Building Better PowerPoints
Designing for Memorable Learning
Design for engagement.

Adult Learners
Law #1: Adults are babies with big bodies

Law #2: People do not argue with their own data

(Edmunds et al., 2002)
Law #3: Learning is directly proportional to the amount of fun you are having

Law #4: Learning has not taken place until behavior has changed
Design for how people learn.

Learning Styles

Auditory  Visual  Kinesthetic
How People Learn

Rigorously remove inessentials.

Cognitive Learning Theory

- We all have dual channels: one for visual and one for verbal material.
- We select information from each channel to pay attention to in working memory.
- We retrieve prior knowledge from long-term memory to help us make sense of the visual and verbal material.
- We store the new understanding in long-term memory for future use.

(Atkinson & Mayer, 2004)

(Mayer, 2014)
Use visuals with your words.

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(Mayer, 2014)
Speak your words.

Cognitive Learning Theory

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(Mayer, 2014)

Put labels near their visuals.

Cognitive Learning Theory

Dual Channels  Working Memory  Long-Term Memory

(Mayer, 2014)
Use descriptive headlines.

Break up the story in digestible bites.
Be conversational.

How People Learn

Dual Channels | Working Memory | Long-Term Memory

(Mayer, 2014)

How People Learn

Dual Channels | Working Memory | Long-Term Memory

(Atkinson & Mayer, 2004)
Think visually.

Worth 1,000 Words
SmartArt: Only If You Are

Charts Are Your Friend
Take control of PowerPoint.

The Hidden Image Editor
Think accessibility.

Use

24-point or larger sans serif black font on a white or very light background

whenever possible.
Avoid

less than 24-point serif or hard-to-read
light or bright color font on dark or textured backgrounds or over images

unless there’s a uniquely compelling reason to use them.

Just the facts, ma’am.
References


Contact Us

Amanda Immel
aimmel@nsvrc.org
717-909-0710 x141

Annie Gebhardt
agebhardt@pcar.org
717-728-9740 x120