS classes operate from previous courses taken. The online and real-time concept will be new for some of the learners. The entry-skills required are an undergraduate degree, work experience in their chosen field, and the basic technical

requirements to enroll in the HITS course. They are also familiar with common web navigations such as browsing, uploading and downloading documents.

Cognitive Characteristics

The target audience or learners are the University of Hawai'i graduates in various Master's Programs. These learners are accustomed to working in a digital environment. These include a good working knowledge of computers and software programs that can build a slide presentation. They have a clear understanding of how to connect to the Internet and where to go to attend HITS classes. They have Internet proficiency for connectivity and troubleshooting digital media such as audio and video. They will also have basic operating knowledge of a microphone, camera, and monitor screen. These students also have good listening and speaking skills in a digital media environment.

Physiological Characteristics

The learner's age range is 21 to 60 years old. They are in good mental and physiological health to study the courses of social work, nursing, accounting, business and medical translations, and library sciences online. The HITS program requires the learners to be able to see, to hear and to speak.

Affective Characteristics

The learners are individually motivated since the HITS courses are at a distance and it can create feelings of isolation. They are not shy to ask questions and reach out to their peers as much as possible. They are determined to achieve the same academic knowledge taught in a classroom from these various HITS courses.

Social Characteristics

The learners derive from diverse ethnic backgrounds and social economic status; however, they are well versed in technology and have the knowledge and skills to prepare a multimedia presentation digitally. These learners have Internet access to connect to the online community that naturally engages social behavior. The majority of the learners have full-time jobs, family and social commitments. They work well in teams and have the desire to achieve and complete courses alongside their professional environments.

Design Implications

Since the students are enrolled in HITS, the design implications are the remote locations of the students and their availabilities. It is their ease and understanding of the applications and materials used to prepare the presentation material. These implications can be solved with thorough and constant communication via email and interactive video devices with the students to properly coordinate necessary trainings, questions, and pre/posttest questionnaires.

Even though the learners all have entry-level skills required, it is important to consider the levels of web experience. The modules will support comprehension with clear instructions, sufficient background information, and proper images to help identify the concepts and ease of understanding.

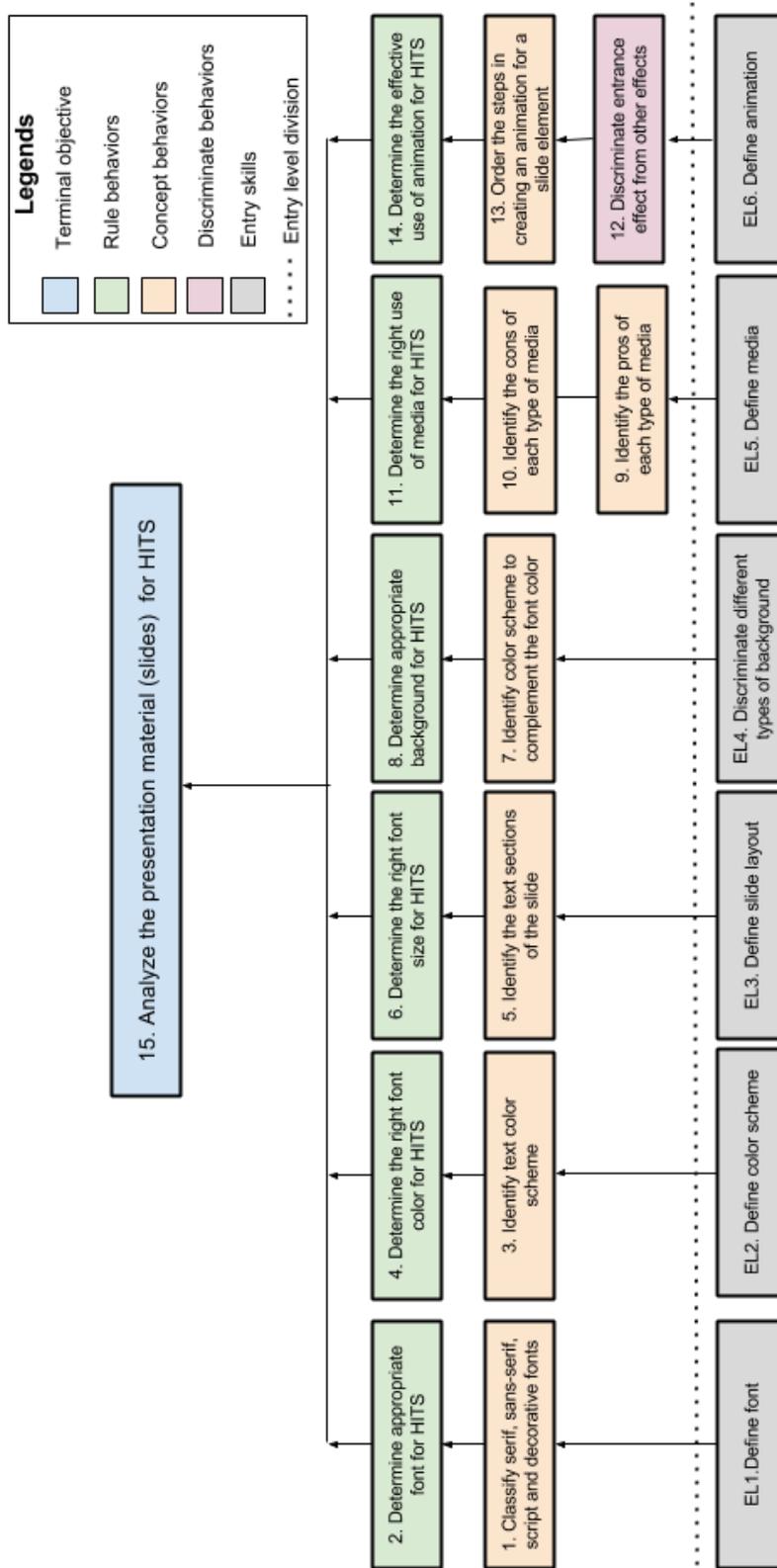**Instructional Analysis (Hierarchy)**

Figure 1. Instructional hierachy for the instructional module

The terminal objective is to analyze the presentation materials for HITS. A total of 15 skills will be taught in this self-instruction module. The learners are expected to have the six entry-level (EL) skills prior to starting the instruction on this module. Nonetheless, these skills will be reinforced in the pretest so that the learners can have a better understanding of the skills. The hierarchy chart (Figure 1) illustrates the intellectual skills the student needs to know. The gray boxes under the dotted line are six entry-level skills required to master the three behaviors and the terminal objective. The pink box is the discriminant behaviors, the orange boxes are the concept behaviors, and the green boxes are the rule behaviors. Once the students have mastered all three sections, the student will reach the terminal objective. Prior to instruction, the learners are expected to define font, color scheme, slide layout, discriminate color schemes, and define media, and animation.

Instructional Strategy

Introduction

The instructional goal can be accomplished in 15 modules. It is intended to educate the learners with various scenarios that will help them to correctly identify the appropriate usage for a slide presentation. This instructional module will cover the appropriate use of texts, backgrounds, media and motions. Examples and non-examples are provided in each of the module sections to help the learners clarify how to prepare presentations in the HITS environment. There will be automatic feedback for both correct and incorrect answers in the tests for the learners to have a better understanding of the module and interpret positive reinforcement. After completing the module sections, the learner will be able to determine how to prepare an acceptable presentation. (See Table 1 for the behaviors and performance objectives).

Table 1

Behaviors and performance objectives for the instructional module.

Objective #	Behavior	Objective
EL1	Define font	Given 4 definitions, the learner will select the correct definition of font.
EL2	Define color scheme	Given 4 definitions, the learner will choose the correct definition of color scheme.
EL3	Define slide layout	Given 4 definitions, the learner will choose the correct definition of slide layout.
EL4	Discriminate different types of background	Given 4 backgrounds of different types and 4 names, the learner will match the backgrounds with correct names.
EL5	Define media	Given 4 definitions, the learner will choose the correct definition of media.
EL6	Define animation	Given 4 definitions, the learner will choose the correct definition of animation.
1	Classify serif, sans-serif, script, and decorative fonts	Given 8 fonts of different types, the learner will be able to tell the type of each font correctly.
2	Determine appropriate font for HITS	Given 4 examples with different fonts, the learners will be able to choose correctly the slide with an appropriate font for HITS.
3	Identify text color scheme	Given 6 different colors, the learner will be able to tell the color scheme of each color correctly.
4	Determine the right font color for HITS	Given 4 examples with different font color, the learners will be able to choose the slide with appropriate font color in a white background for HITS.
5	Identify the text sections of the slide	Given a single slide, the learner will be able to label the various text sections in the slide correctly.
6	Determine the right font size for HIT	Given 4 examples with different font sizes in different text sections, the learner will be able to select the slide with appropriate font size for HITS.

7	Identify color scheme to complement the font color	Given 4 backgrounds and 4 font colors, the learner must correctly select which backgrounds and the font colors to complement one another.
8	Determine appropriate background for HITS	Given 4 types of backgrounds, the learner will correctly choose the one that is best for the digital environment (HITS).
9	Identify the pros of each type of media	Given a list of statements of pros of media, the learner will be able to tell which type of media each statement belongs to.
10	Identify the cons of each type of media	Given a list of statements of cons of media, the learner will be able to tell which type of media each statement belongs to.
11	Determine the right use of media for HITS	Given 4 examples with media, the learner will choose the example with the appropriate use of media for the digital environment (HITS).
12	Discriminate entrance effect from other effects	Given 4 visual examples with different effects, the learner will choose the example with an entrance effect.
13	Order the steps in creating an animation for a slide element	Given the descriptions of the steps for creating an animation for a slide element in a jumbled order, the learners will be able to rearrange the steps in the correct order.
14	Determine the effective use of animation for HITS	Given 4 examples with different combinations of movements and effects between them, the learner will select which one is best for the digital environment (HITS).
15	Analyze the presentation material for HITS	Given a presentation consisting of 4 slides each, the learner will analyze and choose which slide is best for the digital environment (HITS).

There are five module sections. Each module has an objective sequence and learning time. The total time for the learner is one-hour. (See Table 2).

Table 2

Objective Sequence and Chunks

Module Sections	Objectives	Learning Time
1. Text	1. Given 8 fonts of different types, the learner will be able to tell the type of each font correctly.	30 minutes
	2. Given 4 slides with different fonts, the learners will be able to choose correctly the slide with an appropriate font for HITS.	
	3. Given 6 different colors, the learner will be able to tell the color scheme of each color correctly.	
	4. Given 4 examples with different font color, the learners will be able to choose the slide with appropriate font color for a white background for HITS.	
	5. Given a single slide, the learner will be able to label the various text sections in the slide correctly.	
	6. Given 4 examples with different font sizes in different text sections, the learner will be able to select the slide with appropriate font size for HITS.	
2. Background	7. Given 4 backgrounds and 4 font colors, the learner must correctly select whether backgrounds and the font colors to complement one another.	5 minutes
	8. Given 4 types of backgrounds, the learner will correctly choose the one that is best for the digital environment (HITS).	
3. Multimedia	9. Given a list of statements of pros of media, the learner will be able to tell which type of media each statement belongs to.	10 minutes
	10. Given a list of statements of cons of media, the learner will be able to tell which type of media each statement belongs to.	
	11. Given 4 types of media, the learner will choose the examples with the appropriate use of media for the digital environment (HITS).	
4. Motion	12. Given 4 visual choices with different effects, the learner will choose the choice with an entrance effect.	5 minutes

	13. Given the descriptions of the steps for creating an animation for a slide element in a jumbled order, the learners will be able to rearrange the steps in the correct order.	
	14. Given 4 examples with different combinations of movements and effects between them, the learner will select which one is best for the digital environment (HITS).	
5. Put it all together	15. Given a presentation consisting of 4 slides each, the learner will analyze and choose which slide is best for the digital environment (HITS).	10 minutes

Gagné's Nine Events of Instruction

Gagne's nine events of instruction is used as the foundation to outline the delivery and maintenance of the modules. (See Table 3.)

Table 3

Gagné's Nine Events of Instruction

Terminal Objective: Preparing the presentation material for a HITS environment	
1. Gain attention	The instructional module will gain the attention of the learner with a poorly made slide that cannot be read. It will contain three types of fonts, six different colors, one graphic art, and too much text. The learner will be asked what is wrong with the slide?
2. Inform learners of objectives	At the beginning of the course, the terminal objective will be explained to the learners. In each of the modules, the performance objectives will be stated clearly at the beginning.
3. Stimulate recall of prior learning	The learners will refer back to their entry skills (define font, color scheme, slide layout, visual aid, animation, and discriminate different color schemes. There will be some good and bad presentations from previous HITS classes for the learners to discuss.
4. Present the stimulus	The learner will be presented with visual and written information for each module. By having the examples in visual form, the learner will be able to comprehend and retain the information. A checklist will be provided to serve as a guide.

5. Provide "learning guidance"	The learner will be presented with good and bad examples of each module to identify the best practices how to create good presentation materials.
6. Elicit practice	The learner will read the information presentation, review the examples, and take a pre-test. This will help the learner understand and retain the information for the post-test.
7. Provide feedback	The feedback will reinforce the concept and increase proficiency in each module.
8. Assess performance	The learner should see some connections between the pretest and posttest since they are written in a parallel manner. The learner will complete the post-test from the information learned from each module.
9. Enhance retention and transfer	At the end of the module, the learner will be able to review a single slide and come up with five things that are wrong. The learner should be able to retain the knowledge and transfer the information from short-term memory to long-term memory upon completion.

Criterion-Referenced Test Items and Strategy Per Objective

Entry-level Skills

Skill #EL1: Define "font"

Objective: Given 4 definitions, the learner will select the correct definition of font.

Pretest:

Which of the following definitions would describe font?

A. *Font is a set of displayable text characters with a particular size, weight, pitch, shape, and spacing used to describe information.

B. Font is text used to present information in various fields of mediums as a form of communication between parties represented in.

C. Font expresses voice and tone of one's attitude in writing material.

D. Font is a form of communication using ink to symbolize the various forms of the alphabet to describe a person's needs to one another.

Skill #EL2: Define color scheme

Objective: Given 4 definitions, the learner will choose the correct definition of color scheme.

Pretest:

Which of the following definitions would describe color scheme?

    A. Colors that go well together, mostly used in material type objects

    B. Colors that contrast with each other and can be used to create patterns

    C. *A combination of colors in relation to each other on the color wheel

    D. Colors addressed in a similar plain to complete a varies look within society

Skill #EL3: Define color scheme

Objective: Given 4 definitions, the learner will choose the correct definition of color scheme.

Pretest:

Which of the following definitions describes a slide layout?

    A. *An arrangement of elements in a slide

    B. An arrangement of slides in a presentation file

    C. A duration of an element in a slide

    D. A movement of elements in a slide

Skill #EL4: Discriminate different types of background

Objective: Given 4 backgrounds of different types and 4 names, the learner will match the backgrounds with correct names.

Pretest:

Match the names in the box and the corresponding color schemes A, B, C, and D. Write your answers in the spaces provided.

1. Gradient	2. Solid	3. Picture	4. Texture

A.	B.	C.	D.
Solid	*Texture*	*Gradient*	*Picture*

Skill #EL5: Define media

Objective: Given 4 definitions, the learner will choose the correct definition of media.

Pretest:

Which of the following definitions describes media?

A. *Such elements as graphic, sound and full-motion video in computer applications used to supplement written information

B. Illustrative document designed to explain information in a different and artistic way rather than through spoken word or text

C. An item of illustrative matter, such as a film, slide, or model, designed to supplement written or spoken information

D. An item that is embedded in a project that provides a voice and artistic approach to material expressed in a presentation

Skill #EL6: Define animation

Objective: Given 4 definitions, the learner will choose the correct definition of animation.

Pretest:

Which of the following definitions describes animation?

A. Cartoon like drawings similarly drawn step by step in order of a specific movement to create life to characters

B. The description of being alive and enthusiastic about one's own characteristic and personality used in speech and body language

C. Moving pictures or icons used in various presenting tools to create surprise and gain attention in printing materials

D. The illusion of motion and change of an object's position made to gain attention

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Module Section 1: Text (30 Minutes)

Skill #1: Classify serif, sans-serif, script, and decorative fonts

Objective: Given 8 fonts of different types, the learner will be able to tell the type of each font correctly.

Information Presentation:

Font is a set of displayable text characters with a particular size, weight, pitch, shape, and spacing used to describe information. There are basic families of the font that affect the various text characteristics. Serif fonts are semi-structural details or small decorative flourishes on the ends of some of the strokes that make up letters and symbols. An example would be the Times New Roman font. Sans serif does not have these details or flourishes. An example would be the Arial font. Script typefaces are based on the varied and often fluid stroke created by handwriting, pretty much like the cursive fonts just typically more elegant. Decorative fonts enhance texts and often contain floral or border elements.

Determining the difference between these font families will enhance learner's knowledge on how information is being presented and transmitted. Fonts can oftentimes help or hurt a presentation. If information is not clearly seen audiences will be lost and easily distracted.

Oftentimes having more descriptive and colorful fonts can relate a surprise to the audience, while adding confusion due to lack of clarity.

Thus, declaring a font that is clear and visible should be the priority goal in preparing a HITS presentation.

Example:

These are serif fonts:
Arial
Verdana
syncopate

These are san-serif fonts:
Times New Roman
Georgia
Cambria

These are script fonts:
Aqualina Script
Annie Use Your Telescope
Berkshire Swash

These are decorative fonts:
CODYSTAR
EATER
Fascinate Inline

Non-example:

Pretest & embedded test:

Below each of the words marked A, B, C, D, E, F, G, and H, write S if the word is in Serif font,

SS if the word is in Sans-Serif font, SC if the word is in Script font, and D if the word is in

Decorative font.

A. Text	B. Text	C. Text	D. Text
S	SS	S	SC
E. Text	F. Text	G. Text	H. TEXT
D	SC	SS	D

Feedback:

A. Serif: Text contains small decorative flourishes on the ends of some of the strokes on

   letters.

B. Sans-Serif: Text does not have added details or flourishes.

C. Serif: Text contains small decorative flourishes on the ends of some of the strokes on

   letters.

D. Script font: Text has fluid strokes looking like cursive handwriting.

E. Decorative font: Text is enhanced and has decorative border elements.

F. Script font: Text has fluid strokes looking like cursive handwriting.

G. Sans-Serif: Text does not have added details or flourishes.

H. Decorative font: Text is enhanced and has decorative border elements.

Posttest:

Below each of the words marked A, B, C, D, E, F, G, and H, write S if the word is in Serif font, SS if the word is in Sans-Serif font, SC if the word is in Script font, and D if the word is in Decorative font.

A. **Text**	B. Text	C. Text	D. Text
S	SC	D	SC
E. Text	F. Text	G. TEXT	H. **Text**
SS	S	D	SS

Skill #2: Determine appropriate font for HITS

Objective: Given 4 examples with different fonts, the learners will be able to choose correctly the slide with an appropriate font for HITS.

Information Presentation:

When a font is used in presentations it is important to consider various components. One is to consider the audience's visual acuity. This is in accordance to what audience members can easily see and decipher. When presentations are used in HITS courses, content is transmitted throughout various endpoints. As the content is received projections and televisions may have different resolutions and thus content may not be as clear. With this information presented, a sans serif type font will be able to handle such demands. Although not recommended, a serif type font can also be used for the title. Try to avoid script and decorative fonts since they can be hard to read on the screen.

Example:

Non-example:

Pretest & embedded test:

From the four slides given below, choose the one slide that contains appropriate fonts for HITS.

PREPARING A PRESENTATION MATERIAL **1. DEFINITION OF "FONT"** A font is a set of printable or displayable text characters in a specific style and size. The type design for a set of fonts is the typeface and variations of this design form the typeface family . Thus, Helvetica is a typeface family, Helvetica italic is a typeface, and Helvetica italic 10-point is a font.	PREPARING A PRESENTATION MATERIAL **1. DEFINITION OF "FONT"** A font is a set of printable or displayable text characters in a specific style and size. The type design for a set of fonts is the typeface and variations of this design form the typeface family . Thus, Helvetica is a typeface family, Helvetica italic is a typeface, and Helvetica italic 10-point is a font.
*C	D

Feedback:

A. Incorrect: The title is of a decorative font type which is not recommended in the

HITS environment.

B. Incorrect: The content is of a script font type which is not recommended in the HITS

environment.

C. Correct: The subtitle and content are of sans-serif font type, and the title is of sans-

serif font, which is acceptable.

D. Incorrect: The title and subtitle are of decorative font, which is not appropriate for

HITS.

Posttest:

From the four slides given below, choose the one slide that contains appropriate fonts for HITS.

PREPARING A PRESENTATION MATERIAL **1. DEFINITION OF "FONT"** A **font** is a set of printable or displayable text characters in a specific style and size. The type design for a set of **fonts** is the typeface and variations of this design form the typeface family . Thus, Helvetica is a typeface family, Helvetica italic is a typeface, and Helvetica italic 10-point is a **font**.	PREPARING A PRESENTATION MATERIAL **1. DEFINITION OF "FONT"** A **font** is a set of printable or displayable text characters in a specific style and size. The type design for a set of **fonts** is the typeface and variations of this design form the typeface family . Thus, Helvetica is a typeface family, Helvetica italic is a typeface, and Helvetica italic 10-point is a **font**.
A	B

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C	*D

Skill #3: Identify text color scheme

Objective: Given 6 different colors, the learner will be able to tell the color scheme of each color correctly.

Information Presentation:

Color scheme is represented by a combination of colors in relation to each other on the color wheel. Knowledge of the color scheme is important in presentations to elicit attention, texture, and character of a presentation in various types of visuals.

Color is an attribute of things that results from the light they reflect, transmit, or emit in so far as this light causes a visual sensation that depends on its wavelengths. Primary Colors consists of primary colors red, yellow and blue. These colors are the 3 pigment colors that cannot be mixed or formed by any combination of other colors. Secondary Colors consist of green, orange and purple and are the colors formed by mixing the primary colors. Tertiary Colors consists of yellow-orange, red-orange, red-purple, blue-purple, blue-green & yellow-green. These are the colors formed by mixing a primary and a secondary color.

Various colors can also display a temperate reading such as warm or cool. Understanding a colors temperature can help people identify well-designed color schemes. Warm colors are related to the yellow/red side of the color wheel chart. They attract attention and are generally

perceived as energetic or exciting. Cool colors sit on the blue/green side of the color wheel; they

are generally perceived as soothing and calm.

Knowing such information about colors, audiences would be able to confidently identify

appropriate color schemes for presentations.

Example:

This color wheel shows examples of warm and cool color schemes.
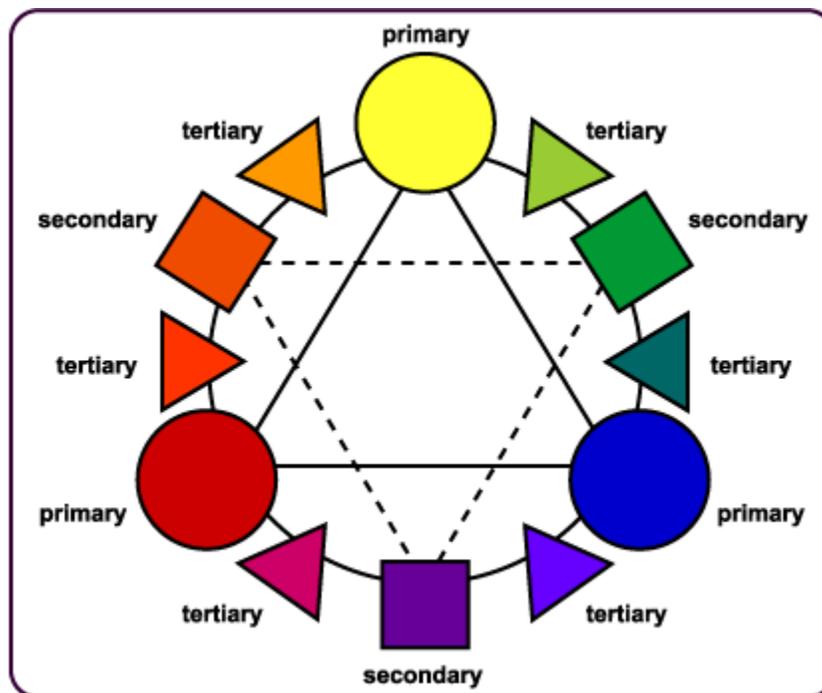
This color wheel shows examples in symbols of appropriate colors in primary, secondary, or

tertiary colors.

Non-example:

1, 2, 3, 4, 5

Pretest & embedded test:

Below each of the colors marked A, B, C, D, E, F, G, H, I, J, K, and L, write *primary, secondary,* or *tertiary* and *warm* or *cool* according to its color type.

A	B	C
tertiary warm	*tertiary cool*	*secondary cool*
D	E	F
primary warm	*tertiary cool*	*tertiary warm*

Feedback:

A. Tertiary Warm: Color is composed of secondary (orange) and primary (yellow) colors. This color is warm because it is related to the yellow/red side of the color wheel chart.

B. Tertiary Cool: Color is composed of secondary (purple) and primary (blue) colors. This color is cool because it is related to the blue/green side of the color wheel chart.

C. Secondary Cool: Color is composed of two primary colors consisting of blue and yellow. This color is cool because it is related to the blue/green side of the color wheel chart.

D. Primary Warm: Color is a singular primary color (red) of the color wheel. This color is warm because it is related to the yellow/red side of the color wheel chart.

E. Tertiary Cool: Color is composed of secondary (purple) and primary (blue) colors. This color is cool because it is related to the blue/green side of the color wheel chart.

F. Tertiary Warm: Color is composed of secondary (orange) and primary (yellow) colors.

This color is warm because it is related to the yellow/red side of the color wheel chart.

Posttest:

Below each of the colors marked A, B, C, D, E, F, G, H, I, J, K, and L, write *primary, secondary,* or *tertiary* and *warm* or *cool* according to its color type.

A	B	C
tertiary cool	*primary warm*	*tertiary cool*
D	E	F
secondary warm	*tertiary warm*	*primary cool*

Skill #4: Determine the right font color for HITS

Objective: Given 4 examples with different font color, the learners will be able to choose the slide with appropriate font color in a white background for HITS.

Information Presentation:

When choosing the font color of a presentation it is important to key into various different factors. First is contrast. The font color and the background needs to have a great amount of contrast. This will allow the font to stick out of the background color and increase visibility of text.

Emotional meaning of colors is another factor to consider. Colors evoke different feelings, and thus can be displayed in the presentation. Blue typically means peace, tranquility, trust. Yellow typically means bright, happiness, optimism. Whatever emotion the presenter was trying to present can be displayed here. Often times blue is most successful do to the meaning of trust it can provoke between speaker and audience.

Lastly, avoid vibrating colors where colors are equal in value, equal in intensity, but opposite in hue. This combination will result in a vibrating relationship. An example would be orange and blue. Here there is a contrast but the result will create more distraction and frustration in the audience.

Using these factors, presenters can find the best font to evoke their audiences and add value to their information presented.

Example:

BLUE

Non-example:

YELLOW

Pretest & embedded test:

Which of the colored texts is best appropriate for a white background in a HITS environment?

    A. *BLUE

    B. YELLOW

    C. RED

    D. GREEN

Feedback:

    A. Correct   BLUE is a contrasting color that conveys a trusting calm feeling.

    B. Incorrect   YELLOW tends to be very hard to see with a white background. The text will be lost.

    C. Incorrect   RED gives a harsh and almost vibrating feeling with the white background. This text gives too much negative attention.

    D. Incorrect   GREEN would be appropriate but is not the best answer as it does not contrast with the white as well as blue.

Posttest:

Which of the colored texts is best appropriate for a white background in a HITS environment?

    A. TURQUOISE

    B. ORANGE

    C. *BLUE

    D. PURPLE

Skill #5: Identify the text sections of the slide

Objective: Given a single slide, the learner will be able to label the various text sections in the slide correctly.

Information Presentation:

Understanding the logistics of a presentation slide is the most important aspect when preparing information. Without knowing the appropriate format, the audience may become confused about topics the speaker is trying to make. There are various parts to identify in a slide. Title, Subtitle, Content, and Footer.

The Title of the slide belongs to the top left side of the slide. Physiologically people in America read from top left to bottom right. Typically, eyes will first be directed here. The Title will help the audience determine what the material presented is about. It is an introduction, and should be kept short. A key phrase or quotes.
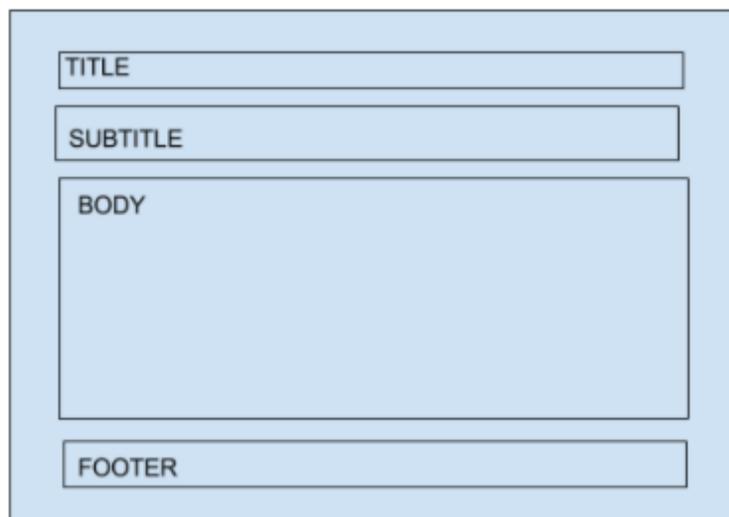
Subtitle belongs under the title and will provide additional narrowing information to the reading describing the following content. This should remain short but have some explanatory details to clue the audience in more to the following text.

The Content will be placed inside the Body portion of the slide and will include text, bullet points, and illustrations detailing the presenter into the points and information the audience will be educated in. The Body is placed in the middle of the slide to act as the focal point. Here the audience will spend the bulk of time analyzing and digesting materials. The Content should not be lengthy or small in text, but it should provide more understanding into the meaning of the presentation. The Content should as well contain a graphic that provides another sense of understanding to the audience and impacts their further comprehension of the materials.

The Footer is at the bottom of the slide and should contain some sense of identity of the presentation from a company, school, or presenter to identify where information is being collected and obtained. This will provide the audience an owner and voice to the materials.

When combining these five sections into a slide the audience will be able to read, retain, and grasp the meaning and importance of the following data with ease, clarity, and appreciation.
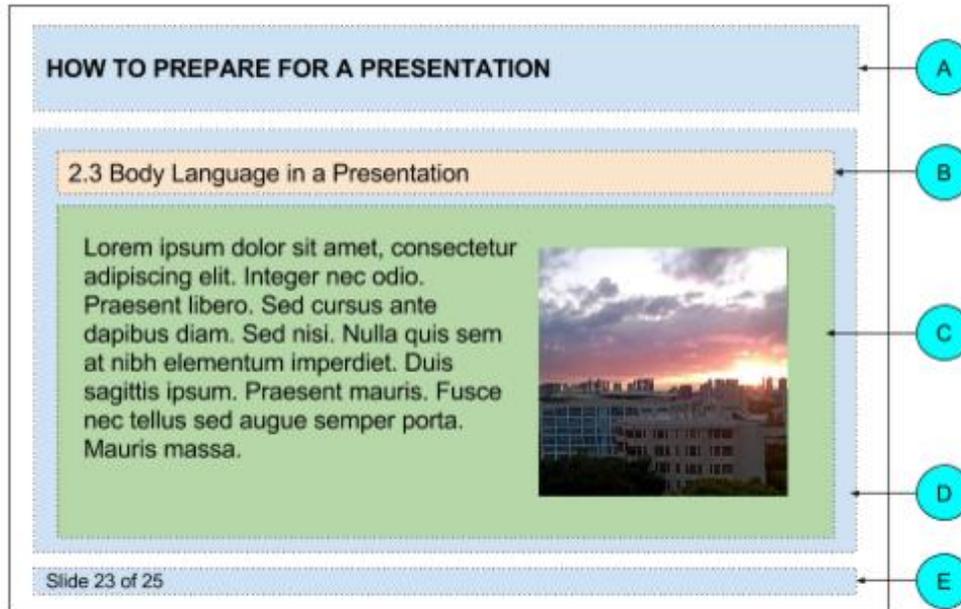
Example:

Non-example:

Pretest & embedded test:

Identify the text sections of the slide. Write A, B, C, D and E next to the corresponding names of the sections.

1. Body   D

2. Subtitle   B

3. Footer   E

4. Content   C
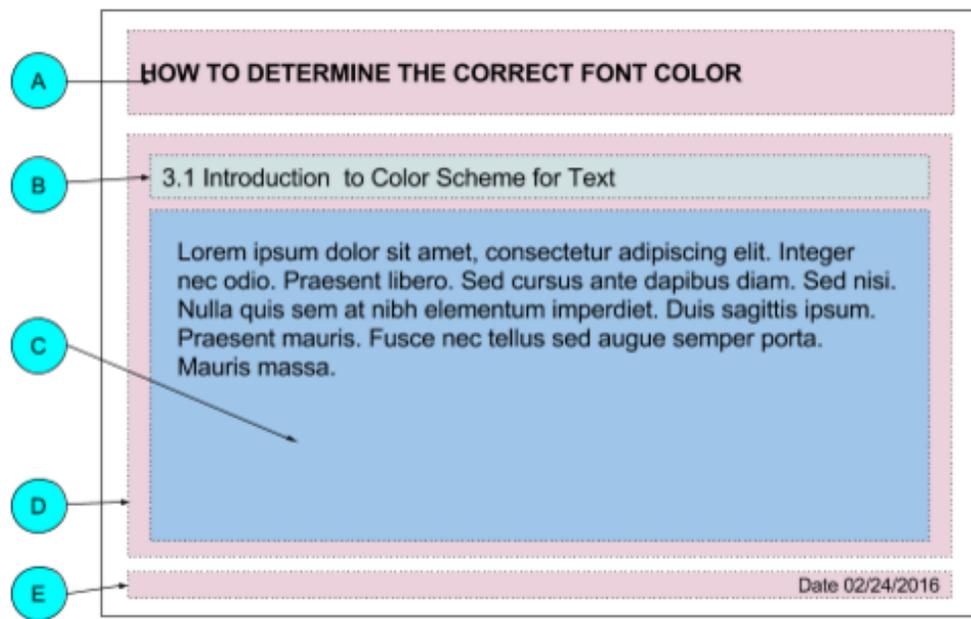
5. Title   A

Feedback:

1. Body   D is placed in the middle of the slide to act as the focal point.

2. Subtitle   B is under the title and will provide additional narrowing information to

    the reading describing the following content.

3. Footer   E is at the bottom of the slide and should contain some sense of identity of

    the presentation.

4. Content   C is placed inside the Body portion of the slide and will include text,

    bullet points, and illustrations

5. Title   A is on the top left side of the slide and will help the audience determine

    what the material presented is about.

Posttest:

Identify the text sections of the slide. Write A, B, C, D and E next to the corresponding names of

the sections.

1. Footer   E

2. Content   C

3. Title   A

4. Subtitle   B

5. Body   D

Skill #6: Determine the right font size for HITS presentations

Objective: Given 4 examples with different font sizes in different text sections, the learner will be able to select the slide with appropriate font size for HITS.

Information Presentation:

Title 36, Subtitle 28, Content 24, and Footer 24

When presenting fonts in the slide, it is as important to determine the font size in particular sections of a slide. The font size of each section should follow greater size to smaller size. This will properly coordinate the audience to gaze at the text that is most important to the least important. Title is typically the biggest font detailing the outline and guidelines for the following materials. The smallest size should be the text that explains the most about presentation. Since there is more to be said, the text needs to small enough to explain various points but large enough to be read across the islands through transmitting projectors.

The Title text should be the biggest font to add the greatest attention to this part of the slide. The bigger the text the more attention it will receive. The Title will act as an introduction to the following materials. Though it is intended that the Title must bear the greatest size, the font size must not be too big as to consume the whole slide. A 36-point font is the best option to portray this illustration during a HITS presentation.

The Subtitle will be the next category in which describes another subsection of the material that is being presented. This is often below the title and typically lays at a 30-point font. Beneath this point will be the text that explains the points of all of the following titles and headings. This information may be bulleted or in short sentences and does not lay any less than a 24-point font.

The footer should not be larger or smaller than a 24-point font. It is important to give the audience a reference of where the material is presented from but it is not of as great importance as the text.

Example:

Title 36, Subtitle 30, Content 24, and Footer 24

Title
Subtitle
Content
Footer

Non-example:

48pt Title, 24pt Subtitle, 18pt text, 14pt footer

Title

Subtitle

Text

Footer

Pretest & embedded test:

Which of the following combinations of font sizes is appropriate for HITS?

    A. Title 48 pt., Subtitle 32 pt., Text 20 pt., Footer 16 pt.

    B. *Title 36 pt., Subtitle 30 pt., Content 24 pt., and Footer 24 pt.

    C. Title 34 pt., Subtitle 28 pt., Content 26 pt., and Footer 24 pt.

    D. Title 32 pt., Subtitle 28 pt., Content 20 pt., and Footer 14 pt.

Feedback:

    A. Incorrect: This title text is too big and will take up too much space on the slide. The text will have to remain small in order to portray the following information that will not be seen once transmitted on different projectors.

    B. Correct: Title 36, Subtitle 30, Content 24, and Footer 24: This following font size has the appropriate big to small diagram along with remaining in the confines of visibility so text will be transmitted and seen throughout the different projectors.

    C. Incorrect: This text does not vary enough to show the real difference in size between title and headings, thus does not allow the audience to determine the importance of text throughout slide sections.

    D. Incorrect: This font size is too small and will not transmit to different projectors throughout HITS well. The presented information will most likely be blurred and unlikely able to read.

Posttest:

Which of the following combinations of font sizes is appropriate for HITS?

    A. *Title 36 pt., Subtitle 30 pt., Content 24 pt., and Footer 24 pt.

    B. Title 38 pt., Subtitle 34 pt., Content 26 pt., and Footer 22 pt.

C. Title 34 pt., Subtitle 32 pt., Content 28 pt., and Footer 18 pt.

D. Title 32 pt., Subtitle 28 pt., Content 22 pt., and Footer 16 pt.

Module Section 2: Background (5 Minutes)

Skill #7: Identify color scheme to complement the font color

Objective: Given 4 backgrounds and 4 font colors, the learner must correctly select which backgrounds and the font colors to complement one another.

Information Presentation:

The presentation is everything when using visual aids. And when speakers have important information to share, their text is key as well. Thus, the importance of picking color schemes between background colors and font colors in a presentation will determine the success of the proposal.

Often times projector and televisions are limited in the colors it displays. So it is important to know that colors with little contrast can easily be washed out and "invisible" when projected. The best color selection would be a color that has a high contrast with the background color. This makes the text or graphic appear to float above the background instead of blending into it. This would indicate a dark background with light text and graphics or a light background with dark text and graphics.

Example:

Non-example:

Pretest & embedded test:

Below identify in rank order from the best color scheme for interactive video and the worst

option in the following examples.

1. Black text and white background **HELLO WORLD** 2. Yellow text and white background **HELLO WORLD** 3. Red text and white background **HELLO WORLD** 4. White text and dark blue background **HELLO WORLD**	A. Not the best choice, but not the worst B. Second best color C. Best color scheme collection D. Worst option available	1. → B 2. → D 3. → A 4. → C

Feedback:

1. Black Text and White background → B With the high contrast between background and text color this example is the second best but can be boring.

2. Yellow Text and White background → D Worst option available. These two colors are too similar on the color wheel and are too light. Yellow and white together will most likely be washed out on the screen.

3. Red Text and White background → A Not the best choice, but not the worst. Red and White are contrasting colors, but red is a vibrating color and may give the audience a headache trying to read the content.

4. White Text and Dark blue background → C Best color scheme collection. Colors have a high contrast but an element of color leaving the presentation with a little more character than just black and white.

Posttest:

Below identify in rank order from the best color scheme for interactive video and the worst option in the following examples.

1. White text and yellow background **HELLO WORLD** (white text on yellow background) 2. Yellow text and black background **HELLO WORLD** (yellow text on black background)	A. Not the best choice, but not the worst B. Second best color C. Best color scheme collection D. Worst option available	1. → D 2. → C 3. → B 4. → A

3. Light blue text and white background

HELLO WORLD

4. Gray text and dark blue background

HELLO WORLD

Skill #8: Determine appropriate background for HITS

Objective: Given 4 types of backgrounds, the learner will correctly choose the one that is best for the digital environment (HITS).

Information Presentation:

Background colors, regardless of the type of background, are mainly responsible for setting the "mood" for the presentation. Like stated before in question number 7, the mood is also known as emotion. As colors evoke different feelings it will evoke that sensation to the audience.

When choosing the background, it is important to also consider the color of the font. For these two factors must contrast in order to be visible. The most popular background color is white for it has a high contrast ability for various different colors and symbolizes purity, truth, and creativity. Other backgrounds are not as flexible with the variety of contrasting colors the way white is. Though this may be true, white is not the only background. The important thing to consider is the font color and the contrast. Know this and the color scheme will develop.

Example:
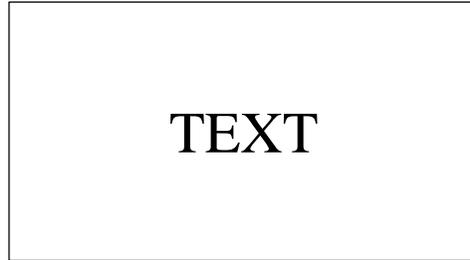
Non-example:
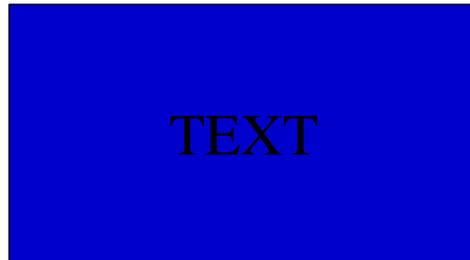
Pretest & embedded test:

Considering the text colors, choose the one background that is the most appropriate for HITS

environment.

A.   B.   C.   *D.

Feedback:

    A. Incorrect: The text and the background colors are not the correct contrast. Also,

        picture backgrounds are not recommended for HITS.

    B. Incorrect: The text and the background colors are the contrast to some extent.

        However, the background color is too dark for HITS screen.

    C. Incorrect: This is the worst use of colors since the text can be hardly seen with such a

        background color.

D. Correct: Black text and bright background are correctly contrasting and great

choice for HITS screen.

Posttest:

Considering the text colors, choose the one background that is the most appropriate for HITS

environment.

| A. | *B. | C. | D. |
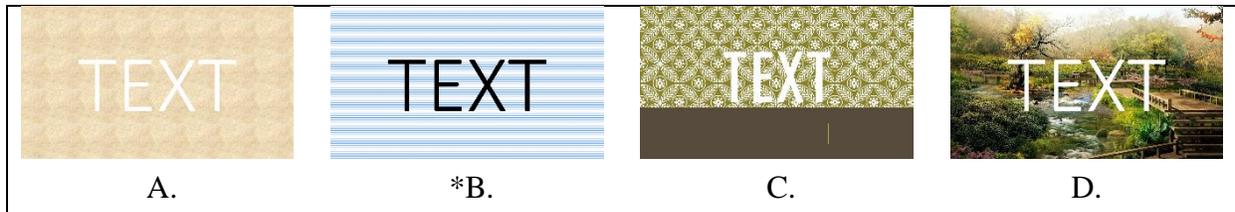
Module Section 3: Multimedia (10 Minutes)

Skill #9: Identify the pros of each type of media

Objective: Given a list of statements of pros of media, the learner will be able to tell which type

of media each statement belongs to.

Information Presentation:

Adding media to a presentation are a great way to break up text and captivate the

audience with other senses. This will allow audience members to attract their attention back to

the content and comprehend the material in another way. Media's can also enhance presentations

by creating another level of atmosphere for the speaker. There are various ways to include media

into a presentation such as through videos, sounds, and graphics.

Videos allow the presenters to use different senses including seeing, hearing, and reading.

Videos also are able to tell stories and provoke emotional responses. They can be simple to

create with modern technology and are able to communicate more information with less material.

Sounds can contribute to the atmosphere while taking little space on a slide. It includes the hearing senses and adds another attention grabber from the audience to key them into the presentation and away from distractions.

Graphics tend to be the most used media in presentations for various reasons. They are small in size; they do not add to file size in the presentation file. They are also useful because of their ease to insert and their exact emphasis on important text without leaving the slide. Lastly, graphics are low maintenance and do not require another form of equipment such as speakers to be necessary.
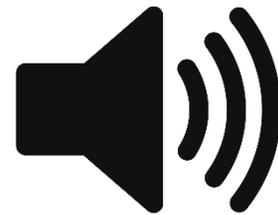
Example:

| Video (Ctrl + Click to view) | Graphic | Audio (Ctrl + Click to listen) |

Non-example:

Text

Pretest & embedded test:

In front of each of the following statements, write V if the statement applies to the use of videos in the presentation, S for sounds, and G for graphics.

__V__   1. They are engaging as they speak to all senses (seeing, hearing, reading).

__S__   2. They require little or no space in the slide.

__V__   3.   They allow for a lot of information in a very short time.

__V__   4.   They are relatively simple to make and with the help of YouTube and others very easy

to distribute.

__G__   5.   Since they are small in size, they do not add up much file size to the presentation file.

__G__   6.   They do not require extra equipment such as a set of speakers.

__G__   7.   They can be inserted in the slide relatively easy compared to other types of media.

Feedback:

__V__   1.   Videos contain the motions that the audiences can see, the sounds that they can hear,

and the text that they can read, all in one package. As such, the videos can engage the

learners more than any other types of media.

__S__   2.   Sounds can be embedded in the slide or attached to a slide element. Sometimes, you

can see the sound (icon) on the slide, but you know it's there because you can hear it.

__V__   3.   A lot of information can be made into a very short and engaging video.

__V__   4.   A lot of easy-to-use video editing applications are available for free and the finished

video materials can be stored in and taken from YouTube.

__G__   5.   Some graphics can take up as little as 10kB of the storage space, which allows for

easy distributing on the net.

__G__   6.   You don't need a set of speakers to view the graphics.

__G__   7.   Graphics can be inserted in the slide with just three mouse clicks.

Posttest:

In front of each of the following statements, write V if the statement applies to the use of videos

in the presentation, S for sounds, and G for graphics.

__G__   1.   They don't add up so much size to your presentation file, so it can be attached via email.

__V__   2.   They can be easily stored and distributed using some of the video publishing web-services such as Vimeo.

__G__   3.   They can be placed in the slide relatively easy.

__S__   4.   They may not require any physical space on the slide.

__V__   5.   With the use of this type of media, students are engaged through all senses.

__G__   6.   They do not require the sound system.

__V__   7.   They are a great way for communicating a lot of ideas/info in a very short time.

Skill #10: Identify the cons of each type of media

Objective: Given a list of statements of cons of media, the learner will be able to tell which type of media each statement belongs to.

Information Presentation:

Although media being used in the proper way can be helpful and intriguing to the audience, there are inconveniences with their use in presentations as well. This is often seen when media are overused or improperly used in presentations.

Videos typically carry a large file and can be difficult to upload, advance, and present in presentations. They also can be expensive to create if using professional teams and equipment. They require lots of time, studies, and patience when developing and not many people have that time to prepare.

Sounds can help create atmosphere but may also create the wrong atmosphere in the audience and be more distracting than helpful. Because the sound does not have a visual it may warrant more than needed attention to details that could discourage audience attention to slides.

Lastly, the use of graphics is meant to be an addition to the text. When overused the audience could become confused, distracted, and dissuade audience from supporting the speaker. Another aspect to consider would be that the graphic may disrupt the compatibility of the arrangement of the slides. When using alternate devices, the arrangement of text and graphics may be disturbed and create a jumbled appearance.

When media is misused and misunderstood, it could act as a negative impact on a presentation rather than a positive.
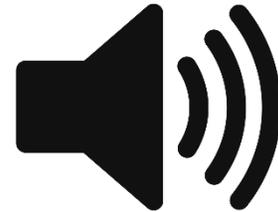
Example:
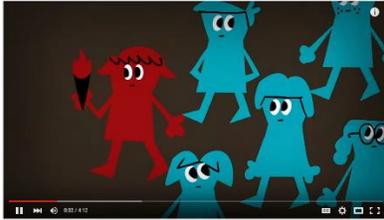
Video
(Ctrl + Click to view)

Graphic

Audio
(Ctrl + Click to listen)

Non-example:

Text

Pretest & embedded test:

In front of each of the following statements, write V if the statement applies to the use of videos in the presentation, S for sounds, and G for graphics.

__V__   1. They might take a relatively large memory; therefore, it can be inconvenient for transferring electronically.

_V/S_   2. Such media might cause compatibility issues.

__S__   3. Without visual, the audience might have to pay very close attention to understand the

information.

__G__   4. When overused, they can dissuade the audience.

__V__   5. They can be expensive.

Feedback:

__V__   1. If the videos are embedded in slide directly from the hard disk, they can take really

large storage space in your file.

_V/S_   2. Some commercial applications might make sound/video files accessible by the only

particular software of their own company. Therefore, some sound/video files might

not play when transferred to a different computer without the same applications.

__S__   3. Sounds only speak to one of our senses. Therefore, you will have to focus really hard,

especially when the sounds are long.

__G__   4. Too many graphics can be very distracting and overwhelming.

__V__   5. Videos can be very expensive, especially when they are to be made professionally

with specialized team and equipment.

Posttest:

In front of each of the following statements, write V if the statement applies to the use of videos

in the presentation, S for sounds, and G for graphics.

_V/S_   1. Such media might not compatible in a different environment.

__V__   2. They can be costly.

__V__   3. They might take a relatively large memory; therefore, it can be inconvenient for

transferring electronically.

__G__   4. When overused, they can deter the audience's attention.

___S___   5.   The audience might need to focus seriously in order to understand the information.

Skill #11: Determine the right use of media for HITS

Objective: Given 4 examples with media, the learner will choose the example with the

appropriate use of media for the digital environment (HITS).

Information Presentation:

When using the sound clips in the presentation, it is important to keep in mind the

following information. First of all, use the quality sound clips. A good quality audio segment

sounds clear and crisp, and a poor quality audio segment sounds even worse and more distorted

when it is amplified. A good quality audio means a sound with high sampling rate. The higher

sampling rate, the better the sound quality. CD quality sound has a sampling rate of 44,100 while

the telephone uses a sample rate of 8000 (measured in Hertz). Second, consider the audio file

format as some formats might not be universally compatible. The most popular file formats are

WAV (a file format created by Microsoft) and MP3 (a compressed format used mostly on

computers). Lastly, make sure to double check the sound with the right equipment before the

presentation and always have a backup file somewhere in the computer or flash drive.

Similar considerations need to be kept in mind when using the video clips in the

presentation. The quality of the video file is primarily dependent on the resolution that you use to

record the video. Changing resolutions on video files is more difficult than changing sample

rates in audio files, so you want to record at the resolution that you need for your presentation.

Do not use a video with too high quality since it might cause compatible issues due to the screen

resolution in HITS environment and it might take times to transmit the picture. Digitized video

can be stored in a number of different formats, the most popular being QuickTime (from Apple

computer), Windows Media Video Format (WMV files from Microsoft), AVI (Audio Video Interleaved format) and MPEG (Moving Picture Experts Group compressed format). Also, make sure to double check your video, both sound and picture qualities, before the presentation.

Graphics such as clip arts and pictures can be a great media to enhance the presentation. Garr Reynolds wrote a great blog article about the 11 mistakes in the use of images in slides. Read this blog post here.

Another important thing to remember when using multimedia in the presentation is to make sure you have the permission to use those media. The internet makes it too easy to look for and grab the media you want, but do check the usage rights and give proper credits to the owners.
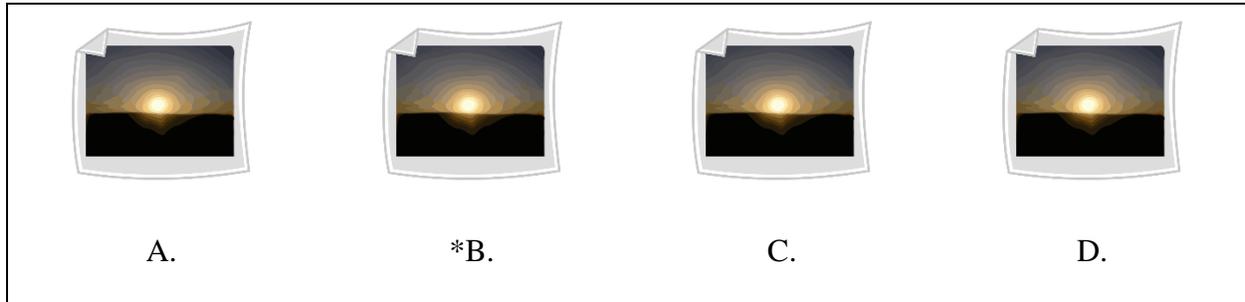
Example:

Non-example:
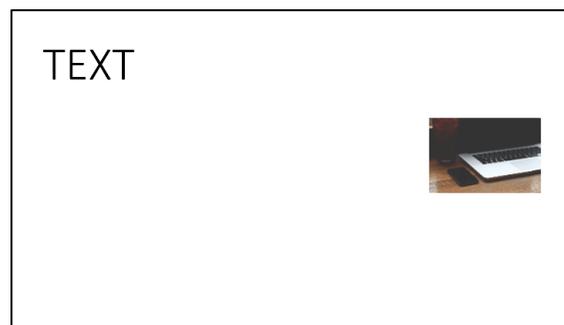
Pretest & embedded test:

Click on each of the following icons marked A, B, C and D to see the example use of media.

Choose the best example use of media for HITS environment.

| A. | *B. | C. | D. |

Feedback:

    A. Incorrect: The photo is of the incorrect proportion and the video is of poor sound quality.

    B. Correct: The photo is used properly in terms of both position, size and quality. The video is embedded from YouTube, which makes the size of the presentation file smaller and allows the choose different qualities of the video while showing it.

    C. Incorrect: The photo is properly used in the slide, but the video is of poor quality of both sound and picture.

    D. Incorrect: The photo and video are used appropriately in terms of quality and position. However, the video takes up too much storage space. The same video is available from YouTube.

Posttest:

Click on each of the following icons marked A, B, C and D to see the example use of media.

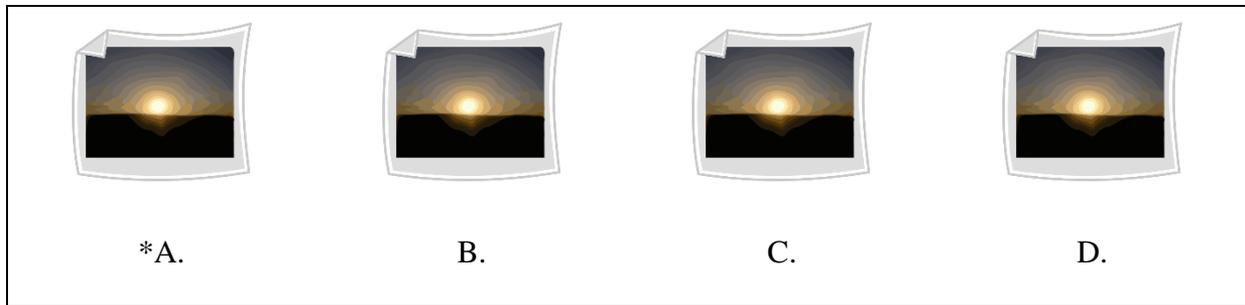Choose the best example use of media for HITS environment.

*A.	B.	C.	D.

Module Section 4: Motion (5 Minutes)

[1]**Skill #12**: Discriminate entrance effect from other effects

Objective: Given 4 visual choices with different effects, the learner will choose the example with an entrance effect.

Information Presentation:

Digital visual effects are the process that the imagery moves or manipulates outside the context. In the presentation material, the visual effect will make or constitute a distinction between the entrance effect, emphasis effect, motion path effect and exit effect to enhance the presentation. An entrance effect allows the object to move or appear in the slide. An emphasis effect, as the name implies, is used to stress the importance of an element in the slide. A motion path effect allows the object to move along a path defined by the user. An exit effect allows the object to move off and disappear or complete the presentation material.

The majority of the audience will be able to read the following slide faster than the speaker can talk about it. Having visual effects in your presentation will temporarily distract the audience from the current slide to the new slide. This will give the speaker an opportunity to catch up.

---

[1] Animated graphics have been used in the content presentation of this skill. Please follow this link to view the content presentation with the appropriate format of the graphics. http://tinyurl.com/h9wxm8l

Digital visual effects can also be a pleasant distractor that will enable your audience to stay alert. It can amplify the static slide.

Example:

Non-example:

<div align="center">

D

</div>

Pretest & embedded test:

From the following visual choices, A, B, C, and D, choose an option with an entrance effect.

A	B	C	
A.	B.	C.	*D.

Feedback:

A. Incorrect.　　The letter dissolves. Therefore, it has the exit effect.

B. Incorrect.　　The letter rotates clockwise. Therefore, it has the emphasis effect.

C. Incorrect.　　The letter moves in an ∞ phase. Therefore, it has the motion path effect.

D. Correct.　　The letter flies from the bottom to the center of the slide. Therefore, it has the entrance effect.

Posttest:

From the following visual choices, A, B, C, and D, choose an option with an entrance effect.

	B	C	D
*A.	B.	C.	D.

Skill #13: Order the steps in creating an animation for a slide element

Objective: Given the descriptions of the steps for creating an animation for a slide element in a jumbled order, the learners will be able to rearrange the steps in the correct order.

Information Presentation:

Animation in a presentation has the ability to add another element of surprise to capture the audience's attention. Animation also has the ability to showcase complex ideas that could be difficult to interpret with information all at once. This is due to the amount of information animation can control.

With various benefits, it is important for presentation designers to know the process of how to add animation to a slide. The first step is to select the target element. Secondly, choose an animation you prefer. There are many different types of animation from dissolve to fade in and many more. Each feature will present a different effect and feel to the presentation so it is important to indicate the most appropriate feel without going too overboard. The next step includes clicking on Animation tab and selecting the animation. Once here, click to select the preference of your selected animation. To configure your animation, click on Animation Pane tool. To add another animation to the same element, click on Add Animation tool and select the preferred animation.

With these simple instructions, adding animation can add surprise and control to a presentation that speakers will use to enhance their materials.

Example:

1. Select the target element.

2. Choose an animation you prefer.

3. Click on Animation tab.

4. Once an animation is chosen, you'll see the preview of your selected animation.

5. To configure your animation, click on Animation Pane tool.

6. You can add another animation to the same element by clicking on Add Animation tool and selecting the preferred animation.

Non-example:

1. To insert a picture, go to the Insert toolbar.

2. Select image.

3. Select choose an image to download.

4. Select an image from your photos saved to your computer.

5. Select choose, wait for the photo to download.

6. Adjust photo placement on the document with the mouse.

Pretest & embedded test:

Following are the steps in creating an animation for a slide element using PowerPoint. Reorder them by writing the numbers 1-6 after the statements.

A. To configure your animation, click on Animation Pan tool. 5

B. You can add another animation to the same element by clicking on Add Animation tool and selecting the preferred animation. 6

C. Click on Animation tab. 3

D. Choose an animation you prefer. 2

    E. Once an animation is chosen, you'll see the prefer of your selected animation. 4

    F. Select the target element. 1

Feedback:

    A. 5

    B. 6

    C. 3

    D. 2

    E. 4

    F. 1

Posttest:

Following are the steps in creating an animation for a slide element using PowerPoint. Reorder them by writing the numbers 1-6 after the statements.

    A. Choose an animation you prefer. 2

    B. Click on Animation tab. 3

    C. Once an animation is chosen, you'll see the preview of your selected animation. 4

    D. Select the target element. 1

    E. To configure your animation, click on Animation Pan Tool. 5

    F. You can add another animation to the same element by clicking on Add Animation tool and selecting the preferred animation. 6


Skill #14: Determine the effective use animation for HITS

Objective: Given 4 examples with different combinations of movements and effects between them, the learner will select which one is best for the digital environment (HITS).

Information Presentation:

Animations or transitions are used in various multimedia effects. These transitions include moving images, shapes, texts, and slides. In a presentation, it is important to keep the transition as simple as possible. The receiver or audience should be able to focus on the information on the slide and not on the transition. The effects between slides can help make a presentation seamlessly fade in or out, wipe, or zoom from one slide to the next to make the presentation flow with minimal disruptions to the receivers. In the digital world of HITS, the best transition to use is to dissolve that will allow the projectors and transmission time to calibrate the upcoming materials in the following slide. Other transitions are great in different presentations, but sometimes the transitions can block-up the transmissions and cause a backlog or delay in developing the next slide. The dissolve feature allows the smooth transition and works with the various technologies to communicate on the same time frame.

[2]**Example:**
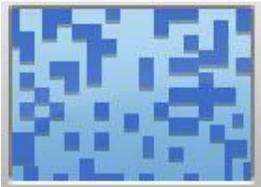
Non-example:

Pretest & embedded test:

Below please determine which movement and effect is most appropriated for HITS.

---

[2] When developed into the module, these example, non-example and test items will be animated.

A. *Dissolve   B. Wipe   C. Vortex   D. Fade

Feedback:

A. Correct: The dissolve feature allows the smooth transition and works with the

   various technologies to communicate on the same time frame.

B. Incorrect: The wipe feature moves too quickly across the slide and may appear

   jagged if technologies are not communicating at the same time.

C. Incorrect: Adds another element of visual aid into the presentation that does not add

   to the quality of the presentation.

D. Incorrect: May confuse the audience while transitioning to the next phase of text.

   Fade tends to be difficult for audience members to analyze.

Posttest:

Below please determine which movement and effect is most appropriated for HITS.

A. Vortex   B. Wipe   C. Fade   *D. Dissolve

**Module Section 5: Put It All Together (10 Minutes)**

Skill #15: Analyze the presentation material (slides) for HITS.

Objective: Given 4 presentation materials consisting of 4 slides each, the learner will analyze

and choose which slide is best for the digital environment (HITS).

Information Presentation:

Considering the above-mentioned information, there are several concepts that make a

presentation successful through the HITS program. The concepts of dissolving entrance

animation, san serif script, contrasting color from font and background colors, knowledge of

sections of slides, a touch of media, visual aid/s, and at least 24-point size font are all indicators

of a successful presentation. These points cover the technological, visual, and presentational

needs for HITS instructors and students. For further information on the role of each of the

concepts, please read the information presentation of the above skills.

Example:
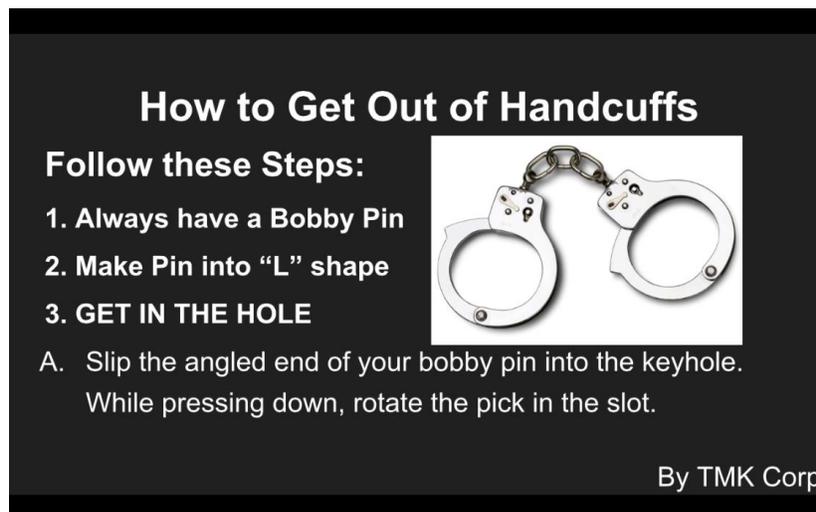
(Click on the slide to view it.)

Non-example:

(Click on the slide to view it.)

Pretest & embedded test:

Click on this link to download the folder for this question. In the folder, you will find four presentation materials named A, B, C and D and a checklist. Use the checklist to help you analyze the materials. Once done, choose the one presentation material that is best appropriate for HITS.

    A.

    B. *

    C.

    D.

Feedback:

A. Incorrect:

B. Correct:

C. Incorrect:

D. Incorrect:

Click here to download the checklists and comments for these materials.

Posttest:

Click on this link to download the folder for this question. In the folder, you will find four presentation materials named A, B, C and D and a checklist. Use the checklist to help you analyze the materials. Once done, choose the one presentation material that is best appropriate for HITS.

A.

B.

C.

D. *

_____

References

11 ways to use images poorly in slides. (2009). *Presentation Zen*. Retrieved 8 March 2016, from
http://www.presentationzen.com/presentationzen/2009/08/10-ways-to-use-images-
poorly.html

Dick, W., Carey, L., & Carey, J. (2005). *The systematic design of instruction*. Boston:
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powerpoint-slides/

Footnotes

[1]Animated graphics have been used in the content presentation of this skill. Please follow this link to view the content presentation with the appropriate format of the graphics.

http://tinyurl.com/h9wxm8l

[2] When developed into the module, these example, non-example and test items will be animated.