And I’m thrilled that you are working closely with us to provide educator development programs. Andreas received his PhD in medical education from the University of Groggington in the Netherlands and really has worked very carefully on how do you teach in pedagogy, in particular using a lot of standardized people to really help improve the learning environment. He also has a Yale School of Public Health degree.
He did his fellowship in residency at the other school at in Boston. And we’re so fortunate in his leadership roles that he’s with us at Yale. And I really thank you for all you do, Andreas. I’ll pass it over to you on this first session of the YES program. Welcome, everybody.

Let me just share my screen properly. There we go, and all systems go from a technical point of view, yeah, everyone is seeing things perfect, Okay.
We’ve been looking forward to this for a while and it’s terrific to have the support of Janet, of Jessica Lucy, of all the brass of the medical school who has been very supportive. And anyone who knows Dana Dunn knows that it’s a joy to work together with her and I have to give her credit for coming up with this title. Yes, Yes Educator series. It should really be you mess. But this is the first talk. I’m not going to go over the whole schedule.
You can find it online, but at broad strokes I can tell you that it is divided into 3 parts. I will be teaching some preclinical tools or classroom tools. I'm sorry today being an example of that. I will also be and that’s three sessions and then I’ll be teaching three sessions on academic writing and presenting. And the third arm of this and the the biggest arm of this yes series is going to be led by Dana on clinical teaching. So you can learn everything from classroom to bedside and the publication and points in between. And we look forward to having you join us.
So thank you for being here. OKI need to start by letting you know that there’s no corporate support for this activity. No support at all, either. Personal, I can assure you that PowerPoint or PowerPoint enemies give me or take away no money, so this is completely neutral. As you saw in the text, you can also text this number to for your attendance and participation. And maybe we’ll be sending a reminders periodically throughout. Okay. So what are we going to be doing today?
The goal here is getting to a better slideshow. I have tried in years past to go no slideshow and just do it without PowerPoint, without slides, and it’s doable, but I wouldn’t recommend that. But I would recommend thinking of ways in which you can improve, and hopefully some of these tricks will help. I’ve divided the talk into three parts because these are the three elements that I think are at play here. The 1st, and for my money the most important one is the psychology of PowerPoint and how to better engage with participants, how to have participants really connect
through these tools rather than shy away.
The second part is, I would say the more meat and potatoes part,
which is how do you prepare or the designing of PowerPoint,
how do you put it together,
how do you think it through?
And the 3rd and shortest session is going to be on presenting or the sharing of the PowerPoint.
And that is because if you’ve done the 1st, if you really have thought of the psychology and have designed things well,
sharing presenting should be very easy.
So we’ll see if you believe me by the end of this. But this is the road map of what we’re going to be doing. So let’s start with the psychology of PowerPoint. And these are the four things that I’m going to be talking about. Who is featured in PowerPoint? How do you pace a PowerPoint complementing rather than competing with PowerPoint and sharing? And if this doesn’t quite make sense, that’s fine, because I haven’t covered it yet. But that’s just so that
you know what’s coming up.

So featuring starring,

if you’re going to learn

anything today and probably

you’ll forget like we all do,

most of what I’ll talk about,

but Please remember this,

This is the one point that I hope is sticky.

And this is what most people

who don’t do PowerPoint well.

And we’ve all been to bad PowerPoints,

unfortunately.

And we’ve all given bad PowerPoints.

Unfortunately,

the single most important thing
to change that narrative is to remember that PowerPoint is the tool and you are the presentation. Very simple, right? PowerPoint is just the tool and you are the presentation. So often, most often we see the opposite. We see presenters, you know, running around their PowerPoint as if PowerPoint was giving the talk. And if you just psychologically change that dynamic in your head, life is going to be much better.

What do I mean by pacing? One of the very common problems in PowerPoint is that there are too many things going on.
And perhaps the most common of those is that things are happening not at brain speed. You’re not pitching to the speed of what whomever your learners are, but you are pitching either at your own brain speed or very often going to my earlier point, to the computer, to the PowerPoint. So there’s this data saturation, this data exaggeration that starts getting people nervous, angry, checked out. So I’m going to be talking about pacing throughout,
as you will see, if you want to keep it to a bumper sticker or a memorable way of thinking about it is that you should try to move at the speed that you would tell a story. Because at the end of it, you are telling a story. So he’s got to tell a story. And if you do that, the pacing will will follow. Very often we compete rather than
complement our PowerPoint and many people. When I talk about people, I talk about myself as well. I’m just not throwing arrows out there. We these are errors that we’ve all made. But very often you will see that people use PowerPoint as a teleprompter. In the worst of scenarios, they turn around and look at the screen and read the slides. In the less severe example, they just look at their own computer and read the slides and they forget that they have an audience that they have people who they are engaging with.
So PowerPoint is not a teleprompter, and if you put too many words on PowerPoint, you’re already in a slippery slope to difficulty along the lines of this overload of information, auditory and visual channels in particular need to be In Sync while giving a PowerPoint, because it’s so easy to go into sensory overload. And I will give you examples in the next few slides both of what auditory overload looks like and how to prevent it or remedy it and how visual overload looks and how to remedy it. I’m going to, I’m a child psychiatrist.
I'm a child study center. So I'm going to give you just a couple of examples from my work to make this come alive. The next couple of slides come from this study just to give you a little bit of context, this was not particularly a child psychiatry study. It was a study with medical students in Israel in which two colleagues and myself got in front of the medical students to talk about how our personal vulnerabilities as physicians, whether it's a medical error,
a medical illness,
NOTE Confidence: 0.93439907
A psychiatric illness,
NOTE Confidence: 0.93439907
anything that we felt frail about.
NOTE Confidence: 0.93439907
And we talked about this to
the medical students.
NOTE Confidence: 0.93439907
We studied it and the results
were very exciting.
NOTE Confidence: 0.93439907
So
we are seeing a slide with lots of words.
Here I am talking to you. Well,
you are seeing a slide with lots of words.
Now you right now need to make a decision.
Either you pay attention to my words,
Hopefully you will do that,
or you read my beautiful words.
Hopefully you will do that.

So what do you do? You know, you're confused. Your head starts spinning. It's not good. It doesn't feel good. You say shut up.

I want to read those words or take off the slide. It's irritating my retina. You can't do both, right? That's a very common problem.

SO2I I work a lot in qualitative methods with qualitative methods. I use a lot of words and I'm a psychiatrist. I like words and use words.
How do you present words?

Well, you can present words, putting a lot of them in the slide. Well, that’s not good where there are a couple of other ways. So I’m going to give you 2 examples. And I want you to compare in your own brain the experience that you just had listening to me talking to you over the slide to this second example. And we’re going to see one more. So in that study that I mentioned we found several themes who came up through a thematic analysis to several themes.
and one of them we called unexpected vulnerability. Students found it powerful to have their instructors, their professors, and the more senior, the more so unexpectedly be vulnerable to human beings. And they spoke to the power of that. And I'll but the words on the screen and I'll read them slowly. I was diagnosed with depression. Takes guts to talk about it. Makes you wonder about what.
our hang ups still are,
about the power dynamics and the stigma of labeling people with certain diagnoses,
especially when it comes to the mental health work.
And I left it there for a few more seconds so that, you know, you could process it. But just compare what your brain did and didn’t do right. You’re not competing,
You are helping, you are building.
Now I might say that what we just saw, perhaps that was even too much, having the slide with the words was too much.
So let’s see yet another example. And in it, I’m going to do what I’m doing now, which is a black screen with nothing on it. The only thing that you’re seeing is me, and the only thing you’re going to hear is my voice. I might have to read some words and look down, but mostly I’m looking at you.

How many of us share our fallibility, our vulnerability, our imperfection? More to the point, how many of us share our own experience?
00:13:11.410 --> 00:13:14.450 being on their side of the aisle?
NOTE Confidence: 0.934662818181818
NOTE Confidence: 0.934662818181818
00:13:16.530 --> 00:13:18.516 We have been too caught up
NOTE Confidence: 0.934662818181818
00:13:18.516 --> 00:13:20.502 in a maladaptive search for
NOTE Confidence: 0.934662818181818
00:13:20.502 --> 00:13:22.287 perfectionism and infallibility,
NOTE Confidence: 0.934662818181818
00:13:22.290 --> 00:13:24.257 a quest that has zapped the joy
NOTE Confidence: 0.934662818181818
00:13:24.257 --> 00:13:26.447 out of the column for so many,
NOTE Confidence: 0.934662818181818
00:13:26.450 --> 00:13:29.860 not to mention snuff the life out
NOTE Confidence: 0.934662818181818
00:13:29.860 --> 00:13:32.060 of a disproportionate number of
NOTE Confidence: 0.934662818181818
00:13:32.060 --> 00:13:34.220 physicians who have died by suicide.
NOTE Confidence: 0.9265427
NOTE Confidence: 0.9265427
00:13:41.740 --> 00:13:44.302 You can start thinking how these
NOTE Confidence: 0.9265427
00:13:44.302 --> 00:13:46.497 different deliveries felt and how
NOTE Confidence: 0.9265427
00:13:46.497 --> 00:13:48.975 extraneous in some way was PowerPoint.
NOTE Confidence: 0.9265427
00:13:53.580 --> 00:13:56.100 A very similar that maybe,
NOTE Confidence: 0.9265427
00:13:56.100 --> 00:14:00.486 perhaps perhaps not as as heavy

22
but clearly related is sharing.

If you think about what is it that you share with your audience and what they really could use versus what you use and you could really use and you will see that there’s often a disconnect and that we overwhelmingly present centered on our needs, not our learners needs.

If you think of PowerPoint less as a projection screen thingy and more, or in addition as an organizing and outlining tool, it can be great.

Let me give you an example.

So this is not from my work,
but someone was kind enough to let me use this very bad slide.

This is a terrible slide, right?

It would take you half an hour to read it and it’s all a number of countries and it makes no sense.

And I don’t know what MST is.

This is not useful information. Perhaps you could put a map pointing the countries and no words, but this is what I think was going on in the head of the presenter.
in their outline,
the outline part where you type and
PowerPoint there was all this information.
And I think that this presenter
is given the opportunity,
would have shown each and every one
of these slides and you know done
severe damage to those learners brains.
So the the response here,
the solution here is not to throw
this to the garbage.
The solution is not to show it
to the audience.
You know, you can print it,
you can have it for yourself,
but you don’t need to show it

because you’re only going to be alienating and distancing that crowd.

So be very mindful,

as in this part of the psychology of

what is it that they need and you need.

And in terms of visuals and words,

they need much less than you think

they do because what they need is you.

Remember, you are the presentation.

PowerPoint is just a tool,

All right, So we’re done with psychology.

For those of you who don’t like psychology,

we’re now going to get into,

I don’t know, engineering or something.

So how do we prepare and how do we
design a PowerPoint presentation?

I'll talk about revealing content and transitioning content.

How to shift attention issues, pedestrian issues around formatting, listing, do some don’ts, embedding what can and can’t be embedded, and timing.

So what do I mean by revealing and transitioning?

Another very common mistake that we see is presenting a whole lot of information in one slide, and your brain cannot process it. It’s too much.
It is way too much. But you can present pretty complex information if you become attentive to layering content in a gradual way and not giving it all at once, which is what many of us want to do. So how do we do this? By gradually layering and not giving it all at once. We can do a number of things, prevent visual overload. It’s better for the learning, understanding, retention of our target audience. And it can even create dramatic tension. You say, huh, drama.
We’re not in the theater, but we kind of are, right? I mean, the presentation, you are on stage, you want to engage people, You want to really give it your all. And there are moments, even in a pretty straightforward PowerPoint presentation, where there are dramatic tension moments. Hopefully, Alex, simplify a couple of those.

So to make this example about visual overload as a problem and visual layering as a potential solution,
Elegan used some of the work from my research. Very different work. This is large study, 2000 or so children, adolescents exposed to videos, very short videos, one minute long videos about an adolescent talking to them about depression. Our goal was to see whether we could reduce stigma, stigmatized perceptions, and increased care seeking intentions. Showing these short videos and we had one actor, a wonderful young woman, black woman who did these videos and then
we put them online to collect the data on these 2000 kids.
Now just look at that slide till you get a headache.
Unless you have some PhD and statistics or you live in this world,
it's going to take you a long time to know what is happening here.
It's too much work.
I would be asking you too much work.
And if you read the paper,
there's a big footnote that explains everything so you can understand it.
But PowerPoint is not a paper.
That's another common mistake, right?
PowerPoint is PowerPoint.

But let’s say that I want to show this information because it is so important as it was and I did present this information.

Well, you can’t present it like this. It’s just not kind to your audience.

So let’s think about this other approach.

As I mentioned, we have this black actor, young woman, very talented young woman who acted 2 scenes, each one one minute long.

The first one in this light brown.

Can you see my cursor in which she had a script about depression last year?

I was depressed.
These were my symptoms. I went and I got treatment. I feel better and this is what my life looks like now. That was essentially the one minute park. She also did the same thing, but we call this adjusted because in the adjusted version, her presentation was informed by a focus group of 6 or 10 black women talking about what they saw as different in depression among them that you know, that white people wouldn’t understand. And it’s it’s subtle.
but it’s really important.

And we thought that we were going to find that the adjusted one was going to resonate more with our black viewers who were really trying to get to treatment.

So this is the what we did, we used as a measure.

I recognized a depression stigma scale and then among black participants, these are the viewers.

We saw that black viewers all responded in a positive way to both videos.

The higher that we go on the Y axis, the better that they did.

So we can see that black viewers
00:21:59.100 --> 00:22:01.022 did well and they responded as
00:22:01.022 --> 00:22:02.707 predicted a little bit better
00:22:02.707 --> 00:22:04.380 to the adjusted video.
00:22:07.620 --> 00:22:10.158 But the real surprise was that
00:22:10.160 --> 00:22:13.880 white viewers also responded,
00:22:13.880 --> 00:22:16.640 responded more, and most importantly,
00:22:16.640 --> 00:22:18.950 there was a difference in how
00:22:18.950 --> 00:22:21.000 white viewers responded to the
00:22:21.000 --> 00:22:22.760 adjusted to the nonadjusted.
00:22:22.760 --> 00:22:26.085 We interpreted this to tell us that
00:22:26.085 --> 00:22:28.810 white viewers didn’t really understand
00:22:28.810 --> 00:22:32.400 the experience of lived racism and they
00:22:32.400 --> 00:22:35.067 had an aha moment on seeing this very
00:22:35.067 --> 00:22:38.056 real woman telling them what it was
00:22:38.056 --> 00:22:41.234 like or was perhaps black viewers said Yep,
I understand it.
I, you know, it's kind of what I live, what I've lived, our families have lived, etcetera.
So it was a surprise finding to us.
Similarly, we had a secondary outcome, which was racial warmth.
How positively or warmly or negatively or coldly you feel to other races, in this case to black people.
We saw that really there was no difference after the viewing and before among black participants.
But once again about in white participants.
We did see that once they saw this video showing the expression of
rachism embedded into depression, they got what we called an empathic foothold into the life of black individuals because they got to understand depression, racism in a way that they hadn’t before. Now, in this last slide on this series, I just want to show you this is a very technical thing, how you know what happened behind the scenes. I put these black boxes that really are not black. When I made them. I used white boxes because you see that I have a white background, but I use the black boxes just
00:23:56.218 --> 00:23:58.578 to show you how this was done.
NOTE Confidence: 0.92703724
00:23:58.580 --> 00:24:00.485 Animations and I'll come to
NOTE Confidence: 0.92703724
00:24:00.485 --> 00:24:02.009 animations can be helpful.
NOTE Confidence: 0.92703724
00:24:02.010 --> 00:24:04.128 This was an example of that.
NOTE Confidence: 0.92703724
00:24:04.130 --> 00:24:06.608 So here in this first animation,
NOTE Confidence: 0.92703724
00:24:06.610 --> 00:24:09.650 this whole panel showed up.
NOTE Confidence: 0.92703724
00:24:09.650 --> 00:24:10.954 In a second animation,
NOTE Confidence: 0.92703724
00:24:10.954 --> 00:24:13.875 the box which used to be a white box
NOTE Confidence: 0.92703724
00:24:13.875 --> 00:24:16.450 disappeared in the third animation.
NOTE Confidence: 0.92703724
00:24:22.078 --> 00:24:25.618 The secondary outcome in the next one,
NOTE Confidence: 0.92703724
00:24:25.618 --> 00:24:26.524 that whole panel.
NOTE Confidence: 0.92703724
00:24:26.530 --> 00:24:28.126 But remember, it’s blocked by the white.
NOTE Confidence: 0.92703724
00:24:28.130 --> 00:24:29.890 So you’re only seeing this
NOTE Confidence: 0.92703724
00:24:29.890 --> 00:24:31.540 and then the whole thing.
NOTE Confidence: 0.92703724
00:24:31.540 --> 00:24:34.294 So what I when I walked you through that,
there were these behind the scenes animations. In general, animations and PowerPoint are terrible, especially the ones that make you dizzy. But animations that just appear and disappear subtly and don’t, they’re not showy. They were invisible to you. Those can be very helpful when you’re trying to layer information. This is a much easier example of layering in, you know, maybe a little bit of dramatic tension. Totally different study.
We exposed medical students and others to a curriculum on children on wheelchairs and we asked them, this is maybe 150 individuals. What comes to mind? What are the 1st 3 words that come to mind when you think of a child on a wheelchair and you see the words and you see the colors? Red is not good and then afterwards blue is positive. So we saw at some level it was one of the measures of the impact of our curriculum in the context of this talk. If I had shown you what you’re seeing right now, all of it at once,
it would be hard to see, you know, to really have an aha moment to let some time to see the change, to think yourself what do you think when you think of a child in a wheelchair And then to have the ability to talk. So once again, layering, in this case, not very complex, It’s just something appearing that wasn’t there before. You’re not giving it all at once. From a technical point of view, if you don’t know this,
00:26:20.820 --> 00:26:22.098 this may be a second good
NOTE Confidence: 0.93886334
00:26:22.098 --> 00:26:23.658 thing for you to you know not.
NOTE Confidence: 0.93886334
00:26:23.660 --> 00:26:27.874 Never forget the single most powerful and
NOTE Confidence: 0.93886334
00:26:27.874 --> 00:26:32.277 important key on PowerPoint is the B key.
NOTE Confidence: 0.93886334
00:26:32.280 --> 00:26:35.760 BSN boy. Because when you’re in
NOTE Confidence: 0.93886334
00:26:35.760 --> 00:26:37.280 this light presentation mode,
NOTE Confidence: 0.93886334
00:26:37.280 --> 00:26:40.118 what happens is that this happens.
NOTE Confidence: 0.93886334
00:26:40.120 --> 00:26:42.144 I just press my B key, things go
NOTE Confidence: 0.93886334
00:26:42.144 --> 00:26:44.000 away and now I can connect with you.
NOTE Confidence: 0.93886334
00:26:44.000 --> 00:26:45.158 Now we don’t need to be dealing
NOTE Confidence: 0.93886334
00:26:45.160 --> 00:26:47.905 with PowerPoint and I can always
NOTE Confidence: 0.93886334
00:26:47.905 --> 00:26:50.695 come back pressing any other key.
NOTE Confidence: 0.93886334
00:26:50.695 --> 00:26:53.279 The W of white is similar,
NOTE Confidence: 0.93886334
00:26:53.280 --> 00:26:56.046 although probably the the
NOTE Confidence: 0.93886334
00:26:56.050 --> 00:27:00.883 B is more effective.
So incredibly powerful tool.

When you really want to recenter attention, you want your participants to look at you. You want to forget about the darn thing up on the screen.

So couple of pointers about format formatting. You probably know that in PowerPoint you can do all sorts of formats and that nowadays most presentations are done in wide screen. White screen is a format that fills your whole screen, so it's very good. Especially now in the age of zoom, it's rare these days to have the four by three format.
00:27:43.470 --> 00:27:47.298 It’s very easy in the format page set up
NOTE Confidence: 0.93442166
00:27:47.298 --> 00:27:50.530 and you just choose any number of formats,
NOTE Confidence: 0.93442166
00:27:50.530 --> 00:27:53.230 but white screen is quite important
NOTE Confidence: 0.93442166
00:27:53.230 --> 00:27:55.890 and it’s very visually appealing.
NOTE Confidence: 0.93442166
00:27:55.890 --> 00:27:58.155 It’s very cinematographic and there’s
NOTE Confidence: 0.93442166
00:27:58.155 --> 00:28:01.169 more real estate to put in there.
NOTE Confidence: 0.93442166
00:28:01.170 --> 00:28:03.718 You don’t want to have your presentation
NOTE Confidence: 0.93442166
00:28:03.718 --> 00:28:07.528 and then black lost space on both sides,
NOTE Confidence: 0.93442166
00:28:07.530 --> 00:28:11.583 so that’s that and there’s templates
NOTE Confidence: 0.93442166
00:28:11.583 --> 00:28:14.649 in this talk as you’ve seen.
NOTE Confidence: 0.93442166
00:28:14.650 --> 00:28:16.060 Hopefully you notice or now bring
NOTE Confidence: 0.93442166
00:28:16.060 --> 00:28:16.765 to your attention.
NOTE Confidence: 0.93442166
00:28:16.770 --> 00:28:18.418 I’ve used two templates,
NOTE Confidence: 0.93442166
00:28:18.418 --> 00:28:22.100 so when we did the Yale CMD credit
NOTE Confidence: 0.93442166
00:28:22.100 --> 00:28:25.744 slide it was this template and then
NOTE Confidence: 0.93442166
00:28:25.744 --> 00:28:28.200 the rest of the slides is a template
that I created with these two lines.

So a couple of things.

Choose whatever template makes you happy.

I would recommend less is more, but try to stick to the same one if you can.

I haven’t been very good about this. I’ve used all sorts of templates over my career and what’s difficult is that when you then want to mix and match and move things around, it makes it a little bit more complicated. So pick one that you’re happy with and you can just make it up with and you can just make it up and whatever you choose. Also remember that the background
sometimes is really annoying.

So if you go to this one, let’s say that all my slides were in this using this background,

but I want to just to show an image or a word or I didn’t want to be reading Yale Medical School or Yel CME and all that,

it just didn’t belong there.

You can just go into right click on the slide and it will give you an option for background and you can say I think it’s a race background or something like that.

So it won’t affect all the other slides, but it affects that individual slide.

When you start noticing these things, it becomes very irritating...
NOTE Confidence: 0.92888904
00:29:45.316 --> 00:29:48.164 when you see background that is not
NOTE Confidence: 0.92888904
00:29:48.164 --> 00:29:50.588 adding anything and it’s just yet
NOTE Confidence: 0.92888904
00:29:50.588 --> 00:29:52.178 again another visual distraction in
NOTE Confidence: 0.92888904
00:29:52.178 --> 00:29:54.321 another set of words that you don’t
NOTE Confidence: 0.92888904
00:29:54.321 --> 00:29:55.947 want to be paying attention to.
NOTE Confidence: 0.92888904
00:29:55.950 --> 00:29:57.707 So blocking background can be very helpful.
NOTE Confidence: 0.92984873
00:30:01.230 --> 00:30:05.110 Ontology. There are many fonts as you know.
NOTE Confidence: 0.92984873
00:30:05.110 --> 00:30:07.310 Here again, take one and stick to it.
NOTE Confidence: 0.92984873
00:30:07.310 --> 00:30:09.895 But the key thing is that for
NOTE Confidence: 0.92984873
00:30:09.895 --> 00:30:11.470 those of you who love this stuff,
NOTE Confidence: 0.92984873
00:30:11.470 --> 00:30:13.890 there are serif fonts and
NOTE Confidence: 0.92984873
00:30:13.890 --> 00:30:16.058 San Seraphonso serif fonts,
NOTE Confidence: 0.92984873
00:30:16.058 --> 00:30:18.782 as a reminder, have these little
NOTE Confidence: 0.92984873
00:30:18.782 --> 00:30:20.966 lines that carry on little lines,
NOTE Confidence: 0.92984873
00:30:20.970 --> 00:30:25.567 little lines at the at the bottom and
NOTE Confidence: 0.92984873

47
In serif fonts are particularly good for printed materials because it makes it easy to read long sentences, books, novels, etcetera. They’re terrible in PowerPoint. Don’t use serif fonts. Sans serif fonts do not have those little legs or extensions and they are much easier to read on the screen. You remember, you’re not going to be writing many words, so the few words are going to pop up. The two big ones are Arial and Calibri. I’ve used Avenir. It doesn’t matter. There’s a couple of them.
But always stick to a sans serif font. Something that’s very annoying is when you see a pixelated image on PowerPoint. The example of President Obama. Of course it’s an exaggeration to make a point, but you often see these terribly pixelated images like the one in the middle. That detract because your brain is trying to make sense of it. It’s trying to impose some organization to it. So when you use images, and I am a big believer and user and enthusiast of images, always look for high resolution images.
When you Google for the image and like you saw the the papers that I cited, you can always clip from a paper, So be be very mindful of the resolution. It can be. It doesn’t mean that they’re not helpful,
but be mindful of them. You know, not everything needs to be a list and the bulleted list. One example are the table of contents and reminders of giving you an example, right. This is what we’re going to do. This is what we’re doing. This is what we did periodically, a reminder that also introduces some familiarity with the topic embedding. So there’s so much to say about embedding that the next session, about a month from now, is going to be all about teaching with technology and how to embed either into a
PowerPoint or separate from a PowerPoint.

All sorts of graphic thingies, video eye candy poles, interactive things.

There's lots and lots of things, but I want to give you an example here of how embedding something can really change the game.

Now this is going to be the mentally interactive part of this talk, or one of them. So I'm going to show you a video that is less than a minute long or about a minute long. And as you watch it, I want you to figure out what it is about, what is happening here, because I can tell you that it is a topic.
If that is near and dear, I think to many of not all of us. And the idea is that if we were to talk about this topic, we could probably spend a whole hour after that was one minute talking about it. But for now, just as your mental exercise of engagement, what do you think this is about? I’m not telling you.
go on talking and talking right about this.

This could be Dana, this could be a whole

Or unless maybe only Dana Dunn and

I are the only ones who felt it,

but I’ve heard that there may

be a third person out there.

So anyway, you can see the power of an

image of a short video in starting things

as you are putting your slide deck together.

I could rule of thumb is one

minute per slide on average.

As you get more facile and depending on the

content sometimes it could be two per minute.

But I think that, you know,

minutes in for a one hour is
00:36:05.348 --> 00:36:08.258 about all that a brain can take,
00:36:08.260 --> 00:36:12.130 but one minute on average.
00:36:12.130 --> 00:36:13.370 And we’re almost there, right,
00:36:13.370 --> 00:36:14.528 Because now we’re going to go,
00:36:14.530 --> 00:36:16.395 I told you the shortest
00:36:16.395 --> 00:36:17.887 part which is presenting.
00:36:17.890 --> 00:36:19.450 If you’ve done all of this,
00:36:19.450 --> 00:36:21.826 the presenting part should
00:36:21.826 --> 00:36:27.818 So in presenting and I can tell you this
00:36:27.818 --> 00:36:30.205 is what I did as early as this morning.
00:36:33.170 --> 00:36:35.529 Slide sorter, slide sorter is your friend.
00:36:35.530 --> 00:36:37.070 This is a different presentation
00:36:37.070 --> 00:36:38.610 that I’m showing you here,
00:36:38.610 --> 00:36:42.230 but I gave a presentation and tell them
00:36:42.230 --> 00:36:44.750 the last minute I was making changes.
NOTE Confidence: 0.9233804
00:36:44.750 --> 00:36:47.492 The slides order view provides you
NOTE Confidence: 0.9233804
00:36:47.492 --> 00:36:50.285 with a 30,000 feet view of what it
NOTE Confidence: 0.9233804
00:36:50.285 --> 00:36:52.363 is that you’re doing and it allows
NOTE Confidence: 0.9233804
00:36:52.363 --> 00:36:54.731 you to move things around so that you
NOTE Confidence: 0.9233804
00:36:54.797 --> 00:36:57.247 can tell that story and follow that
NOTE Confidence: 0.9233804
00:37:00.590 --> 00:37:02.558 And it’s a beauty of PowerPoint, right?
NOTE Confidence: 0.9233804
00:37:02.558 --> 00:37:04.542 That we can change things to the very,
NOTE Confidence: 0.9233804
00:37:04.550 --> 00:37:06.074 very last minute, which didn’t used
NOTE Confidence: 0.9233804
00:37:06.074 --> 00:37:10.750 to be the case with the old slides,
NOTE Confidence: 0.9233804
00:37:10.750 --> 00:37:12.530 but the slide sorter is very,
NOTE Confidence: 0.9233804
00:37:14.230 --> 00:37:17.766 And here you see 59 slides, 60 minutes.
NOTE Confidence: 0.9320116
00:37:17.766 --> 00:37:21.830 It’s about as much as can be packed.
NOTE Confidence: 0.9320116
00:37:21.830 --> 00:37:24.323 But I encourage you to use that slide sorter
and to change things as you find around. I also pay a lot of attention to the contrast between words and images. And if I have 100 slides with images, maybe I need to put some words and vice versa. But the ratio of words you see is low and the words are usually in few sentences, maybe 4-5 Max in a slide in just a couple of words per sentence and you don’t need a full sentence. This is not grammar school and this is not a novel. These are just keywords to stick into the learner’s brain.
The other the thing that I find incredibly helpful is this for timing purposes is a percent review. What I have here is a screenshot of what it looks like. This is. I'm on a Mac, so this is how on a Mac percent review looks like. Now it's very easy when you're here because let's say that I'm in this slide and I have only 30 seconds left. I'm not going to run through the everything, but I can quickly click on this slide and jump 6 or 10 or however many slides ahead. In this day and age of Zoom, you can’t quite do this.
So right now I’m talking to you on Zoom on my laptop. But I have here on my computer a panel showing me something very similar and I know that I have 7 minutes Max to leave time for discussion. So if I run out of time, I’m not going to be, which drives everyone crazy, but I’m just going to jump to the next or the final slide and you will not be any the wiser. So again, some very mundane things.
Transitions.

Don’t use fancy transitions.

The ones that go around and do sparkles and forget about it, don’t ever use those.

Appear and disappear is enough.

Timing.

Practice.

Get a good sense of how.

Long your time is going going to be and get breathing room in different parts.

I’d be familiar with the AV.

Equipment in this day and age.

Where once again we have to show.

Both on the screen and on zoom.

And things change all the time.

So do yourself a favor and get there earlier,
especially for zoom.

Being old school can be good

I usually don’t print out all of my slides,

although it can be helpful if

there’s a catastrophic thing.

You have your slides.

As a discussion, as an outline,

as we talked about,

when I need to read certain things

or remind myself of certain things,

I do have, You know,

paper dongles.

Don’t assume that where you’re

going to be presenting has the
right connection to your computer, so make it a point to buy one and have it with you at all times. And this is something that I learned from my work with the actors from the theater, and it’s true here. When you’re giving a talk, getting in early is on time, getting on time is late, and getting in late is unacceptable, right. So always get there a little early for those of you who don’t know that strange word dongle.

So these this is the typical dongle for an apple.
And nowadays, most of the connections are this type, which also includes sound, which is very convenient, but there’s also still quite a bit of the old-fashioned dongles around.

So know where you’re going to be talking about.

And the last thing, very simple thing that so many people forget, don’t read the slides, the slides, don’t look at the slides. The slides are, you know, secure enough in their slightness.
that they don’t need your validation.

You have the computer in front of you.

You have learners in front

Engage with them.

Face the audience, not the slides, and don’t read them.

Please don’t read them.

So the executive summary of my talk in 63

Bullets in a bulleted list in Small font.

Executive summary Are you ready?

Doctor Heffler, Are you ready to take notes?

Furious. You’ll be excited.

Summary.

Absolutely.

I’ve got. I want all 63 points, Andreas.
Here it goes, 123. This is it.

You know PowerPoint is a tool. You are the presentation. I don’t.

I know that you don’t believe it, that we don’t believe it, that we think that we need to armor ourselves behind PowerPoint.

But if you bring yourself as an educator and and remember that this is just like a screwdriver or a hammer, things are going to go much, much, much better.

In the last two minutes. It would be really, really important. And I’m asking here on behalf
00:42:46.368 --> 00:42:48.605 of Janet and Linda Serro and
NOTE Confidence: 0.9298001
00:42:48.605 --> 00:42:50.530 Reagan Carney and everybody in
NOTE Confidence: 0.9298001
00:42:50.600 --> 00:42:52.800 the center of Medical Education.
NOTE Confidence: 0.9298001
00:42:52.800 --> 00:42:54.655 It will be tremendously helpful
NOTE Confidence: 0.9298001
00:42:54.655 --> 00:42:57.240 for us to have your feedback.
NOTE Confidence: 0.9298001
00:42:57.240 --> 00:43:01.195 You can use the the QR code.
NOTE Confidence: 0.9298001
00:43:01.200 --> 00:43:01.920 QR codes, by the way,
NOTE Confidence: 0.9298001
00:43:01.920 --> 00:43:04.330 are very helpful and I
NOTE Confidence: 0.9298001
00:43:04.330 --> 00:43:07.300 also will put in the chat
NOTE Confidence: 0.9355849
00:43:09.340 --> 00:43:10.352 everyone in the meeting.
NOTE Confidence: 0.9355849
00:43:10.352 --> 00:43:11.617 I'm going to put it.
NOTE Confidence: 0.9355849
00:43:13.500 --> 00:43:15.336 you can just click on it.
NOTE Confidence: 0.9355849
00:43:15.340 --> 00:43:19.228 The evaluation will help us a lot, a lot.
NOTE Confidence: 0.9355849
00:43:19.228 --> 00:43:20.620 So please evaluate.
NOTE Confidence: 0.9355849
00:43:20.620 --> 00:43:23.763 Maybe we'll give you 2 minutes and
then there’s going to be one last slide that says thank you very much.
And then we can have question and answers and interact.
Are you ready for questions, Andreas.
Andreas, that survey link that you posted took us to the second presentation.
Linda, would you? That’s the one I had. Linda would posted someone whose name starts with a Q.
The QR code is right.
But maybe the link oh,
Andres’s link is working well. Yeah.
And the QR code is working OK OK yeah.
Oh, hold on. I just tried it again.
Yeah, the Linda Sarro that goes to #2 andreas's quote link works well. Sorry.

Why don’t we do let’s do one minute and then we’ll have questions. Is that good?

I love the use of the timer, Andreas and wonderful modeling for all of us.

So we do have a question.

How many words do you recommend for each slide and how many lines?

Yeah, you know, I didn’t put it down.

I didn’t want to be.

I couldn’t be prescriptive.

But if I were to wing it,
I would say no more than five lines and each sentence with, you know, 5 or 6 words. I think the key is not to use full sentences and the other is also the font size. It varies by by which font but if you use like a 32 for titles and a 28 for main and a 24 and that's it. Great. Thanks the jaw. Hi. Thank you for your time. You’re muted. Sorry I muted again. I was wondering if you could comment on the use of color and how you
00:46:50.675 --> 00:46:52.680 strategize using color and PowerPoint.
NOTE Confidence: 0.9333528
00:46:52.680 --> 00:46:54.630 So and I’m thinking about
NOTE Confidence: 0.9333528
00:46:54.630 --> 00:46:55.800 two specific examples.
NOTE Confidence: 0.9333528
00:46:55.800 --> 00:46:58.124 One is that I’ve heard in terms
NOTE Confidence: 0.9333528
00:47:00.619 --> 00:47:02.519 of the background color of slides
NOTE Confidence: 0.9333528
00:47:02.520 --> 00:47:04.328 is actually sometimes more
NOTE Confidence: 0.9333528
00:47:04.328 --> 00:47:07.040 helpful to have a darker color
NOTE Confidence: 0.9333528
00:47:07.126 --> 00:47:08.666 background for visualization,
NOTE Confidence: 0.9333528
00:47:08.666 --> 00:47:10.904 but others have told me that
NOTE Confidence: 0.9333528
00:47:10.904 --> 00:47:12.879 that is more distracting.
NOTE Confidence: 0.9333528
00:47:12.880 --> 00:47:17.051 And then the second example is that I
NOTE Confidence: 0.9333528
00:47:17.051 --> 00:47:20.957 previously used color as an emphasis,
NOTE Confidence: 0.9333528
00:47:20.960 --> 00:47:22.850 a tool for emphasis and certain
NOTE Confidence: 0.9333528
00:47:22.850 --> 00:47:23.795 words or whatnot.
NOTE Confidence: 0.9333528
00:47:23.800 --> 00:47:25.425 But same question in regards
to how many colors might be too distracting on the slide.

You know, that is a great question because just recently someone reminded me that there are some colors that are not quite as user friendly for folks with color blindness, Daltonism. I don’t know what the right medical term is and in particular, if I’m right here, green. I know it’s particularly challenging and I think red can be challenging.

Now you saw that I do use that maroon red. But I personally have moved
to light background always.

I find it, it just pops and everybody sees it and it keeps people awake actually because black backgrounds for example, really are very kind of drowsy making and in terms of the number of colors in in text, I wouldn’t use more than three tops. I mean that that is a lot. If you start getting into more than that, it gets too psychedelic. There are websites, I don’t know the answer right now, but go into what is the best accessibility etcetera,
00:48:33.484 --> 00:48:35.756 But I think it’s staying away from green,
00:48:35.760 --> 00:48:37.735 which is also not particularly
00:48:37.735 --> 00:48:40.210 pretty on the screen and bright
00:48:40.210 --> 00:48:42.880 red probably you’re safe with that.
00:48:42.880 --> 00:48:43.280 Thank you.
00:48:44.160 --> 00:48:46.425 Another question, are there any
00:48:46.425 --> 00:48:48.237 adjustments for Zoom presentations?
00:48:49.480 --> 00:48:49.920 Yeah,
00:48:51.160 --> 00:48:56.030 specifically, you know,
00:48:56.030 --> 00:48:59.948 the idea that you’re the center,
00:48:59.950 --> 00:49:03.405 while on zoom you’re either
00:49:03.405 --> 00:49:06.860 completely xed out or minimized
00:49:06.984 --> 00:49:10.555 or a little box on the side that
00:49:10.555 --> 00:49:13.750 gets in the way of your slide. Yes,
00:49:13.870 --> 00:49:16.198 yes. I was dealing actually with
some of that because you know, it does block a little bit of what you see and you do want to see yourself to make sure that you’re in the screen and you want to try to make eye contact. It’s a different challenge. So in terms of adjustments for resume, the most important one is and you saw that even in the beginning. I had to redo it because I forgot is optimizing for sound. If you don’t optimize for sound, videos look pixelated. So when you do the share screen that is really really important and very easy to to forget.
And you want to do optimize sound not the one that says video because that just screws everything up.

Don’t ask me why. So that’s one.

The other is that I guess the the I know that there are some setups in which you can have a camera and a separate computer monitor and you can all make it work out.

I don’t have that because I’m always taking my laptop where I go. So I only have this.

And it’s probably helpful to assume that you’re not going to
have all the bells and whistles,

so just reminding yourself.

And it has to be conscious because

the people are not there to

look at the camera periodically,

but not all the time,

because I can get creepy,

but you know,

looking at the camera while at the

same time jockeying everything.

It takes a little bit of muscle

memory for sure it,

but those are some of the things.

I hope that’s helpful.

Dane is pointing out to all of us
that she's had to redo so many of her lectures on PowerPoint.

And after really learning about these points, it really is essential to redo them. Look through how many words do you have, how do you talk about your data? You really gave us great examples today, Andreas. And certainly any of us in the center are willing to help and go through it because you all want, we all want to be good teachers. So really highlighting the key points today as you reflect on your own slides would be a wonderful take away.
Yeah. Yeah.

And along those lines and I will leave this up while we’re, but while we’re still here, our upcoming events, yes, I’m trying to. So we have two sessions while you’re doing that Andreas, we have an MEDG, which is our medical education discussion group on 9/21 identifying microaggressions and discussing responses. I’m going to be doing that with Allison Renfro, Tishiana Armah, Esperanza Diaz and Elizabeth Conklin.
I'm really looking forward to doing that.

We’ve created some videos and on 9/22, we have Learning Climate with Vinny Quigliaro and Shauna Hay.

So again, I know I really appreciate.

you said you signed up for all of these, but these are our upcoming ones.

And please feel free to sign up for these.

We will be sending other emails from Yale Messaging.

And Andreas,

thank you so much and I thank everyone for joining us today.

for this wonderful kickoff event.
00:52:40.460 --> 00:52:41.540 Thank you so much.

NOTE Confidence: 0.9349758

00:52:41.900 --> 00:52:43.820 Thank you, everyone. Bye bye. Thank you.

NOTE Confidence: 0.901877392

00:53:24.750 --> 00:53:27.094 And I think you can pop people

NOTE Confidence: 0.901877392

00:53:27.094 --> 00:53:30.064 out of the, I think, right.

NOTE Confidence: 0.901877392

00:53:30.064 --> 00:53:32.703 It’s like a table might have gotten,

NOTE Confidence: 0.901877392

00:53:32.710 --> 00:53:34.068 you know, way later. We can go

NOTE Confidence: 0.92451394

00:53:34.070 --> 00:53:36.390 pop into my room now to do a quick debrief.

NOTE Confidence: 0.92451394

00:53:37.430 --> 00:53:38.790 Oh, is it a different Zoom link anyway?

NOTE Confidence: 0.92451394

00:53:38.790 --> 00:53:40.225 Yeah, we thought we would do that.

NOTE Confidence: 0.92451394

00:53:40.230 --> 00:53:40.910 So I’m going to leave.

NOTE Confidence: 0.92451394

00:53:40.910 --> 00:53:42.224 We’ll see you in my room in a second.

NOTE Confidence: 0.92451394