

Giving Lectures

Learning objective: At the end of this session, participating residents will be able to give an interactive mini-lecture for learners at various levels of training.

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

2. The “LECTURE” approach to giving interactive presentations

Learning objectives

- In any teaching situation, it is important to clarify the goals of the session: the learners' goals, then your goals.
- For lectures, teachers explain goals in the form of **behavioral learning objectives**: 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.

Evaluation

- As always, teach through questioning: in this case, by taking time **early** in the session to **evaluate your attendees’ prior experience and knowledge base** for the topic you’ll be discussing.
- If they just had a lecture last week on the same topic, you can adjust your talk to fill in gaps in their knowledge rather than repeating what they already know.
- What are the attendees’ own learning goals for this session?
- Establish a positive learning climate by giving attendees permission to reveal their limitations and learning needs.

Control of session

- **As the teacher and leader, you control the teaching session**, so don’t hesitate to take charge and make adjustments.
- How can you best organize the session to achieve your learning objectives?
 - Before the talk, spend some time organizing your material.
- Well-designed **audiovisual materials** (projected images, handouts, writing on

board) are an evidence-based means of enhancing learning.^{1,2}

- Don't forget that audiovisuals must be legible in order to be effective.
- **Pace your talk** within the time you have. You don't need to "cover" all material.

Talk

- During your talk, certain techniques will enhance your presentation:
 - Make your talk personal: Use humor if it comes naturally to you, or include a brief story.
 - Speak in your natural conversational style, rather than reading a "canned" script (which causes somnolence).
 - Move around and gesture in whatever way feels right, as long as you avoid letting anxiety cause you to pace or use repetitive gestures.
 - Avoid apologizing as you speak.
 - Look at each audience member rather than at the slides or board.

→ **U**nderstanding

- Help attendees **understand** the topic by asking them to analyze and synthesize the material.³

→ **R**etention

- Help attendees **retain** what they've learned by encouraging review of facts and concepts.³

Education

- Make at least brief mention of **learning resources** that attendees can use after the session (articles, online resources).
- As always, **encourage self-directed learning**: what would attendees like to do to enhance their own learning?

References:

1. Wilkinson G. Media in Instruction: Sixty Years of Research. Washington, DC: Association for Educational Communications and Technology, 1980.
2. Schwenk TL, Whitman N. Residents as Teachers: A Guide to Educational Practice. Salt Lake City: Department of Family and Preventive Medicine, University of Utah School of Medicine, 1993:84.
3. Skeff KM. Enhancing teaching effectiveness and vitality in the ambulatory setting. Journal of General Internal Medicine 1988; 3:S26-S33.