

# Making 'PowerPoint' more accessible: group activity

**Collection:** Inclusive teaching

**Resource:** Inaccessible documents

## Approximate duration

45 minutes - 1 hour

## 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 lecturers finesse their 'PowerPoint' technique, making their presentations clearer and more accessible for all their 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', and linked to a projector. It also requires you to be knowledgeable about the use of the presentation software that is available. Running the session in a room with computers for participants is an option: see step 3 below.

## 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. 'Creating Character' Play the presentation. (In 'PowerPoint' this will involve selecting the 'Slideshow' menu or tab.) You may like to improvise a short lecture around the presentation.
2. When you have finished your 'lecture', ask for feedback from the group about ways in which the presentation might be altered. Write the suggested improvements on a board.
3. If you feel confident about working with 'PowerPoint', you may want to make some the suggested alterations onscreen there and then. If the participants have access to a computer (ideally one between two) on which the 'PowerPoint' file can be accessed, you can at this point ask them to make the suggested alterations themselves. If you prefer, however, skip this step entirely, and move to step 4, below
4. Distribute copies of the [list of guidelines](#). Run through the recommendations with the group, to see if they have missed any.

## Links & References

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

## Relationship to the Professional Standards Framework

**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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- **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/>

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## 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
  - **Making 'PowerPoint' more accessible: group activity (\*you are here)**
  - Making 'Word' documents accessible: individual activity
  - Making 'Word' documents accessible: group activity
- Students, comments, conditions: resource overview
  - Inclusive teaching quiz: individual activity
  - Inclusive teaching card sort: group activity



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- Departmental audit: resource overview
  - How inclusive is your department?: individual activity



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