

Duhok College of medicine
Department of Medical Education
Large group teaching

Objectives:

1. The teacher should understand the challenges of planning and presenting to large groups
2. The teacher should recognise the importance of setting clear learning objectives(next workshop)
3. The teacher should be able to deliver a presentation to a large group with confidence.
4. The teacher should be able to utilise appropriate techniques to involve learners in a large group
5. The teacher should be able to deal with questions from the group

It is estimated that the average medical student sits through some 1800 lectures in the course of their studies

Problems attributed to the lecture may be the result of a ‘bad lecturer’ or the inappropriate use of the lecture.

- A passive learning
- Can be learned better from reading a book or web
- Subjects might be inappropriate for the audience

Before the lecture:

- Identify the learning outcomes for the course
- Find out what the students already know
- What the other lectures cover
- Venue and the equipment

At the lecture:

The contents: Give the students what they wish to hear(on need) rather than the Lecture you would like to give.

- Choose a **title**
- **Objectives** of the lecture (next workshop)

The introduction:

- **Capture** the attention
- Do not keep the student **in the dark**

Structure: Tell the student what you are **going to tell** them, then **tell them** and finally tell them what you **havetold** them.

- the **classical** method
- the **problem-centred** method

Remember:

- That you are a visual aid.
- Make **eye contact** with the audience (but don't just stare at the one person).
- Talk to the audience: **not to** your visual aids.
- If you can make eye contact with the whole audience it reminds them of their responsibility to listen.
- **Smile:** if you are not enjoying it then why should the audience?
- Have a **positive posture** (hands out of pockets; don't fold arms; no slouching).
- **Don't nervously** fiddle with pens, change in your pockets, pointers & AV equipment; don't sway from side to side, practice tap dancing or pace up and down like a caged tiger; etc. (if you can arrange to view **a recording of yourself** delivering a presentation then you will quickly become aware of any undesirable and distracting habits).
- **Use hand and arm gestures** to reinforce your message, or to encourage audience contributions.
- Generally try to **speak slowly and clearly**.
- **Vary your voice** (in tone, volume etc.) to maintain interest and emphasise key points.
- Use **pauses** for effect (e.g. for emphasising points) and to give the audience time to digest information.
- If you wish to suspend attention to a PowerPoint slide presentation and redirect it transiently to you, then pressing "b" will **black out** the screen ("w" will alternatively **white out** the screen). Pressing the same key again will return you to the slide.
- If you lose your train of thought take a sip of water or refer to your presentation plan.
- Visual aids Visual aids are intended to help the **audience (not you!)** They should not simply be your notes on the screen. Don't just read them: add value.
- Most of what the audience store in their memory will have been received visually.
- Visual aids hold attention. Use them to add impact & interest: be creative.
- They should be **visible, simple & clear**.
- Use large **font** sizes (at least 20pt)
- The most important points should be in **the largest** font.
- **Sans serif fonts** (e.g. Arial or Tahoma) are easier to read than serif fonts (e.g. Times New Roman)
- **Lowercase** is easier to read than uppercase (capitals).
- Slides will appear crowded if you have more than **seven lines** of text.
- A **dark background and light letters** are best in a dark room; vice versa in a light room.
- **Use pictures/graphs** as much as possible instead of text.
- **Vary** the formats/layouts of the slides.
- If you are using **a handout**, consider how this will interact with your lecture.

- Technology is complicated; this means it will go wrong. Have paper and /or acetate back-ups of your presentation and notes. Store your presentation on more than one storage medium (e.g. flash drive, CD, floppy disc etc.).
- Engaging the audience **Keep the audience interested and engaged:**
Walk towards people who seem to be nodding off/not listening/chatting. **The change in direction and volume** of your voice may prompt them to pay attention. Allow your natural warmth and personality to show: this will help the audience to connect with you as a person. **Introduce questions** on the subject at various stages during the lecture. **mini brainstorming** sessions. Introduce or build your presentation **around a case study** or patient management problem, involving the class as the problem develops. **Call by name**
- Create a **safe environment** by:
 Asking questions and **verbally reward** those who answer (whether right or wrong). **Write down** the audience's contributions on a flip chart (helps show they are valued).
Don't make fun or underestimate or despise their answers always support even if wrong answers given.
- **Use a video.** Show or draw pictures or diagrams
- Use props, models or even a simulated patient.

Answering questions of audience dealing with questions (including difficult ones):

- **Thank the questioner** for their contribution (this immediately makes them better disposed to your answer)
- **Clarify the question and repeat it** so that the whole audience has heard it. (This also gives you time to consider your answer).
- Take the question from the questioner **but answer to the whole audience.**
- Some questions may require you **only to thank the "questioner"** (these are not usually "questions", but may be attempts by an audience member to show off their knowledge. They often begin "Isn't it true that..."; or "But what about...")
 Alternatively you could ask the questioner their opinion (it is highly likely that they will be very pleased to expound on the subject).
- Ask for a difficult question to be repeated: it may **be re-phrased** in a way that you can answer.
- Don't take a challenging question as a personal affront.
- Offer to find out information if you are unable to answer (but then be sure to follow this up).
- Alternatively ask if another member of the audience would like to respond to the question.
- **Avoid bluffing.** If you are found out then the credibility of everything else you have said will be called into question.
- **Don't let questions lead the presentation off course.** If you will cover the matter later in the presentation then ask the questioner to "hold on to that point". If it is irrelevant or excessively time consuming then suggest that you discuss it with the questioner after the presentation.

Close of the lecture

- **Summarize** the main concepts
- **Strong** point
- **Further lectures** important to give one slide about next lecture (objectives or a case to solve)
- Leave students with **something to think about**
- **Handouts** A printed or digital summary not PPT

±

Dr.Mohammed Aldabbagh

Head of the Department of medical education