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Evidence-based slide design and use for inclusive university lectures

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Muntlig presentation

Abstract

While AI is receiving growing attention as an instructional tool, the now-omnipresent PowerPoint (Lasagabaster, 2022) has received far less critical scrutiny, despite advances in classroom research approaches and evolving student demographics. PowerPoint slides offer a sustainable pedagogical approach for both teachers and students. Teachers can reuse, share, and adapt materials to reduce workload, while students benefit from multimodal support during lectures and access to review materials, creating a more inclusive learning environment, especially in English as a Medium of Instruction (EMI) contexts where language can disrupt comprehension. However, existing “best practice” guidelines for slides are often theory-driven (Kress & van Leeuwen, 2020; Mayer, 2024) or rely on post-hoc data such as surveys (Burke et al., 2009), and research findings on their pedagogical value remain inconclusive (Baker et al., 2018). This presentation draws on real-time monitoring of student comprehension during EMI lectures (Siegel et al., 2025) to explore how slide design and use affect comprehension. Based on four 90-minute humanities and social science lectures and over 45 hours of interviews, 335 moments of non-comprehension were identified, of which 80 were linked to slide design and use. The findings offer evidence-based recommendations for more comprehensible and inclusive lectures through effective slide practices.