



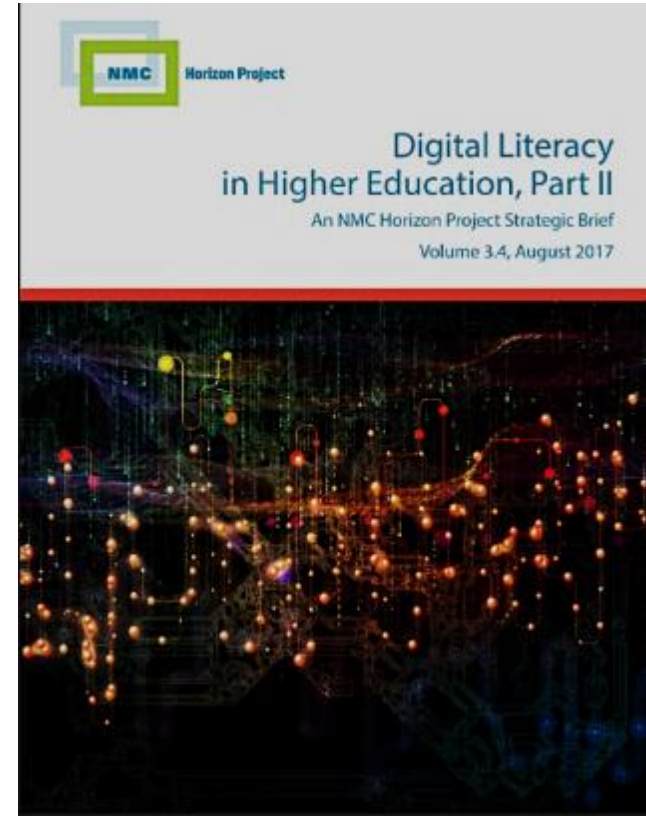
# **Presenting Information Visually: An Essential Skill for the Workplace**

**Olga Hart, University Libraries,  
University of Cincinnati**

# Trend: Students as Creators of Information



**“Students have a greater role and responsibility in creating new knowledge...”**



**“No longer is it acceptable for students to be passive consumers of content; they can contribute to the local and global knowledge ecosystem, learning through the act of producing and discussing rich media, applications, and objects.”**



“

**Content creation... seems to have a psychological benefit, as some frameworks refer to users as not just skilled, but confident or capable.**

”

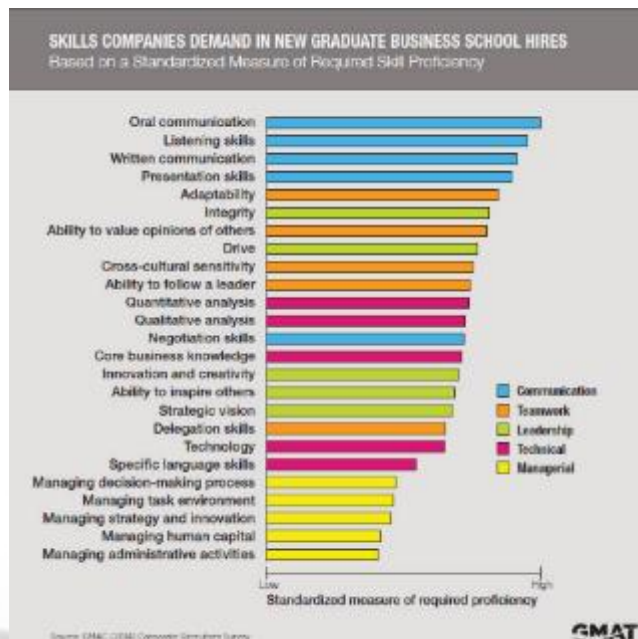
NMC (2017). *Digital Literacy in Higher Education, Part II: An NMC Horizon Project Strategic Brief*.  
<https://cdn.nmc.org/media/2017-nmc-strategic-brief-digital-literacy-in-higher-education-ii.pdf>

# Skills Gap

## Employers

Communication skills ranked as the most or second-most desired baseline skill in all industries.

Burning Glass Technologies. (2015). *The human factor: The hard time employers have finding soft skills*. [http://burning-glass.com/wp-content/uploads/Human\\_Factor\\_Baseline\\_Skills\\_FINAL.pdf](http://burning-glass.com/wp-content/uploads/Human_Factor_Baseline_Skills_FINAL.pdf)



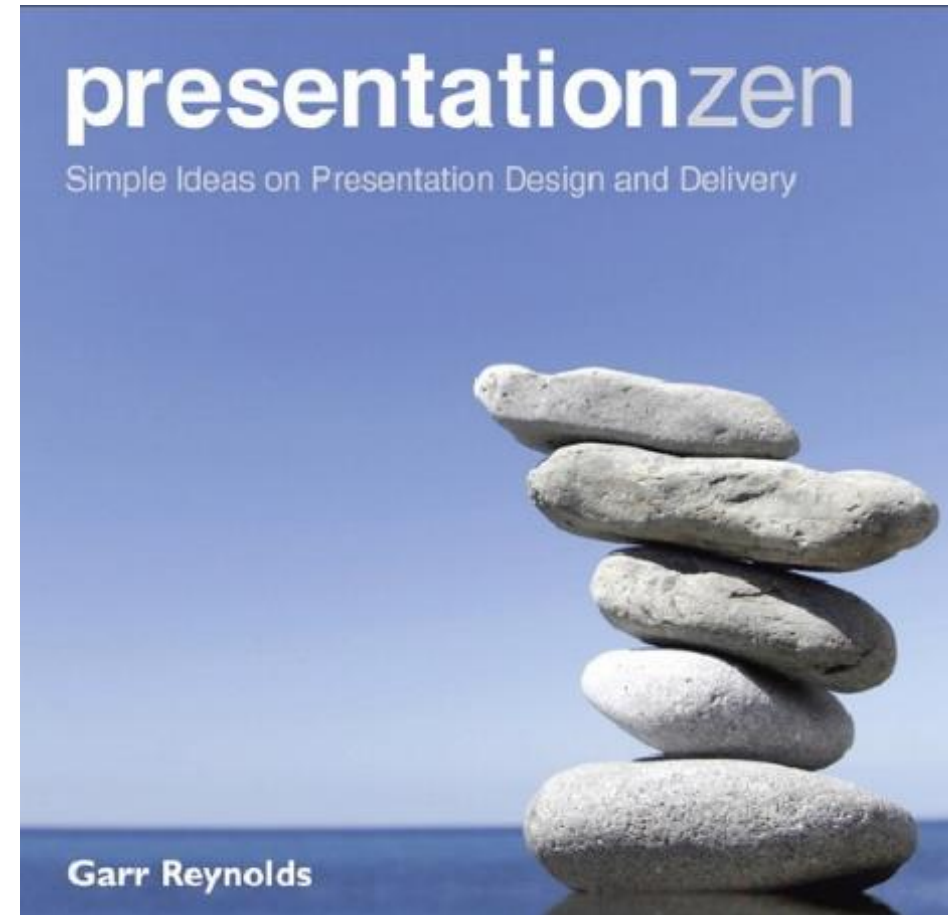
<http://www.mba.com/us/the-gmat-blog-hub/the-official-gmat-blog/2014/aug/employers-want-communication-skills-in-new-hires.aspx>

## Students

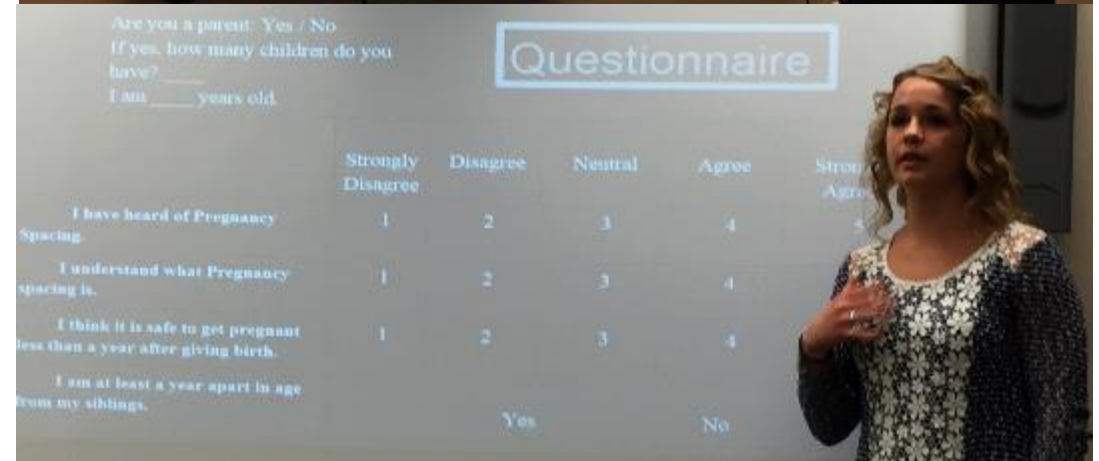
Desired a higher level of word-processing and presentation skills and competencies.

Heinrichs, J. H., & Lim, J. (2010). Information literacy and office tool competencies: A benchmark study. *Journal of Education for Business*, 85(3), 153-164.

“The skills necessary to be an effective communicator today are different than in the past. Today, literacy is not only about reading and writing—which are necessary—but also about understanding visual communication.”



# Content ~~≠~~ Text



# Library Instruction Requests

## The usual

- Developing a research question
- Finding sources
- Evaluating sources
- Citing sources

## Left out

- Finding and evaluating visual information
- Tools and techniques for visual communication

**“Sources” usually = text.**

# Library Support: First Step

<http://guides.libraries.uc.edu/eng1001/recast>

## English Composition 1001

Research made easy.

[Home](#)

[Student PreWork](#)

[Research Question](#)

[Search Terms](#)

[Resources](#)

[Articles and Books](#)

[Primary and  
Secondary Sources](#)

[Images and Media](#)

[Evaluate Sources](#)

[Cite Your Sources](#)

[Present Your Findings \(Unit  
3 Recast Assignment\)](#)

[Free online tools for  
various types of content](#)

[Best practices for various  
presentation formats](#)

[Copyright and attribution of  
sources](#)

[Get help at the libraries](#)

### Free online tools for various types of content

Your assignment may require [recasting your paper in a different genre or format suitable for a particular audience](#). The list below contains tools you might use for creating various types of content.

#### Blogs

- Blogger
- tumblr
- Weebly
- WordPress.com

#### Images

- Photoshop Express
- Google Photos

#### Data visualization: infographics, graphs, and charts

- Carva (does not support IE)
- easel.ly
- Gapminder
- Glimfy
- Google Fusion Tables
- Hohli Online Charts Builder
- Infogram
- Piktochart
- Thinglink
- TimelineJS
- Venngage
- Wordle

#### Tools for narrative recasts

- Storify
- VoiceThread

#### Presentations beyond PowerPoint

- Haiku deck (supported in Chrome and Safari)
- Prezi



# How I Spent My Summer



Paper recast by Sandy Beach



# FOREWORD

for Presentation Zen

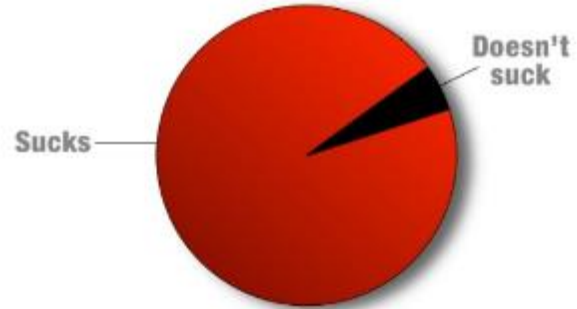
<http://www.slideshare.net/garr/guy-kawasakis-foreword-for-presentation-zen>



**Guy Kawasaki**  
Managing Director,  
Garage Technology Ventures  
Co-founder of TrueMors

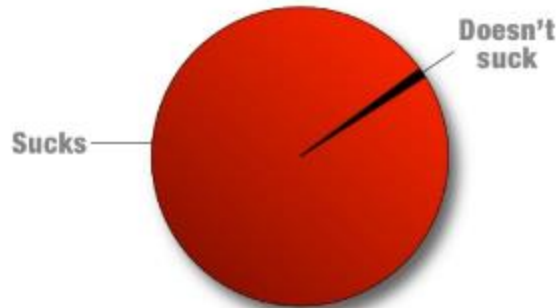


**95%** of presentations **SUCK**



**OK, maybe I'm exaggerating...**

It's actually **99%**



**What we see:**

**Long**  
**Boring**  
**Bad slides**  
**Content-free**

**What we want to see:**

**Short**  
**Simple**  
**Legible**  
**Engaging**

# Next Step: Bridging the Gap



Introducing students to best practices in presenting information:

- importance of research and ideation,
- finding and using quality images,
- PowerPoint dos and don'ts,
- tools for creating infographics,
- best practices for infographics, brochures, and newsletters.

# Pilot Audience

- Health Promotion & Education (HPE) elective course
- Culminating project: 25 minute interactive, educational presentation using PowerPoint

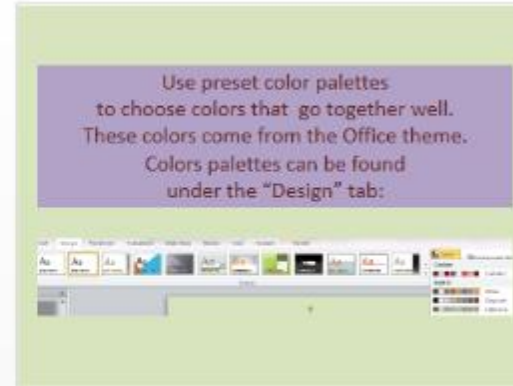
# Activity I: Applying Best Practices to Slides



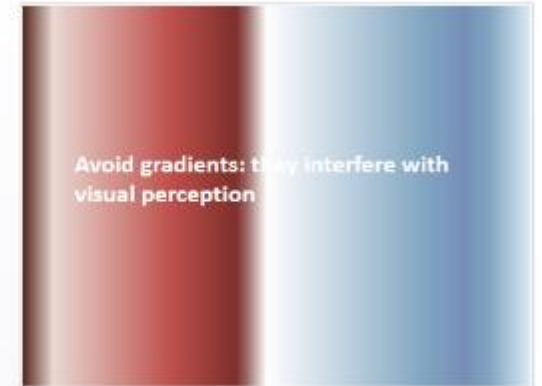
5



6



7



8



9



10



11



12



# Activity III: Transforming Text into Slides

EATING ON CAMPUS. By: Velazquez, Eric, Joe Weider's Muscle & Fitness, 07445105, Oct2006, Vol. 67, Issue 10 (abridged)  
(Tips for guys from bodybuilding nutritional expert Chris Aceto).

College is filled with temptations, and your handy on-campus cafeteria meal plan is no exception. For most freshmen living away from home for the first time (so sweet is the liberation from the watchful eyes of your parents and their broccoli-laden menu), it's easy to load up on more appetizing (and fattening) foods like fried chicken, pizza and all-you-can-eat french fries.

The Freshman 15 isn't exactly a myth. A Cornell University (Ithaca, New York) study showed the majority of men gain 4.2 pounds in their first 12 weeks of college. Women stand to gain nearly twice that amount.

## THE USUAL SUSPECTS

Two main culprits lead to the typical metabolic slowdown in college: portion size and food choice.

**PORTION CONTROL.** "There will naturally be a tendency to overeat," says bodybuilding nutritional expert Chris Aceto. "Most campuses allow access to buffet-style eating, and the ones that don't -- like the majority of eateries in our culture -- serve huge portions."

You should be looking at about 2 cups of rice or a medium plate of pasta. To net 6-8 ounces of chicken, lean beef or turkey breast, select one portion slightly larger than the palm of your hand. Watching your portion sizes is the first step toward making the dining hall work for you and your fitness goals.

**SELECTION.** Speaking of pasta...it's probably not the noodles that are making your jeans tighter. It's the fat- and calorie-laden (however tasty) sauces that do the most damage. And chicken is a great bodybuilding food -- unless it's smothered in gravy or deep-fried into oblivion. Avoid anything fried. Frying can add 100% or more of the caloric value of whatever you're eating.

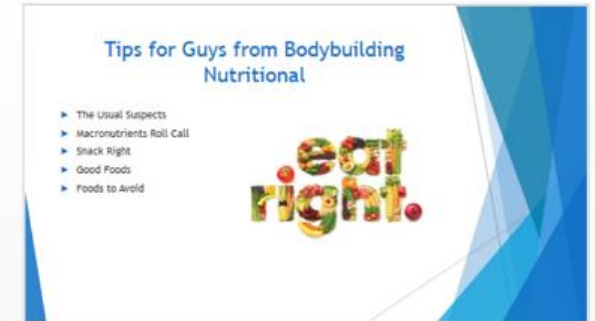
## MACRONUTRIENT ROLL CALL

If you're sticking to your workout program and staying active through on-campus programs like intramurals or intercollegiate sports, then you'll need to keep your calorie count in the neighborhood of 3,000-3,500 per day to maintain or grow muscle. If you're a little less active or trying to get or stay lean, keep the calories to 2,300-2,800 per day.

The most important macronutrient in your diet is protein, and it should make up about 30%-40% of your total caloric intake. Best choices include lean ground turkey, lean steak, chicken breast, egg whites and fat-free dairy products. You can also supplement your diet with protein-packed sides like black beans and hummus.



1



2



3



4

1655\_HPE2051001 ((1655))  
PEER HEALTH EDU (001)

Home  
Announcements  
Course Overview  
Syllabus & Schedule

-- Course Content --  
Learning Modules  
Discussion Board  
Assignments  
Groups   
Course Q&A  
Kaltura Media  
Virtual Office

-- Course Tools --  
Send Email  
Calendar  
My Grades  
Tools

-- Student Resources --  
Your Virtual Library  
CECH Labs  
Tech Guides/Help  
Support and Policies  
Instructor Resources

## Your Virtual Library

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

### Research Your Topic

#### Find reliable sources for your project: resources and search tips

**Library catalog:** [subject search](#), for example:  
[College students -- Alcohol use](#)

Browse subject headings for narrower subjects, for example, [College students -- Alcohol use -- United States -- Prevention](#)

**For background information and opinions:**  
[CQ Researcher](#)  
[Opposing Viewpoints In Context](#) (Gale)

**Articles:**  
[Academic Search Complete](#) (add other databases, such as [Health Source - Consumer Edition](#), [MEDLINE with full text](#), etc.)  
[ProQuest Research Library](#)

**Keyword search tips:**

- Use " " to keep the words together: "eating habits"
- Use AND to combine several concepts: "eating habits" AND "college students"
- Use OR between synonyms or related terms: nutrition OR diet
- Combine logical operators using parentheses: "college students" AND (nutrition OR diet) AND weight

**Web searching**

Use [Google Advanced Search](#).  
Limit searches to domain: .gov or domain: .org. Consider other limiters.

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#### Present/share your information

Enabled: Statistics Tracking

Attached Files: PowerPoint Best Practices\_Activities.pptx (2.637 MB)  
 TextforPPT.docx (19.158 KB)  
 badproteins.jpg (48.712 KB)

# Library Support

- **Blackboard: handouts, practice files, PPT, links**
- **Online guide**
- **Consultations with librarian upon request**

# Texting & Driving Presentation (excerpts)

## WHAT IS TEXTING WHILE DRIVING?

Texting while driving is a part of distracted driving, which is the act of using one's cell phone to text, instant message, surf the web, update social media platforms, send photos, etc., while operating a vehicle. <sup>1</sup>

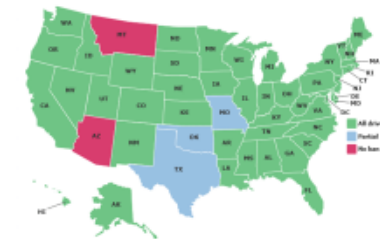


## STEPS TO STOP TEXTING WHILE DRIVING

1. Awareness  
Know the risks
2. Commitment  
Take the pledge
3. Ritual  
Change your behavior
4. Influence  
Speak up



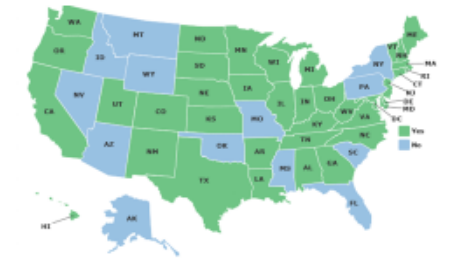
## CURRENT LAWS ON TEXTING WHILE DRIVING



TEXTING BANS  
ACCORDING TO STATE

<sup>1</sup> California drivers who are 18 and older may dictate, send or listen to text-based messages if they're using voice-activated, hands-free devices.

YOUNG DRIVER ALL CELL  
PHONE BANS



Data from the Insurance Institute for Highway Safety Highway Loss Data Institute copyright 2015

# Testimonials

## Students

- “Feel more comfortable with PowerPoint.”
- “Taught us something we have been expected to know.”

## Faculty

[Students]

- “included more graphics, fewer words,”
- “didn’t read off slides as much.”

# Expanding the Audience

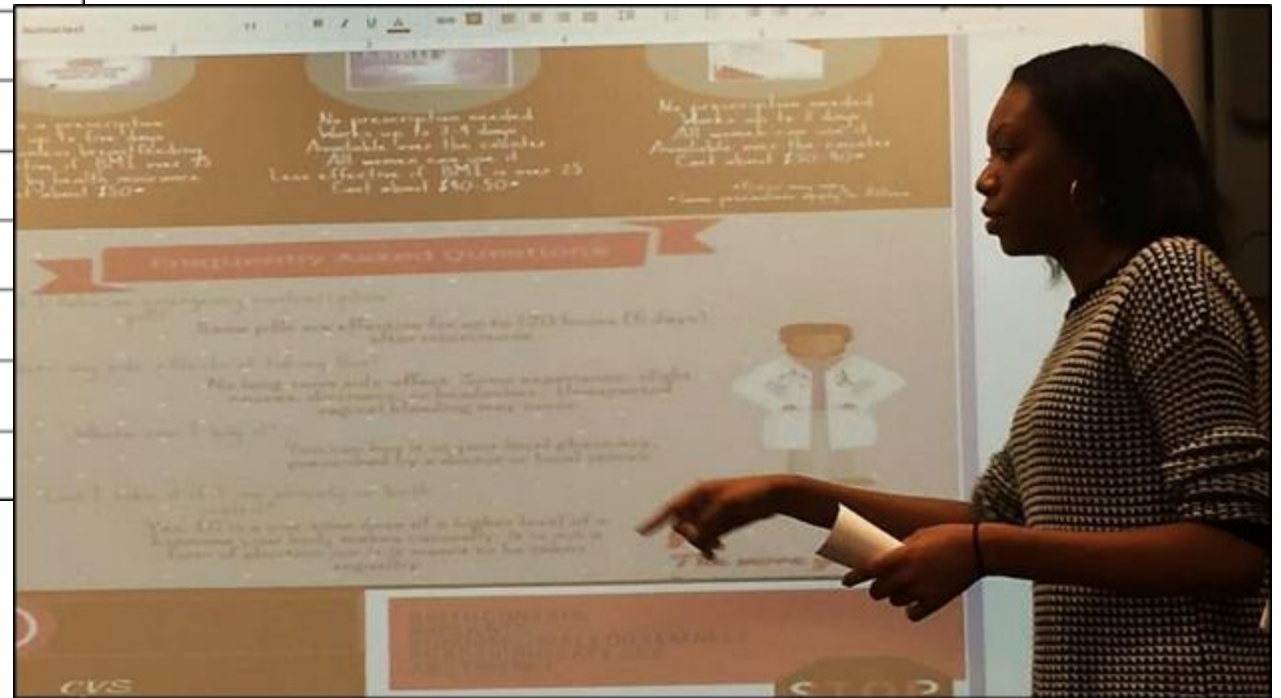
- Pregnancy, Birth, and Health freshman seminar
- Group-based service learning course
- Final presentations



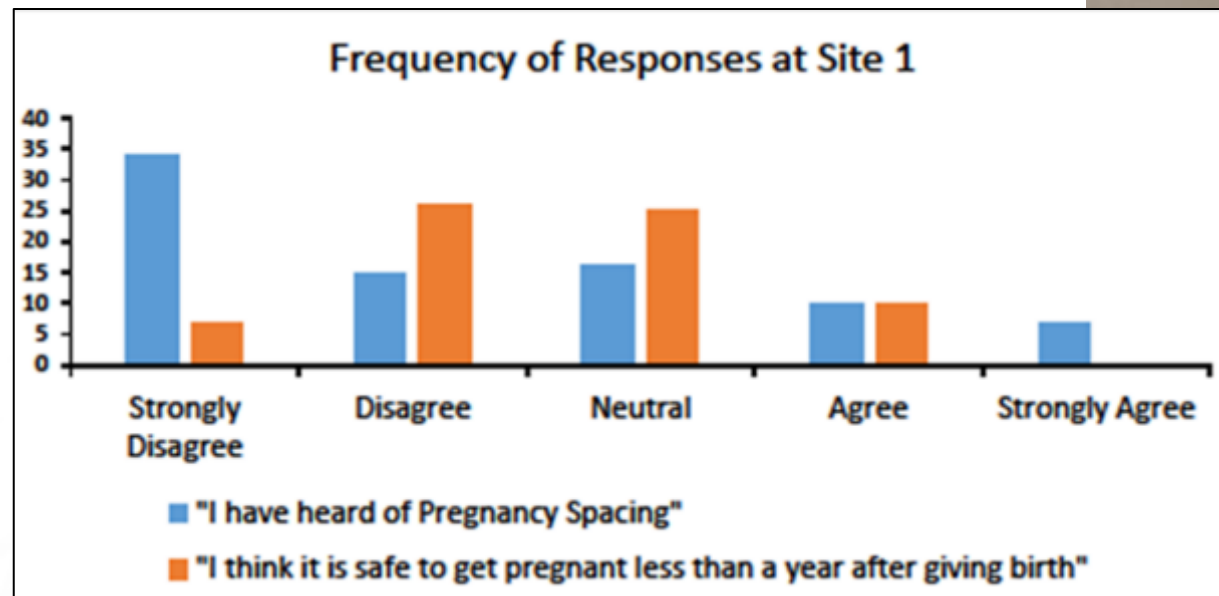


# Planned Parenthood Group: Assess Local Availability of Emergency Contraception

Data & Discussion								
Store	Location	Phone	Store Hours	Miles from UC	Plan B	Ella	Other brand	Helpfulness 1-5 1=worst 5=best
Walgreens	1 West Cory Street	(513) 751-3444	24 hr.	.09	X		X	4
CVS	17 William Howard Taft	(513) 569-4301	24 hr.	.4	X	X		5
CVS	934 E McMillan St.	(513) 721-5450	7am-7pm	1.4	X			2
CVS	36 E 7th St.	(513) 281-4475	8am-12am	2.5	X			2
Kroger	4777 Kenard Avenue	(513) 681-7916	8am-10pm	3.2	X	X		5
Target	160 Pavilion Pkwy	(850) 814-0141	9am-7pm	4.8	X	X	X	4
Hart	4861 Glenway Ave.	(513) 471-1605	9am-10pm	5.6	X			3
CVS	371 Ludlow Ave.	(513) 281-4475	8am - 12am	7	X		X	3



# Cradle Cincinnatiati Group: Assess Knowledge of Pregnancy Spacing



# Student Testimonials

- “I found value in providing info to people in need of sexual health education.”
- "Knowing the techniques in presenting information in formats such as my slideshow has provided me a way to grab the audience's attention and informing them better of the topic, visually."

# Recent Experience

## German Studies Capstone Course: Berlin in Texts and Pictures

- **Takeaways:**
  - Introduce a variety of layouts.
  - Assign the “Text to PPT” activity prior to instruction; edit in class after learning about best practices.
  - Prior to the session ask students to send 3 “pet peeves” and start the class with a discussion.

**Thank you!**



# Image credits



<https://i.ytimg.com/vi/zqeywcR8Jcs/maxresdefault.jpg>



<http://expertbeacon.com>



<http://khn.org/news/supplemental-health-plan-trends/>



<http://footage123.com/video/1767905-question-marks-blue-spinning-backgorund>