Lecturing Skill Development

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Lecturing Skill Development – Teaching Large Groups

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What did you do to make it "better" than others?

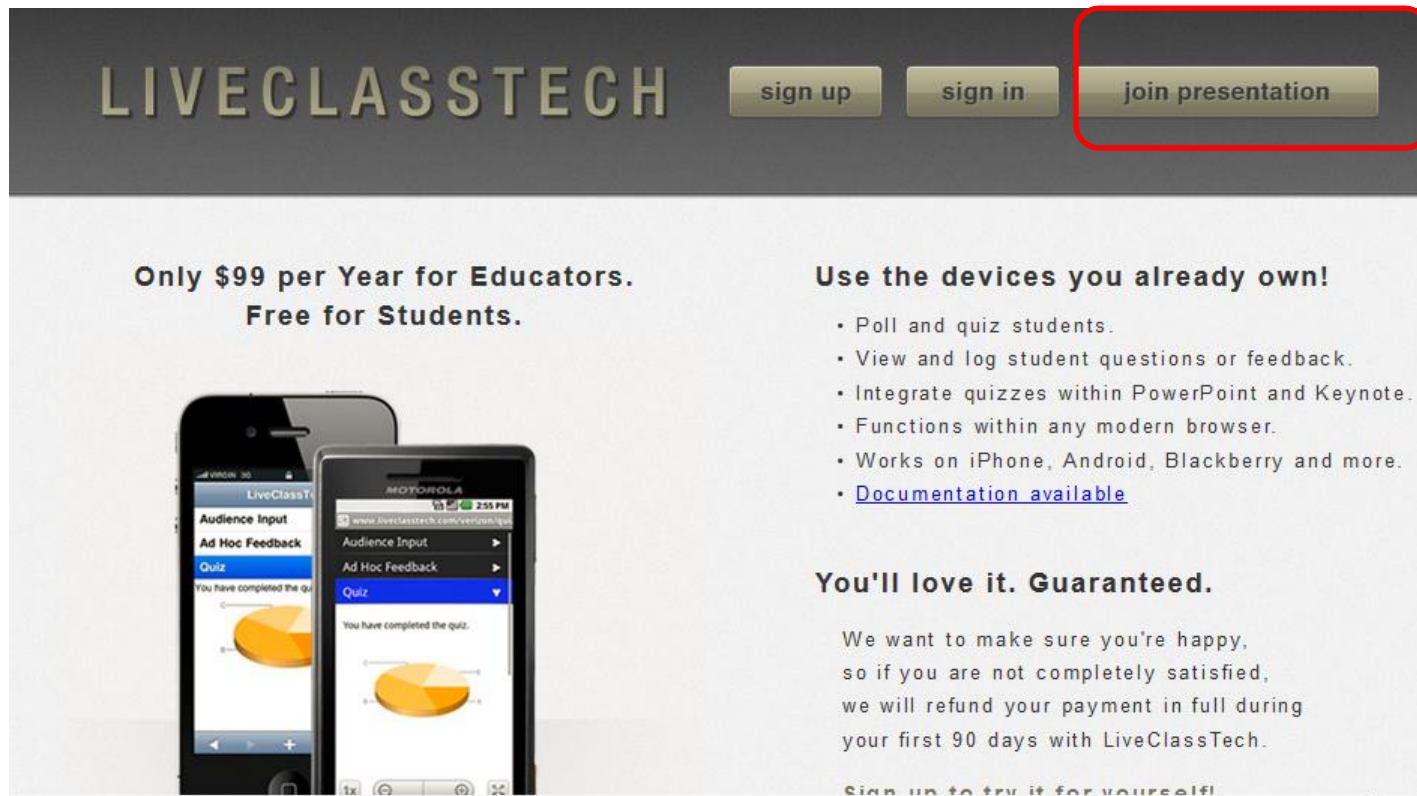How did you know it was one of your best?

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Value of a "good" lecture

- Efficient way to convey information

- Provide a context or framework with which to make connections

- Bring clarity to complex material

- Model thinking processes

- Provoke the audience to think about things in new ways

- http://www.cmaj.ca/content/171/12/1443.full

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1) Go to Liveclasstech.com
2) Join Presentation using code

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How to Make Class Feel Smaller and Encourage Participation

- Encouraging a climate of participation should start at the first lecture– so expectations are clear.

- Walk around the classroom while lecturing.

- Explain your experience in how students learn best.

- When explaining a challenging subject, discuss your difficulties when learning it for the first time.

- Draw student names, identify a discussion row and discussion quadrant.

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Encouraging Active Learning

Asking for student participation highlights the distinction between faculty covering material and the students learning it.
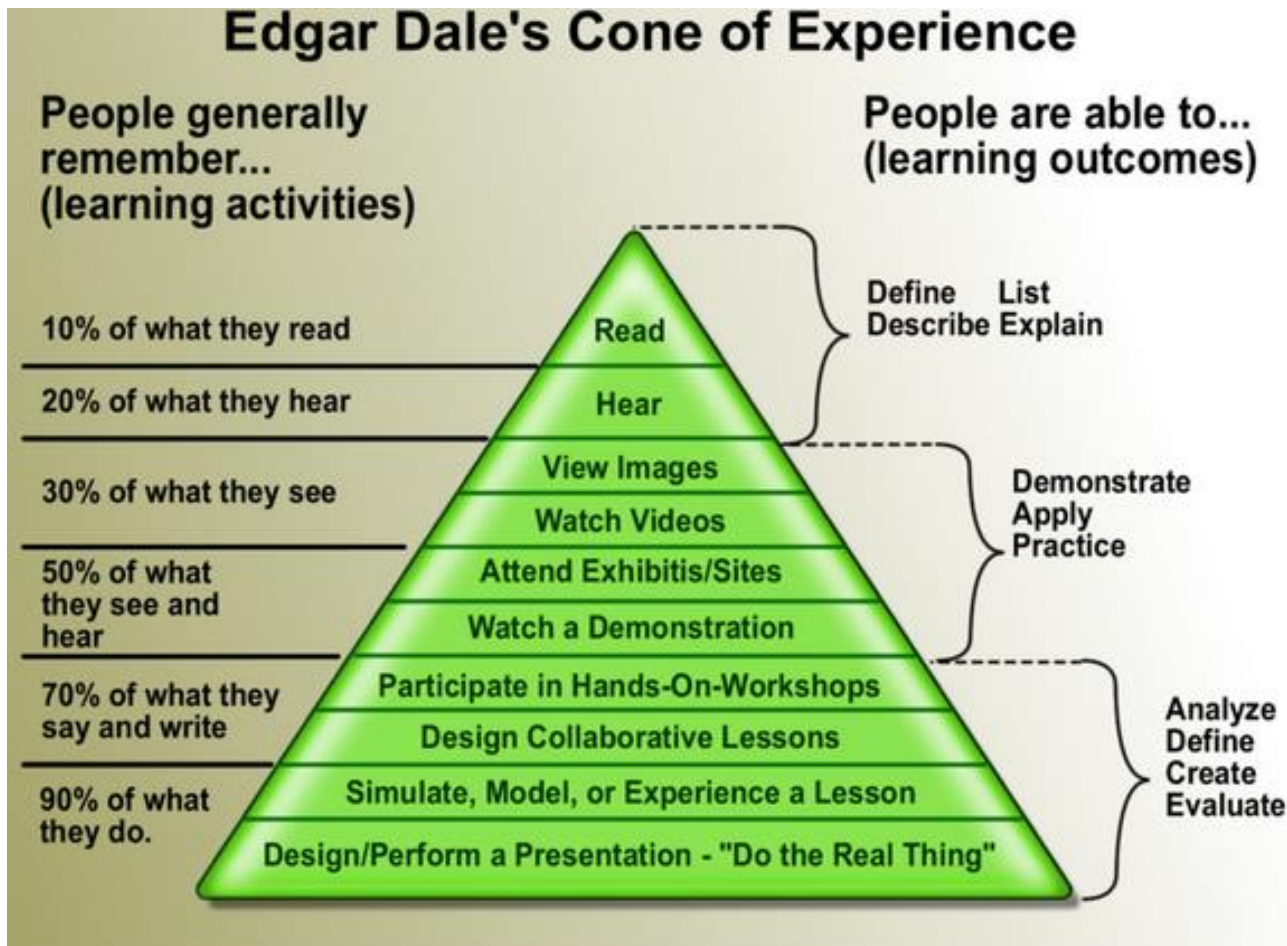
How will you begin your lecture?

Goal- Help students focus and

begin to participate. Use of a "starter".

- Pose a problem or case study

- Present a piece of poetry, quotation, statistic, anecdote, image or current event (video) to capture students' attention

- Begin with a question– it will help you understand what students are thinking (assumptions) and start the learning process.

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What disease is associated with these images?

Cosmetic injection

Honey

Blacktar heroin

M. Raffatellu, M.D., Microbiology

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What is this contraption?

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Case Study

- T. M. was referred to you by the Public Health Department

- 38 y/o woman

- Private cook in Manhattan

- In the past 10 years, 7 of the 8 families she has worked for have had outbreaks of illness

  - Fever, malaise, headache, myalgia, maculopapular rash, bradycardia, constipation, bloody diarrhea

- T. M. denies h/o similar illness and denies current symptoms- "But, Doctor, I'm not sick!"

Principles of Conservative Prescribing
Schiff. Arch Intern Med 2011*

Drugs are the therapy physicians most frequently deploy, with more than 60% of people younger than 65 years receiving a prescription drug each year.[1,2] It is often impossible for patients and physicians alike to imagine ending a clinical encounter without a medication prescription.

* = recommended reading; available on MERLiN

J. Suchard, M.D.
Pharmacology

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Encouraging Questions and Interaction During Lecture

- Responses such as "I'm glad you asked that" or "That's a good question" encourage questions.

- Move toward the student asking a question

- Bring a question raised during office hours or after class and mention the student's name-*"Ann asked me an interesting question about . . . "*

- Instead of answering, ask for an answer from a member of the class. (Repeat the question.)

Plan activities or "energy shifts"

- Most students "tune out" of a lecture after 20 minutes, even if they are taking notes.

- Plan an "energy shift"--changing of activities and pacing of the class--every 15 to 20 minutes.

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Examples of Activities/Shifts

- a demonstration

- a video clip or animation

- opening a short discussion

- asking a rhetorical question and pausing

- asking students to review the main points of the day

- "quick-thinks" (next slide)

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"Quick Thinks"

- Pose a question
  - Select the best response
  - Correct the error
  - Complete a sentence starter
  - Compare/contrast
  - Reorder the steps
  - Reach a conclusion
  - Paraphrase the idea

- Students can "think, pair, share"

- You can use LiveClassTech or EEE

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LiveClassTech

A 35 year old man with AIDS is admitted for a new seizure. According to his partner, he has had fever, headache and confusion for 1 week. Head MRI shows a ring-enhancing lesion. Which of the following protozoa is the most likely cause of this illness?

A. Acanthamoeba species

B. Leishmania braziliensis

C. Plasmodium falciparum

D. Toxoplasma gondii

E. Trypanosoma cruzi

EEE- Electronic Educational Environment

You can take the survey...

- https://eee.uci.edu/survey/facultydev

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What additional materials will you use in giving the lecture?

In Tamkin, you can use two screens.
- Lecture outline/objectives/vocabulary on one screen
- Details on second screen

Refer to assigned readings and consider having students prepare a short presentation of their interpretation.

Dr. Jamie Wikenheiser!

Closing Time

- Re-focus student's attention to the main points of the lecture.

- Reiterate where this information fits into the grand scheme.

- Ask for clarification of specific points (versus simply "any questions").

- Ask for specific feedback on our "Immediate Feedback" survey.

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Learning Objectives for Today

1) Describe teaching strategies for teaching in classrooms with 100+ students

- Use of a "starter"

- Responses such as "I'm glad you asked that" or "That's a good question" to encourage questions.

- Bring in questions raised during non-class time

- Ask for answers from a class members.

- Walk around the classroom while lecturing and moving toward the student asking a question

- Explain how you think students learn best and how you learned difficult topics.

- Draw student names and/or <u>identify a discussion row and discussion quadrant</u>.

- Plan a variety of activities/shifts for every 15/20 minutes

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Learning Objectives for Today

At the end of the workshop, the faculty member should be able to:

2) Create hyperlinks to outside websites and other slides within the ppt.

3) Use our ARS (audience response system) and EEE to create an impromptu in-lecture assignments.

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Questions?

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