

Bringing Education & Service Together (BEST)

Faculty Guide - Session 8 - Giving Lectures

Learning Objectives

By the end of this session, participating residents will be able to:

1. Deliver interactive mini-lectures.
2. Explain the LECTURE approach to giving lectures.
3. Employ effective lecture techniques.

Faculty Guides

We offer two faculty guides below, differing primarily in the amount of time available for the session.

- If you have 60 minutes for the session, please use Faculty Guide 1.
- If you can devote more than 60 minutes for the session, use Faculty Guide 2.

Faculty Guide 1: 60-minute session

Note: We recommend giving each resident participant at least one week's lead time to choose a topic and prepare his or her five-minute mini-lecture for the class.

- We suggest steering the residents toward NON-medical topics (e.g., hobbies, sports, trips, etc.), to keep the focus on teaching skills and to avoid pressuring residents to "perform" clinically.
- Remind participants that five minutes is not much time, and that creating a five-minute mini-lecture requires editing and restraint to avoid running over time.

Orientation and slide presentation (10 minutes total)

- Orientation to the module on giving lectures (5 minutes)
 - Faculty introduce the module and explain the logistics of the session.
 - Note: In order to model for the residents how to keep a lecture from running over the allotted time, you may need to
- Giving lectures: slide presentation (5 minutes)
- Essential slides for the five-minute presentation:

Slide 1: Learning Objectives:

- Deliver interactive mini-lectures
- Explain the LECTURE approach
- Employ effective lecture techniques

Slide 2: Lectures

- Lecturing is a familiar method of clinical teaching—and a difficult one to use well.
- Throughout their careers, physicians may be asked to give lectures for learners, colleagues, patients, or others.

Slide 3: Challenges of Lecturing

- The challenge of lecturing is to make it **interactive** enough that participants will learn from it.
- For resident teachers, lectures may range from brief talks (1-2 learners) to longer lectures (e.g., grand rounds).

Slide 4: The “LECTURE” Approach

Learning objectives

Evaluation

Control of session

Talk

Understanding

Retention

Education

Slides 5-6: Learning Objectives

- In any teaching session, it's important to clarify learning outcomes.
 - For lectures, teachers explain outcomes in the form of measurable, observable behaviors: the specific behaviors we expect attendees to be able to do after participating in the session.
- Example: “After participating in this session, students will be able to describe one treatment strategy for acute low back strain.”
- Clarify why the audience needs to hear about this topic.

Slide 7: Evaluation

- Teach through questioning: Early in the session, evaluate attendees' prior experience and knowledge.
- What are the attendees' own learning goals for this session?
- Give permission to reveal limitations and learning needs.

Slide 8: Control of session:

- As the teacher and leader, you control the teaching session.
- How can you best organize it to achieve your learning objectives?
- Before the talk, spend some time organizing your materials.
- Well-designed audiovisual materials can enhance learning:
 - Projected images
 - Handouts
 - Writing on board
- Pace your talk: you don't need to "cover" all material.

Slides 9-15: Talk

- Certain techniques will enhance your presentation.
- Make your talk personal.
- Include references to your own experiences.
- Share relevant stories from your past.
- Use a conversational speaking style.
- Talk with your audience, not at your audience.
- Speak as if you were in an important discussion with a room full of friends.
- Move and gesture naturally.
- Try to maintain an open and friendly body position.
- Never apologize for your presentation or any mistakes you may make during your presentation.
- If you have given your best effort, you have nothing to apologize for.
- If you apologize for things like nervousness, the apology only serves to emphasize your nerves and puts your audience on notice.
- Apologizing for things like being under-prepared is actually an insult to your audience. If you didn't respect them enough to properly prepare, don't say that to their face!
- Look at your audience, not your slides or the board
- Turning your back on someone you are speaking with is rude.

- Not only is turning away from your audience rude, but it gives the appearance that you don't know your topic well enough to speak on it without constantly referring to your notes.
- Try to be inclusive with your eye contact.
- Don't stare at one or two people the entire time, but scan the audience and focus on a few different people each time.

Slide 16: Understanding

- Help attendees understand the topic by asking them to analyze and synthesize the material.

Slide 17: Retention

- Help attendees retain what they've learned by encouraging review of facts and concepts.
- Stopping periodically to ask review questions not only aids retention, but it serves to keep your listeners better engaged with your talk.

Slide 18: Education

- Mention—at least briefly—learning resources that attendees can use after the session:
 - Articles
 - Online resources
 - Texts
- Encourage self-directed learning: what would attendees like to do to enhance their own learning?

If this module must be taught in a 60-minute session, we recommend skipping slides 19-24 so as to allow the residents more time to give their own mini-lectures and receive feedback.

- Practice giving a lecture with feedback (40 minutes total)
- Resident teacher #1 gives mini-lecture (5 minutes).
- Group completes checklist and gives feedback to (5 minutes).
- Each of the other participating residents give a mini-lecture (5 minutes each) then receive checklist-guided feedback from the group (5 minutes each).

Large-group summary of what was learned (5 minutes)

Faculty Guide 2: 90-minute session

Note: We recommend giving each resident participant at least one week's lead time to choose a topic and prepare his or her five-minute mini-lecture for the class.

- We suggest steering the residents toward NON-medical topics (e.g., hobbies, sports, trips, etc.), to keep the focus on teaching skills and to avoid pressuring residents to “perform” clinically.
- Remind participants that five minutes is not much time, and that creating a five-minute mini-lecture requires editing and restraint to avoid running over time.
- Orientation and slide presentation (20 minutes total)
 - Orientation to the module on giving lectures (5 minutes)
 - Faculty introduce the module and explain the logistics of the session.
 - Note: In order to model for the residents how to keep a lecture from running over the allotted time, you may need to
 - Giving lectures: slide presentation (5 minutes)

Note: Within the PowerPoint file, please select “view” and then “notes page” in order to see the talking points recommended for each slide.

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Slide 4: The “LECTURE” Approach

Learning objectives

Evaluation

Control of session

Talk

Understanding

Retention

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Slides 5-6: Learning Objectives

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- For lectures, teachers explain outcomes in the form of measurable, observable behaviors: the specific behaviors we expect attendees to be able to do after participating in the session.
- Example: “After participating in this session, students will be able to describe one treatment strategy for acute low back strain.”
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Slide 19: Tips

- Here are a few additional tips on giving presentations.

Slide 20: Actively Engage

- Find ways to make your audience part of your presentation.
- Use games, questions, polls, or something as simple as asking them to raise their hands.
- Not only will this connect you to your audience more effectively, it will help reduce any speaker anxiety you might be experiencing.

Slide 21: Visualize

- Using visual aids allows for multi-modal learning and increases listening, assuming, of course, the visual aids are done well.
- Incorporating dynamic images encourages metaphorical thinking and aids student learning.
- Using humorous slides to make your point also engages the listeners emotions, which aids retention of the material.
- Staring at a lot of words or numbers on the screen is overwhelming for even the most sophisticated audience, even if that data reinforces key points of your presentation.
- Put any complicated data into easily-understandable visualizations.
- There are a number of excellent resources for creating infographics and other forms of data visualization.

Slide 22: Move

- Standing in the same spot communicates a lack of confidence and an unwillingness to connect with your audience.
- Move into the audience space as much as possible.

- Don't lock yourself in place by standing directly next to your computer or behind a podium during your presentation.
- Use a clicker or wireless mouse to advance your slides to free yourself from your computer.
- If you are using a microphone, try using a body microphone that allows you to move about the space.

Slide 23: Smile

- A simple, yet potent way to make a human connection with others is to smile.
- When we are nervous we sometimes forget this powerful tool of audience engagement.

Slide 24: Questions

- Do you have any questions on giving lectures?
- Practice giving a lecture with feedback (40 minutes total)
 - Resident teacher #1 gives mini-lecture (5 minutes).
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Large-group summary of what was learned (5 minutes)