**1 Slide: Building better presentations**

*Set up*:

Students read a paper from the literature and complete a Literature 3-2-1 form for discussion. Other guided discussion questions could be used in place of the 3-2-1 form.

*1st iteration*:

After discussing the paper thoroughly in class, students spend class time making one slide explaining a key point from the paper. The instructor and classmates provide guidance while during slide construction. Slides are then presented during the following class and critiqued using two questions: 1) What was done well? 2) What could be better?

*2nd iteration*:

After discussing a paper thoroughly in class, students generate one slide explaining a key point as homework, and present in the following class.

*3rd iteration and following*:

 Students bring one slide to class explaining a key point from a paper, and the class discussion of the paper flows from the slides. Slides are still critiqued for content accuracy and visual appearance.

*Final iteration*:

 Students bring one slide from an assigned, formal presentation that they want feedback on. The slides are presented and the class critiques the presentation for understandability and visual appearance.