



PRESENTATION DESIGN

Work program of the discipline (Syllabus)

Details of the discipline	
Level of higher education	First (Bachelor)
Field of knowledge	For all fields of knowledge
Specialty	For all specialties (except 281 Public Administration)
Educational program	For all educational programs (except 281 Public Administration educational programs)
Course type	Selective
Study mode	Full-time
Year of study/Semester	2nd course, autumn / spring semesters
Course total scope and hours distribution of classroom work and self-study	2 credits ECTS (60 hours) Lectures – 18 hours, practical – 18 hours Self-study – 24 hours
Semester assessment / control measures	Test, modular control work
Class schedule	schedule.kpi.ua or roz.kpi.ua
Language of study	English
Course teachers	Lectures and practical Lecturer at the Department of Theory and Practice (Faculty of Sociology and Law) Dmytro Balashov http://ktpu.kpi.ua/faculty/balashov/ https://t.me/dmtrblshv balashov.dim@gmail.com
Other information	Content, resources, tasks: Google Classroom (G Suite for Education) Current control: Igor Sikorsky Kyiv Polytechnic Institute e-Campus

Curriculum

1. Course description, aims and scope, learning outcomes

Why is it advisable to study the course?

One of the characteristics of the 21st century is the overload of information. That is why the ability to qualitatively design and briefly present the results of professional activities is a necessary skill for ambitious and progressive and forward-thinking young people.

Students will learn how to present information in graphic form in such a way that it is easy to read without losing the form-content connection, draws attention to key elements and meets the needs of a specific target audience. In the course attention will also be paid to the means of graphical interpretation of information (diagrams, etc.) and useful tools and resources (for different purposes and on different topics).

The discipline is designed for first- and second-year students of the first (bachelor's) level of higher education, as the knowledge and skills acquired during its study will be necessary for further study and professional activities.

After mastering the course content, students will be able to see their mistakes in presentation and text design and be able to correct them.

The main purpose of the course

To master the skills of creating presentations (the basic level required for professional activity), as well as understanding the basic principles of presentation design and graphical interpretation of information.

Some key aspects of course teaching

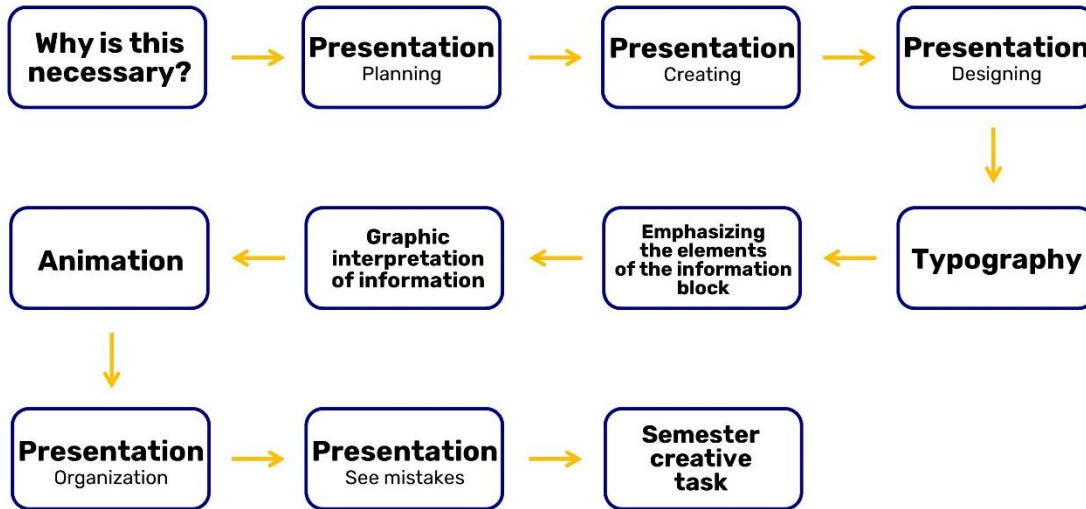
1. Opportunity to get the necessary information to develop or/and improve presentation skills.
2. Focus on the practical aspect after obtaining theoretical knowledge (during the semester, special attention is paid to the acquisition and development of practical skills).
3. Practical lessons in the format of webinars and trainings: analyzing mistakes and providing recommendations and practical examples of how to do it better (including on the example of the work done by students in anonymous format), as well as gaining and developing practical skills after the teacher's explanations.
4. Use of helpful and practical tools/resources in practical classes.
5. Providing feedback to students (recommendations, advice, comments).
6. Observation of own progress during the academic semester and the opportunity to receive general recommendations for correcting mistakes.
7. Allocating sufficient time to complete assignments, as well as completing tasks in a more flexible mode during the academic semester, which also allows students to learn how to effectively allocate time and complete assignments at a convenient individual pace.
8. Considering the wishes of students about the topic of the semester creative task.

Logical scheme of the course

The structure of the course is designed in such a way that to complete each subsequent task, students need to apply the skills and knowledge gained in the previous one, which makes the acquisition of knowledge/skills more effective.

The final task is a semester creative task, for which students use theoretical knowledge and apply practical skills acquired during the entire academic semester.

Logical scheme of the course



Learning outcomes

Learning outcomes, control measures, and deadlines are announced at the first lesson.

No.	Learning outcomes	Teaching methods	Assessment forms (control measures)	Topics
1.	Ability to create presentations, design and present the results of professional activities	Methods of activating creative thinking, generating ideas, and solving creative tasks; demonstration; slide show; explanation; observation; discussion	Semester creative task	1–3, 5–6
2.	Design text and visual elements in presentations to create more effective visual communication	Methods of activating creative thinking, generating ideas, and solving creative tasks; demonstration; slide show; explanation; observation; discussion	Semester creative task	1–3, 5–6
3.	Graphically interpret information and use tools to create graphical tools for interpreting information (charts, graphs, etc.)	Brainstorming method; demonstration; explanation; slide show; method of game and situational cards; creative exercises; partial search methods	Semester creative task, modular control work	4

What can the skills and knowledge acquired be useful for?

- designing presentations and reports.
- organizing information in a more convenient form for perception.
- establishing communication with different groups of stakeholders.
- memorization of necessary information by different groups of stakeholders.
- maintaining a positive professional image.
- the ability to stand out among other job candidates or employees, etc.

2. Course prerequisites and post-requisites

Required knowledge and skills for studying the course:

- 1) skills in creating presentations and knowledge of the editor for their creation (elementary level);
- 2) text editor (elementary level);
- 3) English (elementary or pre-intermediate level).

For effective communication, you need to have experience using Zoom and Telegram, as well as Google Classroom (G Suite for Education).

The practical skills and theoretical knowledge gained in the course of can be used in the future in all academic disciplines (presentation of results, design of materials, etc.), as well as for professional activities and purposes.

3. Course summary

Topics Each topic consists of two parts: 1) theoretical part (basic rules, regulations); 2) practical part (technical component, skills development, use of tools, web resources, etc.)	Number of hours			
	Total	Lectures	Practical	Self-study
Topic 1. Informational and preparatory aspect	11	4	4	3
Topic 2. Visual aspect. Typography	7	2	2	3
Topic 3. Visual aspect. Emphasizing the elements of the information block	11	4	2	5
Topic 4. Visual aspect. Graphic interpretation of information	7	2	2	3
Topic 5. Visual aspect. Animation	7	2	2	3
Topic 6. Organizational and technical aspect. Verbal aspect	6	2	2	2
Topic 7. Consultative and advisory block	4	0	2	2
Topic 8. Summarizing and results	4	2	2	0
Modular control work	3	0	0	3
Total hours	60	18	18	24

4. Course texts and/or other study materials

A detailed list of topics covered in lectures and practical classes is announced by the teacher at the first class of the academic semester during the introduction to the policy and structure of the discipline.

Information about mandatory/optional resources is posted by the teacher in Google Classroom in accordance with the schedule and sequence of topics (tools and resources, video material, other didactic and educational materials).

Most of the necessary material for the assignments is provided in class, but for even more thorough knowledge acquisition, a list of some sources is offered (the list is not exhaustive):

1. Alley, M. (2013). *The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid*. New York: Springer.
2. Cairo, A. (2012). *The Functional Art: An Introduction to Information Graphics and Visualization*. Berkeley: New Riders.
3. Carter, M. (2013). *Designing Science Presentations: A Visual Guide to Figures, Papers, Slides, Posters, and More*. London: Academic Press.
4. Duarte, N. (2008). *Slide:ology: The Art and Science of Creating Great Presentations*. Sebastopol: O'Reilly Media.
5. Evergreen, S. (2016). *Effective Data Visualization: The Right Chart for the Right Data*. Thousand Oaks: SAGE Publications, Inc.

6. Kirk, A. (2016). *Data Visualisation: A Handbook for Data Driven Design*. London: SAGE Publications Ltd.
7. Meirelles, I. (2013). *Design for Information: An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations*. Beverly: Rockport.
8. Strizver, I. (2006). *Type Rules! The Designer's Guide to Professional Typography*. New Jersey: John Wiley & Sons, Inc.
9. Tufte, E. (2001). *The Visual Display of Quantitative Information*. Cheshire: Graphics Press.
10. Williams, R. (2014). *The Non-Designer's Design Book*. Berkeley: Peachpit.
11. Wong, D. (2010). *The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures*. New York: Norton.
12. Гудима, О. (2017). *Інфографіка. Навчальний посібник*. Чернівці: Чернівецький національний університет.
13. Гомперц, В. (2018). *Думай, як митець*. Київ: ArtHuss.
14. Емброуз, Г., Леонард, Н. (2019). *Основи. Графічний дизайн 01: Підхід і мова*. Київ: ArtHuss.
15. Емброуз, Г., Леонард, Н. (2019). *Основи. Графічний дизайн 02: Дизайнерське дослідження*. Київ: ArtHuss.
16. Емброуз, Г., Леонард, Н. (2019). *Основи. Графічний дизайн 03: Генерування ідей*. Київ: ArtHuss.
17. Кацавець, Р.С. (2018). *Ораторське мистецтво. Підручник*. Київ: Алерта.
18. Кубай, Д., & Горбаль, А. (2016). *Відкритий посібник з відкритих даних для громадських організацій, журналістів, і не тільки (глава 5)*. Київ: Український центр суспільних даних.
19. Роде, М. (2016). *Скетчноутинг. Посібник із візуалізації ідей*. Харків: Клуб семейного досуга.
20. Роем, Д. (2017). *Говори та показуй. Мистецтво створювати надзвичайні презентації*. Харків: Віват.
21. Середа, Н.В. (2016). *Основи риторики для бізнес-лідерів: ефективний публічний виступ. Навчальний посібник*. Київ: НВЦ «Пріоритети».
22. Синєпулова, Н. (2020). *Композиція: Тотальний контроль. Як створити дизайн без візуального сміття*. Київ: ArtHuss.

You can also read some information resources:

1. A Periodic Table of Visualization Methods. URL: [https://www.visual-literacy.org/periodic table/periodic table.html](https://www.visual-literacy.org/periodic%20table/periodic%20table.html)
2. Butterick, M. (2018). *Typography for Lawyers. 2nd edition. Essential Tools for Polished & Persuasive Documents*. URL: <https://typographyforlawyers.com/>
3. Datavizproject. URL: <https://datavizproject.com/>
4. Font Glossary. URL: <https://www.fontshop.com/glossary>
5. How To Think Visually Using Visual Analogies. URL: <https://blog.adioma.com/how-to-think-visually-using-visual-analogies-infographic/>
6. Information is Beautiful. URL: <https://informationisbeautiful.net/>
7. Practical Typography. URL: <https://practicaltypography.com/>
8. The Data Visualisation Catalogue. URL: <https://datavizcatalogue.com/>
9. Thinking with Type. URL: <http://thinkingwithtype.com/>
10. Type Terms. URL: <https://www.supremo.co.uk/typeterms/>
11. Typography Handbook. URL: <https://typographyhandbook.com/>
12. Visual Vocabulary. Designing with Data. URL: <http://ft-interactive.github.io/visual-vocabulary/>
13. Visualizing Economics. URL: <http://www.visualizingeconomics.com/>
14. Кирилиця і латинка в українській мові. URL: <https://medium.com/in-ukrainian/кирилиця-та-латинка-в-українській-мові-1e49dceb47df>

Course content

5. Methodological and thematical components of the course

Forms and technologies of education

Lectures and practical classes.

Discussions, workshops, teamwork, multimedia presentations, use of ICT (information and communication technologies).

Practical classes are quite similar in format to webinars, as after the teacher's explanations, students can repeat actions and perform some "steps" immediately to acquire and develop practical skills. Also, the method of analyzing mistakes made is often used, during which examples are considered and the teacher demonstrates to students, including completed tasks of other students (without indicating authorship) and explains what mistakes were made, how to complete the task more expediently, etc.

During classes, services are used to receive feedback from students.

6. Self-study

Taking into account the practical focus of the course, the individual work of students is aimed at acquiring and developing practical skills in creating presentations (including for assignments). It is recommended to allocate time for independent work after the material covered in lectures and practical classes to consolidate the material. If during the independent work on the material, students have questions about certain topics, they can contact the teacher for advice.

Educational policy and assessment

7. Educational policy

Attending classes

Attendance is not mandatory. Attendance at lectures and practical classes, as well as absences from them, are not evaluated. Penalty points for absence from classes are not assigned. Students are encouraged to attend classes, as they teach theoretical material and develop practical skills necessary for further assignments.

Teacher may pay attention to class attendance if the student(s) with an insufficient number of points unreasonably demands a high grade (> 75 points).

Rules of conduct in the lessons

During classes, it is forbidden to use obscene and aggressive language by students and the teacher. Such behavior is the basis for the requirement to leave the classroom/virtual environment.

Communication on a smartphone is not allowed during classes (the sound must be turned off to avoid situations where phone calls/messages/notifications interfere with the teacher and/or other students), eating, drinking alcohol, smoking (including e-cigarettes), etc.

If students need to leave the online meeting, they must do so in a way that does not disturb the teacher and other students (no interruptions, questions, etc.).

Rules of conduct during distance learning

During distance learning, there are also certain "rules of the game" that need to be familiarized for all parties to feel more comfortable working in a virtual educational environment:

- if you have any questions about the educational material under consideration, you should either click "Raise your hand" or write to the chat (the teacher will answer such questions depending on the situation: either after completing the logical block or at the end of the class);
- if you have organizational questions, you should write to the chat (the teacher will answer such questions at the end of the lecture);

- if you have questions about the evaluation of your own work, current rating or other personal issues, you should write to the teacher personally in Telegram (evaluation and similar issues are a personal matter for each individual student, so it is not entirely appropriate to discuss this in public);
- if the class involves team discussion of issues/cases/examples, the teacher moderates the session rooms so that the members of one team do not interfere with the members of other teams.

Violation of deadlines and reward points

If a modular test is not completed by the deadline, it is postponed to the last two weeks of the semester with the possibility of receiving a maximum of 50% of the total grade.

If the semester creative assignment is not completed by the deadline, the maximum possible score for it is 60 points.

Academic integrity

In case of using copyrighted content, analytical research results and/or other information, students must indicate the source.

The policy and principles of academic integrity are defined in Section 3 of the Honor Code of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. More details: <https://kpi.ua/code>.

Standards of ethical conduct

The norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. More details: <https://kpi.ua/code>.

During all types of classes, communication in Telegram chat, as well as personal communication with the teacher, it is unacceptable to use obscene and aggressive vocabulary by students and the teacher. If students use such vocabulary during classes, the teacher has the right to remove such students from the online conference without warning or notice or to ask them to leave the classroom and not to continue the class until they do so (in the case of classroom classes).

Language of the resources

The resources and tools are available in English.

Some educational content is suggested to be studied in the original English. This is especially important for YouTube videos, supporting literature, and sources.

Distance learning

Online courses are not provided.

Inclusive education

The discipline is designed for students with special educational needs, but a heavy load on the visual apparatus should be considered.

8. Types of control and assessment policy

Course final task

The semester creative task is carried out by students' step by step during the academic semester in accordance with the topics and material considered, so it involves the use of all the knowledge and skills acquired during the semester.

Students choose the topic for the semester assignment independently in accordance with the specifics of their specialty and/or educational program. The topic must be approved by the teacher (you must write to the teacher on one of the designated communication channels) by the end of the third week of the semester. The semester creative task is completed in the form of a presentation.

The semester creative task consists of four parts (choosing and approving a topic, Entry task, informational aspect of presentation, visual aspect of presentation), three of which are evaluated

according to the grading system. More details about the stages of completion and each part of the assignment are announced to students at the beginning of the academic semester.

The criteria and components of the assessment are announced to the students before the publication and completion of the assignment. In the process of completing the assignment, students can optionally send the completed fragments of the semester creative assignment to the teacher for preview to receive general feedback on the main errors (provided in a general form so that students can then better identify their own errors).

The semester creative task has several key assessment components, which are covered in semester classes: 1) informational component (relevance of the content to the chosen topic, compliance with the rules for displaying information, compliance with the rules for structuring slides, relevance to the context and design, etc.); 2) visual component (compliance with the rules for designing slides, arrangement of elements, uniform style, use of graphic elements, animation, use of graphic interpretation of information, etc.).

Modular control work

Students prepare for the modular test independently on the materials of lectures and practical classes of weeks 3–12 of the academic semester. The modular test is performed using the link published in Google Classroom, which is valid for a certain period.

Assessment system

Assessment control measure	Total
Modular control work	20
Semester creative task	80
Entry task	10
Part 1. Informational aspect of presentation	20
Part 2. Visual aspect of presentation	50
Total	100

The deadlines for completing assignments are announced to students at the beginning of the semester and are published in Google Classroom. The deadline for most assignments is related to the deadlines for calendar control. The checking time is up to 5 working days, this must be considered when submitting tasks. You should also pay attention to the note on the assessment in the "Calendar control" section.

Calendar control

The purpose of calendar control (hereinafter referred to as CC) is to improve the quality of students' education and monitor the implementation of the educational process schedule by students.

Criteria			First CC	Second CC
Calendar control period			Week 7–8	Week 15–16
Requirements for obtaining a positive result of calendar control	Current control measure	Modular control work	–	+
	Semester creative task	Approval of the topic	+	+
		Entry task	–	–
		Part 1	+	+
		Part 2	–	+
		Completing the task	–	+

Important note. You can get a positive result of the CC after completing the tasks in accordance with the table, but it should be considered that it takes time to check these tasks, so if you want to receive a positive result of the CC, you must send the task for checking no later than 4-5 days before it is marked. The results of the CC will be posted in the Electronic Campus on the last Friday-Saturday (until 16) within the established deadlines.

Semester control (test)

Mandatory condition for acceptance to the test		Not mandatory condition for acceptance to the test	
1	Current rating ≥ 60	1	Activity in practical classes
2	Modular control work	2	Positive result of calendar controls
3	Semester creative task Except Entry task	3	Attendance at lectures and practical classes

There is a possibility to get a grade “automatically”. Students may agree to the grade they receive based on the results of the semester, but this grade cannot be less than 60 points.

At the last scheduled lesson, the teacher conducts semester grading in the form of an interview with students who could not receive a positive grade but were admitted to semester grading, as well as with those who wish to improve their positive grade.

Students who have scored less than 60 points during the semester are required to have an interview with the teacher. In this case, the grade is based on the results of the semester creative assignment and the results of the interview.

Students who received more than 60 points during the semester can take an interview and/or complete an additional task to increase the mark (up to 7 points). If the results of the interview and/or additional task are positive, student receive a grade with these additional marks. If the results of the interview are negative or lower than the desired level of knowledge for the grade for which the student is applying, the student receives a grade according to his/her rating.

Table of correlation between rating points and grades on the university scale:

Number of points	Grade
100-95	Excellent
94-85	Very good
84-75	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory
Conditions are not fulfilled	Not allowed

Missed assessments

If a modular control work is not completed by the deadline, it is postponed with the possibility of receiving a maximum of 50% of the total grade. Repeated writing of the modular test is not allowed.

If you do not complete the Entry task within the deadline, the task will not be graded.

Subject to objective circumstances (security factor, lack of electricity, Internet, etc.), the deadlines for completing tasks may be revised and postponed (according to each individual situation).

Considering the current context

Lessons are not held during air alert. If the air raid starts during the lesson, it is suspended until the lesson is over. If the air alert continues until the end of the lesson, the content may be published in an asynchronous format.

In the case of a power outage, lack of Internet, etc. because of russia's full-scale invasion of Ukraine, further actions (publication of content in asynchronous format, etc.) are discussed with students..

In case of circumstances that make it impossible for students to complete assignments, etc., they must notify the teacher.

Procedure for appealing against the results of the assessment

After receiving comments from the teacher with arguments for the grade, the student has the right to individually ask all questions that interest him/her regarding the results of the assessment control measures. If the student categorically disagrees with the grade, he/she must also provide arguments for his/her position.

9. Additional information

Tools for communication

1. Google Classroom e-learning service (part of the G Suite for Education online learning platform) – posting and sharing educational material, scheduling of tasks, etc.
2. The system “Electronic Campus of Igor Sikorsky Kyiv Polytechnic Institute” – current control, communication with students (notifications) if necessary (if there is no possibility in the Electronic Campus, together with students, decide on another channel of communication about current control).
3. Telegram – a chat with a teacher, as well as personal communication with students, providing feedback to students on learning tasks, providing recommendations, advice, and comments, etc.
4. E-mail (if necessary).

Course Syllabus:		
Compiled	Approved	Approved
Lecturer Dmytro Balashov	Department of Theory and Practice of Management	Igor Sikorsky Kyiv Polytechnic Institute Methodological Council Protocol # 5 from 29.02.2024