



University of Brighton

A Demonstration Presentation

NI000 2018 - Introduction to Nursing

Fiona MacNeill

F.Macneill@brighton.ac.uk

Suggested improvement: move the logo in closer from the edge and put the title onto one row. SEE next slide.



University of Brighton

A Demonstration Presentation

NI000 2018 - Introduction to Nursing

Fiona MacNeill

F.Macneill@brighton.ac.uk

Already much improved and easier to read. If you don't like the cream background you can change it on the Design tab > Format Background

Fiona recommends: cream/light yellow, light purple or light as the best background to help support dyslexic students in a general sense (everyone's needs are different, don't be afraid to ask if it is helping).

Plan for the session

- Considering slide content for accessibility
- Control and annotation options for PowerPoint
- Use PowerPoint creatively in your classroom
- Create a challenge with PowerPoint
- Other tools to use alongside PowerPoint

We can make this slide better by rethinking the spacing, considering whether bullet points are needed.

Plan for the session

Accessibility - slide content for accessibility



Control - Control and annotation in PowerPoint



Creativity - Use PowerPoint creatively



Challenge - Create a challenge with PowerPoint



Tools - Other tools to use alongside PowerPoint

Improved version. The pictures aren't needed necessarily, these are just to help you navigate the activities in this PowerPoint in particular. You will notice that I have rephrased the sentences to place the conceptual idea first and have consolidated the descriptions.

Quote from the NMC

"For the many committed and expert practitioners on our register, this Code should be seen as a way of reinforcing professionalism.

Through revalidation, nurses, midwives and nursing associates provide evidence of their continued ability to practise safely and effectively. The Code is central to the revalidation process as a focus for professional reflection. This gives the Code significance in the professional life of those on our register, and raises its status and importance for employers."

(NMC, 2018, p. 5)



From an accessibility perspective it is best to avoid text-heavy slides and also to avoid underlining text as it obscures reading. Another issue is the justification of the text in the centre of the slide making it even more difficult to read. We can improve this slide by only focusing on the underlined section as that is the bit that we are actually interested in!

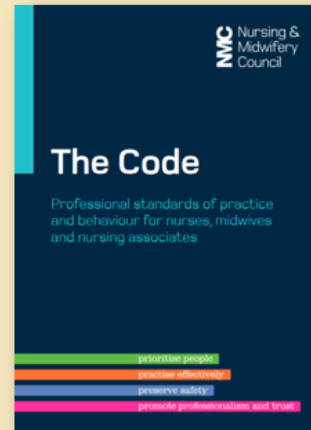
Tip: if you want slides to be helpful for revision put some of the notes in the presenter notes and let your students know about this. For the PDF copy of your presentation you can also export it with the presenter notes below each slide in the PDF which can be a helpful approach. These options can be found under the File > Save as > PDF format > there is an options button. On a Mac these options are available from the File > Print dialogue and then use PDF > Save as PDF. Presentation slides should not be text-heavy and if you feel that you do need that content then you might need a different version of your presentation for in-class versus the needs of a handout or resource.

I have included information about the PDF settings on slide 23.

Quote from the NMC

“Through revalidation, nurses, midwives and nursing associates provide evidence of their continued ability to practise safely and effectively.”

(NMC, 2018, p. 5)



This slide shows the ideal improvements! It is concise and features the ideal of three pieces of information. It also has a short, left-justified quote which is much easier to read. The image of the code on the right, is what we call a decorative image. It doesn't add much information other than providing a visual association with complete code. The key here is that the important information (the quote) is on the left of the slide and is therefore prioritised and 'The Code' image is more like a visual signpost, emphasising the relevance and importance of the code.

Prioritise people



Treat people as individuals and uphold their dignity

To achieve this, you must:

- 1.1 treat people with kindness, respect and compassion
- 1.2 make sure you deliver the fundamentals of care effectively
- 1.3 avoid making assumptions and recognise diversity and individual choice
- 1.4 make sure that any treatment, assistance or care for which you are responsible is delivered without undue delay
- 1.5 respect and uphold people's human rights

This slide is very difficult to read and has way too much text on it.

Prioritise people



Go to: nmc.org.uk on your mobile device

What is standard 1.3 in the NMC code?

Why do you think that standard 1.3 is relevant to our session today?

Instead of asking students to read the contents on the page why not send them on a web quest to locate the content and read it on their devices. This will help students to recall the location of important information and as this is practical information gathering exercise rather than a passive transfer of information students are more likely to retain the information.

Reiterate for recall



What is standard 1.3 in the NMC code?

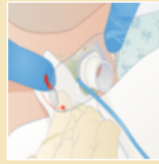
1.3
“avoid making assumptions and
recognise diversity and individual
choice”

(NMC, 2018, p. 6)

At the end of the web quest, don't be afraid to reiterate the information that you were asking students to search for and to discuss it's relevance.

Aspects of a Skill

A tracheostomy
makes patients
more susceptible
to infection by
inhalation or
aspiration of
micro-organisms.



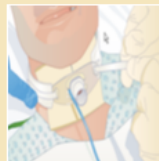
Remove sputum
from around tube



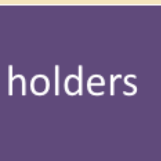
Apply dressing



Reapply holders



Secure the tapes



This slide is too busy and although it features representative images, they are too small to interpret. The use of bright colours is not preferable for students on the autistic spectrum.

Skill Challenge: Care of an individual with a tracheostomy

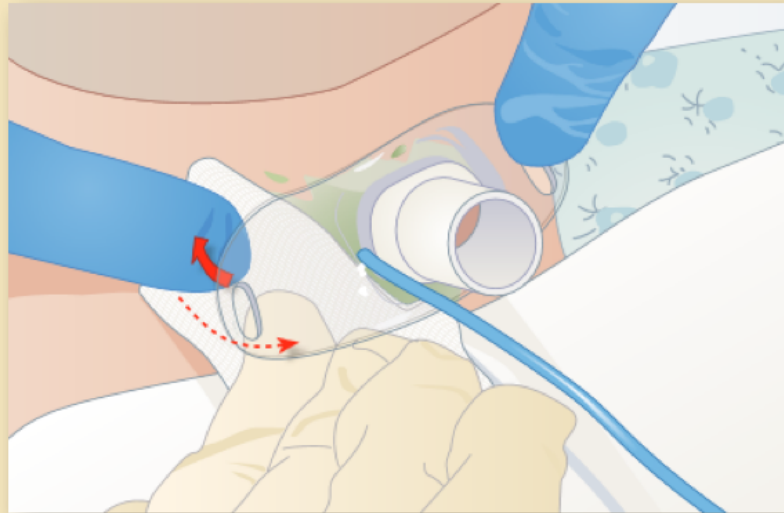
Consider the next step for each stage of the skill.

The slides are interactive and you can click on the answers to help with your revision.



A different approach could be to use PowerPoint to create an in-class challenge and ask students to consider the parts of the skill.

Step 1

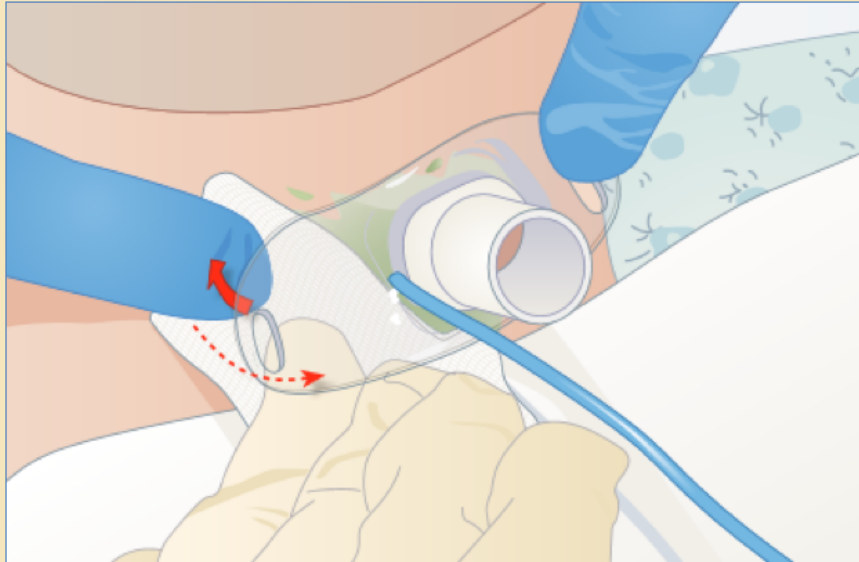


Remove sputum from around tube

You might choose not to show the description of the part of the skill right away. This slide could be improved by prioritising information and simplifying the format. We are dealing with a representative or functional image so it needs to be clear and as large as possible.

Step 1

Remove sputum from around tube



I think that this is an improvement. A simple blue line has replaced the shadow around the image to make the slide easier to read.

What next?



What would you do after Step 1: Remove sputum from around tube

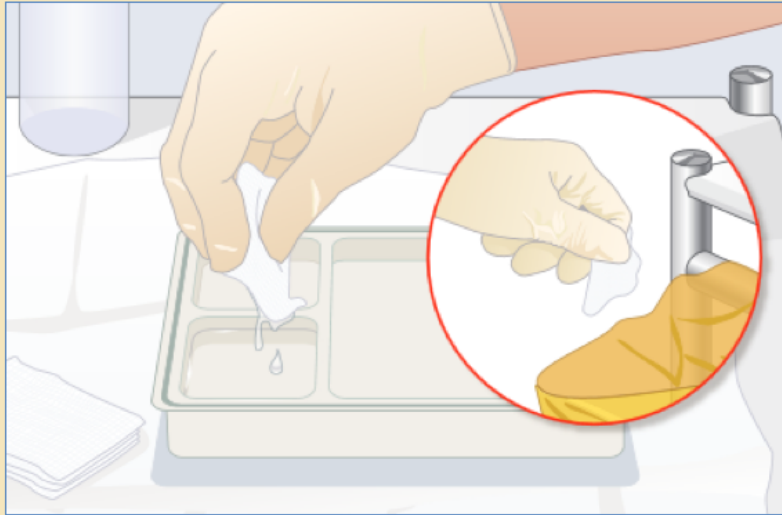
(a) Apply the new dressing

(b) Secure the tapes

(c) Get new swabs ready

This is an example of an interactive slide – view the presentation in presentation mode and give it a go! This is very easy to achieve by hyperlinking to different slides. Just an idea – certainly more work though. Students could even create a quiz using PowerPoint for the next group which could be a very productive formative activity.

Step 2 – Well done!!



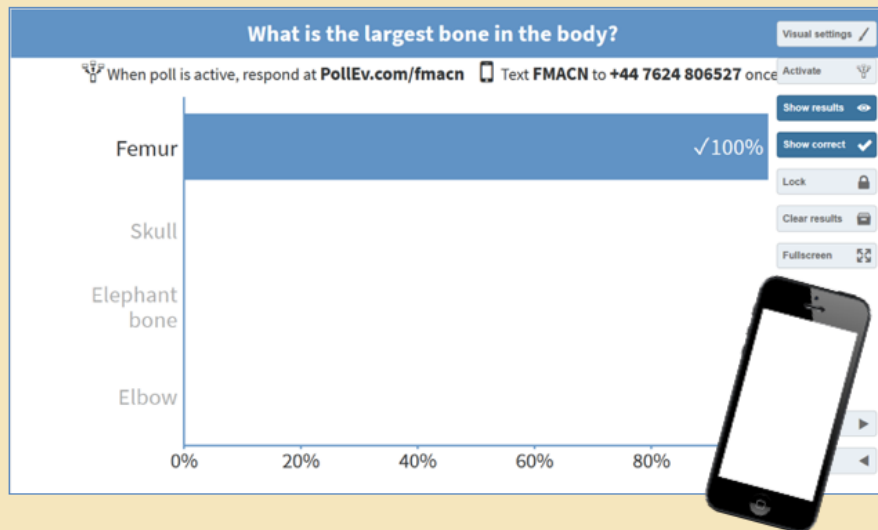
PowerPoint is like...



You either love it or hate it...

It is best to avoid analogy, idioms and figures of speech for autistic and dyslexic students. So whether you like marmite or you like it, you may have just side-tracked folks thinking.

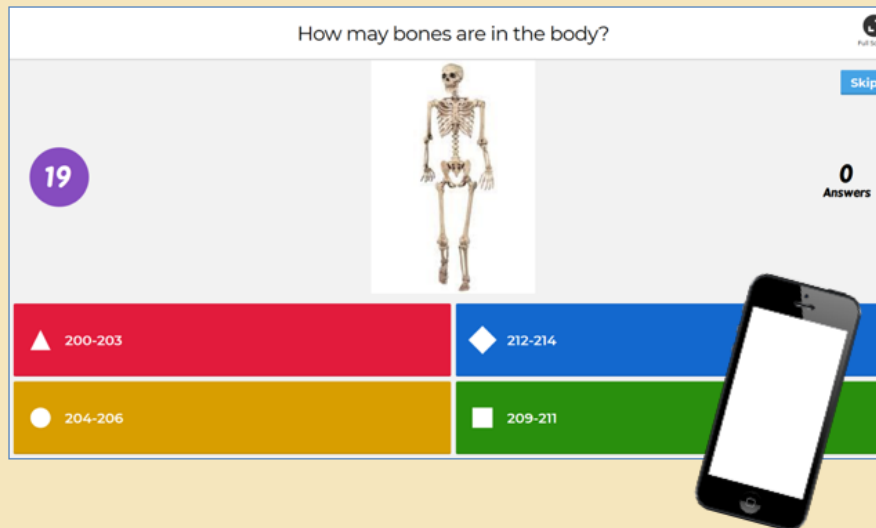
Tools for interactivity – Poll Everywhere



Tool examples – The next few slides feature tools which can be used in lectures and seminars to provide a greater level of interactivity in the classroom.

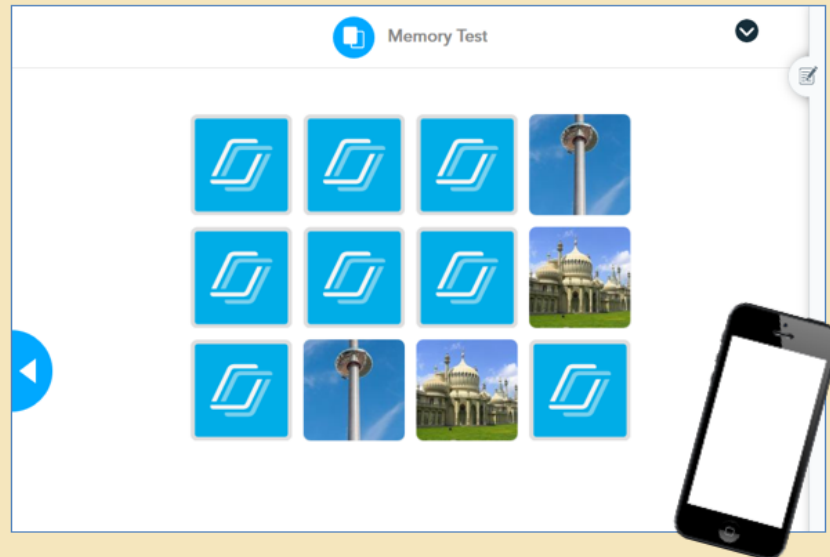
<https://www.poll Everywhere.com/> - can be used in class and via studentcentral or a link to gauge student feedback on poll questions.

Tools for interactivity – Kahoot



<https://create.kahoot.it> – In class only. Group or individual quiz-type challenge with time limits and sound effects!

Tools for interactivity – Nearpod



<https://nearpod.com/> – In class and at home – can be embedded in studentcentral.

Nearpod is truly all singing and all dancing. Kind of like PowerPoint with intermixed interactive activity. Students engage with the content on their own devices as well as viewing content on the main classroom projector/screen.

Link to assignment

Consider recording a section of your presentation as a video for students

Our recording tool is called MediaLecture



Highlighting the concepts from the session needed for the assignment.

For more information about how to record, please review this page on the medialecture tool:

<https://staff.brighton.ac.uk/is/learningandteaching/Pages/Medialecture.aspx>

In videos...Add Questions



Leave space and time...

e.g. Take a moment to reflect on the description of the skill – is there anything you would add?

If you do make a video for your students, don't be afraid to ask questions in the video and even to provide gaps for reflection. This can be very powerful within the scope of an online tutorial and is oft overlooked due to the nature of video.

For more information about how to record, please review this page on the medialecture tool:

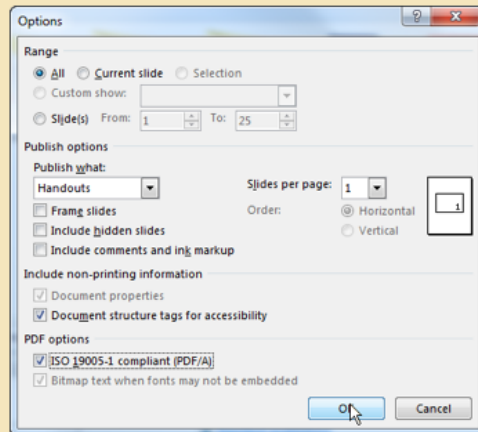
<https://staff.brighton.ac.uk/is/learningandteaching/Pages/Medialecture.aspx>

Conclusion/summary

- ✓ **Accessibility** - slide content for accessibility
- ✓ **Control** - Control and annotation in PowerPoint
- ✓ **Creativity** - Use PowerPoint creatively
- ✓ **Challenge** - Create a challenge with PowerPoint
- ✓ **Tools** - Other tools to use alongside PowerPoint

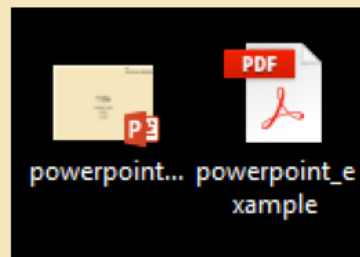
Reiterate what we have learned at the end by re-introducing our not-bulleted bulletpoints!

Saving your presentation



File Save as > select PDF
> Options

Rather than File > 'Save
As Adobe PDF'



PowerPoint and PDF for studentcentral and for accessibility

Options for PDF on Windows PC in case you want the presenter notes to be shown on the PDF or to change the format.



Do not be thinking that I do not like decorative images... Sometimes they are perfect to provide a moment of levity; think of it is as an intellectual palate cleanser between informational topics.

References/Further Reading

Selected Lynda.com videos to accompany this presentation:

<https://www.lynda.com/SharedPlaylist/c3380744826d448da956b5bdf6fcc757?org=brighton.ac.uk>

Sourcing decorative and signposting images:

<https://pixabay.com/>

<https://unsplash.com/>

Sourcing medical images:

<https://wellcomelibrary.org/search-the-catalogues/search-images>

<https://search.creativecommons.org/>

<https://drawmd.com/>

Accessibility guides from gov.uk:

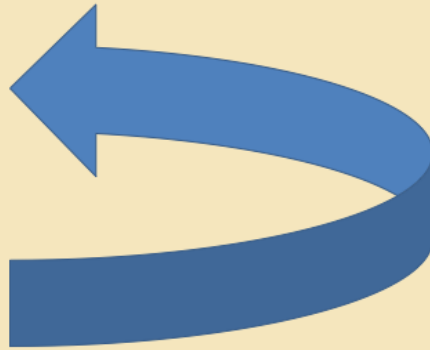
[Dyslexia](#); [Autistic Spectrum](#); [Anxiety](#); [Deaf or Hard of Hearing](#)

References

Clinicalskills.net (2017) *Care of the individual with a tracheostomy: stoma care and cuff management*. Available at: https://www.clinicalskills.net/sites/default/files/atoms/files/TRACHEOSTOMY%20CARE%20P1-5%20040717_1.pdf (Accessed: 22 October 2018).

NMC (2018) *The code, professional standards of practice and behaviour for nurses, midwives and nursing associates*. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf> (Accessed: 22 October 2018).

Have another go...



This is our slide for any incorrect answers and relates to slide 14 (interactive slide example).