

## Content preparation resources

### Design

An excellent video called 'Seven Design Principles for Effective Slide Design' is available on Media Hopper here: [https://media.ed.ac.uk/media/t/1\\_p4uv49i0](https://media.ed.ac.uk/media/t/1_p4uv49i0)

### Accessibility

Guidance on creating materials for dyslexic students (font, background colour, contrast, etc.) can be found here: <http://www.ed.ac.uk/information-services/help-consultancy/accessibility/creating-materials/word-documents>

### Information Services Group Accessibility Services

Information Services Group Accessibility Services provide information, materials, and training events including:

- Creating accessible materials
- Assistive technology
- Legal requirements
- Downloadable accessible PowerPoint templates

Read more about these services at: <http://www.ed.ac.uk/information-services/help-consultancy/accessibility>

### Colour Contrast Checking

An easy way to check the colour contrast of font, backgrounds, and a variety of text is to use a colour contrast checker.

WebAIM provide a good one: <http://webaim.org/resources/contrastchecker/>

### Image Description Guidelines

Descriptions for the same image may differ vastly depending on context. Survey the text surrounding an image to understand how it fits into the bigger picture. Use context to decide which basic concepts and terms have already been explained, and avoid repetition of explanations.

Use the following questions to decide which key elements of an image are needed to understand the content:

- Is it part of an introduction for a chapter or lesson? If so, the image probably isn't teaching a concept and may not need to be described in detail.
- Is it the central point of a lesson? If so, the image is a critical part of the learning concept and should be described as thoroughly as possible.
- Is it purely decorative? If the image does not teach anything, describe it as a decorative image and avoid sharing irrelevant information.
- Is it part of an assessment or activity? If so, be sure to describe the specific pieces of information needed to complete the task.
- Is an action required? When a figure contains additional links or represents an activity (e.g. pencil icon represents a writing exercise, headphone icon represents a listening exercise), highlight the functional role to facilitate navigation.

## Diagram Image Description Guidelines

Word document: <http://diagramcenter.org/wp-content/uploads/2015/07/Image-Description-Guidelines.docx>

Read online: <http://diagramcenter.org/table-of-contents-2.html>

## Academic skills courses at the Institute for Academic Development (IAD)

The IAD runs numerous courses and workshops on academic skills, including the following courses around giving lectures and presentations:

- Designing Effective Slides
- Presentation Skills
- Presenting Made Easy
- Presenting with Impact
- Teaching with Technology
- Teaching Outside the Box: Using Creativity in your Teaching

You can find the full course list at: <http://www.ed.ac.uk/institute-academic-development/postgraduate/doctoral/courses/course-list>

## Future Teacher

This programme of events focuses on the big issues and the new technologies that will have an impact on teaching over the next few years, asking how teaching is changing and how we should respond. The sessions are intended to offer opportunities for discussion as well as practical know-how, and to be lively, interactive and informative.

Sessions include:

- Killer PowerPoint
- Flipping Classrooms
- DIY Filmschool
- Success in Online Learning?

Read more about the series of events and upcoming dates at: <http://www.ed.ac.uk/information-services/learning-technology/events/future-teacher>

If you require this document in an alternative format, such as large print or a coloured background, please contact Stephanie (Charlie) Farley by email ([Stephanie.Farley@ed.ac.uk](mailto:Stephanie.Farley@ed.ac.uk)) or phone (0131 650 8487 or 0131 651 5680).



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