

# IncludeAll - Inclusive by Design: Teaching materials

## PowerPoint<sup>®</sup>, Prezi<sup>®</sup> or similar

If using PowerPoint (PPT) or a similar presentation software, there are some simple steps which can be taken that make them accessible to all students:

### What our students say

*'The structure of the power-points is good and the links help me to find relevant information quickly without trawling the net for hours'*  
(Level 4 Early Childhood studies)

- Try to upload presentations and other materials to Blackboard in sufficient time prior to the teaching session to allow students to download their own copies. This allows students with specific learning needs to adapt the hand-out to their own requirements e.g. font-size or paper-colour. It also allows students to prepare for the session and know what to expect. There is no evidence this reduces attendance. Prezi presentations can be harder to print out but students can also download them to their own devices to explore in their own way.
- It is useful to at least have the University logo, your details and the course details as well as the date on the materials for future reference.
- Background contrasts should be good but not dazzling; off-white is better than white.
- Use a sans serif accessible font for a PPT presentation – the University recommends Tahoma (see [www.staffs.ac.uk/brand](http://www.staffs.ac.uk/brand) )
- Typically for a lecture you will need a font-size of 28 or more – but this depends on the size of the screen/room; if in doubt check from the back of the room
- Left justify the text so sentences all start in the same place and the words are evenly spaced with no visual 'rivers' which might make it hard to follow visually.
- Try not to make slides too text-dense (3 main bullet points per slide is conducive to effective learning) – extra detail can always go into the notes section and/or accessed from BlackBoard.
- If using bullets, still end with punctuation – full stop, semi colon or comma – this enables a screen reader user to distinguish between ideas.
- Label images and tables
- Tables and graphs should still be able to be read. You could include highlights on the slides and put the main



data on BlackBoard.

- Think about bias when choosing images – opt for as diverse range as possible
- Vocalise all the content of the slide for students with visual impairments, dyslexia, language differences and so on.
- If using film-clips, where possible, incorporate accessible multi-media such as audio description or subtitles, so as to cater to both visual and auditory learners and sensory impaired students.
- Think about recording a voice over so students can listen and work through the material again, or be able to access the lecture if they miss it through ill-health, caring for a child/relative and so on.

### 'Hand-outs' and other documents

When writing hand-outs, similar rules around the clarity of the information apply. The following checklist may be of use. Have I:

#### What our students say

*'The hand-outs were easy to read, detailed and plentiful.'*

(Level 5 Maths & Stats)

Hints and Tips for clear, accessible documents	✓
Used a sans serif font e.g. Arial or Tahoma, and a font size of 12 point as a minimum (a document can be made smaller – printed out 2 to a sheet for instance but cannot be enlarged)?	
Aligned the text to the left so that spaces between words and letters are uniform and the information is easier to read?	
Used clear, clean language free from jargon and metaphor? (NB the readability feature in Word will help with this)	
Structured the material into short paragraphs in order to break complex information into chunks?	
Used heading styles in Word to enable the document to be displayed in outline and/or navigated by a screen reader (using the heading tags)?	
Provided a glossary of terms and abbreviations when introducing new material/concepts?	
Ensured that the text is not too dense and there is reasonable space between lines and paragraphs?	
Used bulleted lists where possible, and for long lists, used numbered	

bullets (making the information easy to remember and refer to)?	
Used <b>bold</b> to emphasis text or <i>italics</i> rather than <u>underlining</u> to avoid confusion with web links? Not used capitalisation?	
Displayed information so that it is visually stimulating, using images, clearly labelled charts or tables (if appropriate to the content)?	
Used positive/ appropriate language when referring to particular groups of people? Included diverse images and, if appropriate, names?	
Made them available to students before the teaching session? (this is likely to lead to greater understanding and in-class engagement and gives students time to prepare and think critically prior to the session).	

This document is part of an inclusive practice 'toolkit' - *IncludeAll*. The whole Toolkit, as one complete document or as separate documents, can be found on the University website at [www.staffs.ac.uk/inclusivepractice](http://www.staffs.ac.uk/inclusivepractice) .

It is split into four sections: Core Concepts; Inclusive by Design; Enhancing Practice; Checklists for Self-reflection.

The *IncludeAll* Toolkit has been developed by: **Dr Marjorie Spiller** (Academic Development Unit); **Alison Hunt** (Equality and Diversity Manager); **Dave Allman** (Head of the Student Enabling Centre); **MINDSET Project Team** (Faculty of Arts and Creative Technologies).

Staffordshire University,  
August 2015