THE UNIVERSITY OF NEW MEXICO SCHOOL OF MEDICINE

**TEACHER &
EDUCATIONAL
DEVELOPMENT**

Growing Today's Educators and Tomorrow's Practitioners

INTRODUCTION

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INTRODUCTION

Goal: To provide the opportunity for skill development and guided practice in the art of lecturing and making formal presentations, as well as to provide information about resources available to support your continued growth and development as a teacher.

Objectives:

After this training, you will be able to:

- ❖ Create "SMART" learning objectives to anchor your lecture/presentation and guide assessment.

- ❖ Organize and prepare a lecture/presentation geared to meet the needs of your audience and to achieve your intended purpose.

- ❖ Use audio-visual aids effectively to enhance your lecture/presentation.

- ❖ Monitor your verbal and nonverbal communication.

- ❖ Use questions effectively.

- ❖ Provide constructive feedback to others about their presentational effectiveness, based on established criteria.

**INTRODUCTION
(cont.)**

Thinking About Teaching and Learning

Some characteristics of a memorable teacher from my past are…

- ❖
- ❖
- ❖
- ❖
- ❖
- ❖

Learning is…

Teaching is…

Desired outcomes of teaching are…

- ❖
- ❖
- ❖
- ❖
- ❖

**INTRODUCTION
(cont.)**

A teacher can facilitate learning by providing:

- ❖ A motivating environment
- ❖ Inspiration
- ❖ Direction
- ❖ Focus
- ❖ Support and encouragement
- ❖ Relevance
- ❖ Connections to the bigger picture

Something a teacher CANNOT do is:

- ❖ Learn for the learner

This training provides:

- ❖ Structure and organization
- ❖ Performance guidelines and tips
- ❖ Opportunity for practice and feedback in a safe environment

PREPARING FOR A PRESENTATION

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PREPARING FOR A PRESENTATION

What is Your Purpose?

❖ Why are you doing this lecture/presentation?

❖ Do you want to inspire, persuade, inform, develop, transform?

❖ What do you want learners to know, feel, do after your session?

❖ What is your primary point/message?

What Are the Characteristics of Your Audience?

Targeting your presentation to the interests, beliefs, level, and needs of your audience increases the likelihood that the audience will listen to you and respond in a desired manner. It is therefore important to analyze the characteristics of your audience before preparing your presentation.

❖ Who are the members of the audience?

❖ What do they expect?

❖ Why will they be listening to you?

❖ What is the size of the audience?

❖ How long are you expected to present?

❖ What are the audience members' attitudes, preconceived ideas, and levels of knowledge/skill about the topic?

❖ What values does your audience hold in relation to the topic?

❖ What's in it for them to listen and respond?

 In thinking about the micro-teach you will present as part of this training, consider and record below your purpose and the characteristics of your audience.

**PREPARING FOR A
PRESENTATION
(cont.)**

What Are Your Specific Learning Objectives?

*An instructor will function in a fog of his own making until he knows
just what he wants his students to be able to do at the end of the instruction.
--Robert Mager, 1962--*

A learning objective is an outcome statement that captures specifically what Knowledge, skills, and attitudes learners should be able to exhibit following the instruction/presentation.

Creating clear learning objectives during the planning process of a lecture/ presentation has the following benefits:

❖ Guides integration of the planned presentation into the larger context (e.g., how a particular lecture fits into a course, how a conference presentation fits into the session/theme, etc.)

❖ Guides choice of specific content and presentational strategy

❖ Gives learners a clear picture of what to expect and what's expected of them

❖ Helps the presenter keep learning on track

❖ Forms the basis for evaluating presenter and learner effectiveness (e.g., presenter evaluation, student testing)

In thinking about the micro-teach you will present as part of this training, write below on learning objective for your presentation.

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**PREPARING FOR A
PRESENTATION
(cont.)**

What Are Your Specific Learning Objectives? (cont.)

Learning objectives should be **SMART**:

Specific

Measurable

Attainable for target audience within scheduled time and specified conditions

Relevant and results-oriented

Targeted to the audience and to the desired level of learning

To create **specific and measurable** learning objectives:

❖ It's helpful to finish the sentence, "After this session, you should be able to…"

❖ Start each objective with an observable action word that captures what the learner should be able to do (see examples in tables on p. 11 and p. 16).

❖ Avoid terms that are not clearly defined and are open to variable interpretation, such as understand, learn, appreciate fully, enjoy, and grasp the significance of--they are not directly observable behaviors which can be seen and evaluated.

❖ When appropriate, specify criteria concerning how well the objective must be performed (e.g., "Write a SOAP note comparable in detail to that written by the attending physician.") When no criteria are specified, expectation is 100%.

❖ Look at your objective and ask yourself how you would know if someone had achieved it. If you don't have a clearly apparent, concrete answer, you probably don't have a measurable objective.

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PREPARING FOR A PRESENTATION (cont.)

What Are Your Specific Learning Objectives? (cont.)

To create **attainable** learning objectives:

❖ Consider the beginning level of understanding/skills of your learners. Craft your objective to move them to the next level.

❖ Consider and specify the conditions under which the performance will take place.

❖ Consider how much you can reasonably expect participants to learn within the scheduled training time and given conditions. Resist the tendency to "overload."

❖ Limit objectives to the major learning points you would like people to walk away with.

To create **results-oriented** objectives:

❖ Ensure that the action verb you choose (see examples in table on p. 16) captures your specific desired outcome, which relates to your overall purpose.

To create objectives **targeted to the audience and to the desired level of learning/thinking:**

❖ Consider the learners' current level of learning/thinking.

❖ For a particular objective, ask yourself whether you want learners to be able to know, comprehend, apply, analyze, synthesize, or evaluate. These outcomes represent progressively higher levels of learning and thinking.

❖ Match your action verb to the desired level, such as the examples provided in the table on the next page.

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PREPARING FOR A PRESENTATION (cont.)

What Are Your Specific Learning Objectives? (cont.)

Table 1: Levels of Learning/Thinking

Category	Level	Definition	Example Objectives
Knowledge	Recalling	Rote recall: Know common terms, specific facts, methods and procedures, basic concepts, principles	Name the major bones of the leg. List five causes of joint pain. Define "deep fascia."
	Compre-hending	Interpolation or interpretation: Understand, estimate future implied consequences, justify methods and procedures	Explain the autoimmune mechanism. State the present problem in your own words. Describe the process of differential diagnosis. Given a patient's symptoms, compare and contrast x and y approaches to treatment. Provide example of appropriate use of x treatment.
Application	Applying	Using a concept in a new context: Apply theory, solve problems, construct charts and graphs, demonstrate method/procedure	Use the chart to calculate appropriate dosage for a 45-pound child. Apply genetics concept to determine potential outcomes in a pregnant woman with x disease. Perform a physical exam according to established procedure.
Problem-Solving	Analyz-ing	Being able to break something down and understand it's structure, the relationship between parts, the organizational principles: Recognize unstated assumptions and logical fallacies, distinguish between facts and inferences, determine relevance	Diagram the mechanism leading to shortness of breath in interstitial lung disease. Determine which of the patient's symptoms can be explained by the primary diagnosis. Select lab tests which should be done based on patient symptoms, history, and physical exam. Relate the patient's symptoms to side effects of the medicine she is taking. Distinguish between findings which are and are not significant to the presenting problem.
	Synthe-sizing	Building a structure or pattern from elements found in diverse sources: Write/give well-organized essay/ speech, propose research question, develop plan for solving a problem, formulate a classification scheme	Rank order your hypotheses concerning the cause of this patient's symptoms. Diagnose the patient's problem. Construct a flow chart which ties together all the elements of the patient's findings. Create a care map for the treatment of a diabetic patient. Write an article describing a research project.
	Evaluat-ing	Making judgments about the value of ideas, works, solutions, materials: Judge logical consistency, adequacy with which conclusions are supported by data, value of a work by internal and external criteria/standards	Select the most effective treatment from an array of options. Select the most qualified candidate for a specified position. Evaluate the reliability and validity of research claims/statistics.

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**PREPARING FOR A
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(cont.)**

What Are Your Specific Learning Objectives? (cont.)

Table 2: Example Action Verbs for Each Level of Learning

Level	Example Action Verbs			
Knowledge (Recall and Understanding)	Associate Compare Contrast Define Describe	Differentiate Distinguish Identify Indicate List	Name Paraphrase Recognize Repeat Restate	Review Show State Summarize Tell
Application	Calculate Demonstrate Draw Employ Estimate	Give example Illustrate Locate Measure Operate	Perform Prescribe Record Set up Sketch	Solve Trace Use
Problem-Solving (Analyzing, Synthesizing, Evaluating)	Advocate Assess Challenge Choose Compose Conclude	Construct Create Criticize Debate Decide Defend	Derive Design Formulate Infer Judge Organize	Plan Propose Rank Recommend Suggest

The level of learning/thinking you are targeting drives your presentational strategy. Note from the table below that the lecture format lends itself best to learning objectives at the knowledge level. Higher levels of learning/thinking are most effectively achieved through more active, hands-on approaches.

Table 3: Presentational Strategies Best Suited for Each Level of Learning

Desired Level of Thinking/Learning	Suggested Presentational Strategies
Knowing and comprehending	Presentation, lecture, question-and-answer, small group discussion, development of learning issues, learning games, self-awareness exercises/tests, review sessions, teaching others
Applying	Hands-on procedures, lab, demonstration, case study, role-playing, learning games, action plans, teaching others.
Analyzing	Question-and-answer, brainstorming, case study, problem-solving, trouble-shooting, role-playing, journal article discussion
Synthesizing	Case study, theory and model building, teaching others, developing research questions
Evaluating	Case study, critical review, self and group assessment/reflection

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**PREPARING FOR A
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(cont.)**

What Are Your Specific Learning Objectives? (cont.)

Look back at the learning objective you wrote at the beginning of this section on p. 7.

❖ Is it a SMART objective? If not, rewrite it to meet the SMART criteria described on pp. 8-9.

❖ What level of learning/thinking does your learning objective represent? Is the level appropriate to the presentational strategy you are planning to use?

❖ Share your rewritten objective with a colleague and give/receive feedback.

**PREPARING FOR A
PRESENTATION
(cont.)**

How Will You Organize Your Presentation?

There's an old saying in public speaking: "Tell them what you're going to tell them, tell them, and tell them what you told them." In addition to being good advice, this admonition also alludes to the three major segments of a presentation:

Closure

Body

Set

Set
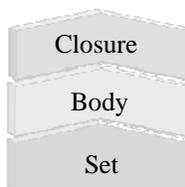
As you watch the video clip, jot down below your thoughts about the way the teacher "sets" the scene for learning and what kind of "mood" you think is being created. How would you feel if you were a student in this classroom? What are the pros and cons of this kind of "set"?

**PREPARING FOR A
PRESENTATION
(cont.)**

How Will You Organize Your Presentation? (cont.)

Set (cont.)

Closure
Body
Set

The "set" of your presentation should accomplish the following:
- ❖ The "set" of your presentation should accomplish the following:
- ❖ Get attention ("hook" the audience)
- ❖ Set the mood
- ❖ Establish expectations and objectives
- ❖ Demonstrate relevance to audience and larger context
- ❖ Create rapport
- ❖ Motivate audience to engage

Some example "set" strategies include:
- ❖ Dramatic statistics that relate to your content and purpose
- ❖ A startling question or a challenging statement that sets up your proposal as a solution to a significant problem.
- ❖ An appropriate quotation, illustration, story, analogy, personal experience
- ❖ A display of some appropriate object or picture
- ❖ An attention-getting generalization that ties in with your subject
- ❖ A humorous and/or creative demonstration
- ❖ A case history

Discuss with a colleague and write below two ideas for the set of your micro-teach.

1.

2.

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**PREPARING FOR A
PRESENTATION
(cont.)**

How Will You Organize Your Presentation? (cont.)

Body

The "body" consists of the major points and pacing of your presentation. Plan the body with the following tips in mind:

❖ For a presentation of about an hour, plan for about 45 minutes, leaving time for questions. Limit your major learning points to a maximum of four (which should correspond to your learning objectives).

❖ Determine what type of organizational plan will work best for your topic and information (e.g., chronological, procedural, topical, application to theory, cause-effect, problem-solution, spatial, simple-complex, specific-general, general-specific.)

❖ Outline the major points you want to make.

❖ Leave time for questions and discussion.

❖ Develop concrete examples of abstract concepts.

❖ Decide how to illustrate your key points for purposes of clarity, pace, and appeal (e.g., humor, stories, suspense, demonstration, case history, quotes, character roles, analogy, rhetorical question.)

❖ Decide how to supplement your key points for purposes of clarity, pace, and appeal (e.g., overheads, white board, flip chart, audio-visual, props).

❖ Build in sign posts. Sign posts are words and phrases that guide learners to the organization and major/minor points in the presentation. For example,

- "The **key** point to remember is…"
- "We are going to discuss **four types** of…"
- "The **second advantage** is…"

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**PREPARING FOR A
PRESENTATION
(cont.)**

How Will You Organize Your Presentation? (cont.)

Body (cont.)

❖ Build in transitions, which explain how concepts fit together and create a smooth flow from one idea to the next. For example,

- "As you can see from this analysis…"
- "Now that we know this principle…"
- "With these explanations in mind, let's turn to…"
- In contrast to the x-theory, consider the following…"

❖ List any questions you plan to ask. Craft your questions to reflect the level of learning/thinking you want to tap. Refer back to tables on pp. 10-11.

❖ Make note of the materials and references you plan to use.

❖ Make note of any equipment you need.

Discuss with your partner and write below two or more ideas about how you plan to present the "body" of your micro-teach.

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PREPARING FOR A PRESENTATION (cont.)

How Will You Organize Your Presentation? (cont.)

Closure

The "closure" should tie everything together into a neat, appealing package, Like the wrapping and ribbon on a present.

Some things to do in the closure:
- ❖ Manage time so there is enough left for questions (10 minutes), followed by the closure you have planned (5 minutes).
- ❖ Summarize the presentation in relation to your learning objectives.
- ❖ Refer in some way back to the introduction.
- ❖ End decisively and with flair.

Some things **not** to do in the closure:
- ❖ Introduce new material (e.g., "Oh, I forgot to mention that…").
- ❖ End with "Are there any questions?" (Instead, ask "What questions do you have?" <u>before</u> moving to your planned closure.)

Discuss with a partner and write below one or more ideas for the closure of your micro-teach.

PREPARING FOR A PRESENTATION (cont.)

How Will You Use Audio-Visual Aids to Reinforce and Supplement Your Message?

Effective Computer-Projection Slides

The following tips will help you avoid common pitfalls in creating slides:
- ❖ Make them big enough to be seen by everyone in the room (i.e., 40-point for headlines and 32-point for text).
- ❖ Each slide should deal with just one major concept.
- ❖ Use color, spacing, and bullets to clarify and simplify the message.
- ❖ Don't make slides too busy or complex. Limit each slide to a main idea with a maximum of three to five bullets. Each bullet should be a single line of text if possible. (50 words max per slide)
- ❖ Use all caps for headings only; use upper and lower case for rest of text.
- ❖ Use charts or graphics instead of text whenever possible.
- ❖ Don't overwhelm the audience with unnecessary or distracting visuals such as multiple pictures, colors, forms of emphasis etc.
- ❖ Be consistent from slide to slide. As a general rule, use the same back-ground, color scheme, fonts, sizes, transitions, and attributes throughout.
- ❖ Use dark background with light colors or vice versa.
- ❖ Use bells and whistles sparingly—no sound, minimal animation, video and pictures that enhance message.
- ❖ Ensure your information is accurate and cited; proofread for errors.
- ❖ Know how to use the equipment. Set up and test before the presentation begins.
- ❖ Be ready to deal with any equipment malfunction; have alternate plans ready in the event you cannot present the media as planned.

MAKING THE PRESENTATION

MAKING THE PRESENTATION (cont.)

Using Visual Aids Effectively

Slides, Overheads, Computer Projections

❖ Allow at least 20 seconds for the audience to view and digest each slide.

❖ Talk about what's on the current overhead or slide The audience gets confused when looking at something other than what is being discussed at the moment. If you are finished with one slide and are not yet ready to move on to the next, pressing "B" on the keyboard will turn the screen to black and "w" to white; return to the slide by pressing the same letter again.

❖ Face and talk to the audience, not to the screen.

❖ Talk about the content of the slide--do not read it word for word to the audience.

❖ Stand next to the screen not the projection machine, so the audience doesn't have to split its attention.

❖ Stand so that you do not block anyone's view of the screen.

❖ Use a pointer to emphasize key aspects of the slide. When using a laser pointer, hold it steady and avoid rapid movements.

MAKING THE PRESENTATION

Managing Your Verbal & Nonverbal Communication

Some things to do:

❖ Think of the presentation as a **dialogue**, not a monologue. Talk **with** rather than **at**. Imagine you are having a conversation and be confident that you have something important to impart.

❖ Be **enthusiastic** (note the choice of verb--"be" rather than "act"). Studies show that enthusiasm is one of the things students most value in their teachers. Studies also indicate that students learn more from lectures that are delivered dynamically and enthusiastically.

❖ Be **clear**. Clarity is another quality students say they most appreciate in their teachers. Be precise, articulate your words clearly, use sign posts (e.g., "There are four major…" "The most important point is…") and transitions (e.g., "Once you have completed this step, you have everything you need to move on to the next one, which is…"), repeat and emphasize key terms or ideas, use language appropriate to the level of the audience, provide concrete examples.

❖ Add **"color"** through vivid language, appropriate use of humor, analogy, suspense, stories, etc. that contribute to making your point effectively.

❖ Use your **facial expressions, gestures, and voice** to create interest, emphasize and reinforce your message. Vary your vocal inflection, move around the room, use natural gestures to accent a point.

❖ Pause after an important point, or just before it. Don't be afraid of **silence**-- it may be the most effective method of emphasis.

❖ Make **eye contact** with everyone in the room. Look around the room and allow your eyes to rest on each face a few seconds at a time.

MAKING THE PRESENTATION (cont.)

Managing Your Verbal & Nonverbal Communication (cont.)

Attention to the following will help you **avoid some common verbal and nonverbal pitfalls**:

Don't:

• Sway back and forth or pace.

• Remain too stationary or appear too stiff.

• Play with objects such as pens or markers or jiggle change in your pocket.

• Focus eye contact on one part of the room only or avoid eye contact with members of the audience.

• Speak in a monotone voice.

• Use vocal fillers such as "um," "okay," and "now."

• Use unexplained jargon or unfamiliar terms.

• Speak too slowly or too rapidly.

• Rush to fill every silence.

Slide 1

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**MAKING THE
PRESENTATION
(cont.)**

Using Questions Effectively

*To listen and question at just the right place and degree delimits the
truly brilliant instructor from the average. An insightful question appropriately delivered may
stimulate the individual to reach a new level of mediation.*
--Betty Bowling, TIPS--

To use questions effectively in a presentation, you need to pay attention to three elements of questioning: 1) what will be asked, 2) how it will asked, and 3) how to react/respond to people who answer the questions. The "what" was discussed on p. 16 in the section on "How Will You Organize Your Presentation." The "how" and "how to react/respond" are discussed below.

How To Ask Questions

As you watch the video clip, note the teacher's style of questioning and the effect it has on the class. What would be more effective?

To use questions most effectively:

❖ Phrase the question unambiguously.

❖ Involve as many learners as possible in the questioning process by calling on both volunteers and non-volunteers.

❖ Don't answer your own questions. If students learn you'll answer your questions if they just wait long enough, they'll wait you out.

Slide 2

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**MAKING THE
PRESENTATION
(cont.)**

Using Questions Effectively (cont.)

How To Ask Questions (cont.)

❖ Allow time for students to answer--at least 10-15 seconds before rephrasing. Increasing wait time has numerous positive effects:

- Length of student responses increases from 300-700%.
- More inferences are supported by evidence and logical argument.
- Incidence of speculative thinking increases.
- Student-asked questions increase.
- Student-student exchanges increase; teacher-centered "show and tell" behavior decreases.
- Failure to respond decreases.
- Number of students participating and unsolicited and appropriate contributions by students increase.
- Student confidence increases.
- Achievement improves on written measures where items are cognitively complex.

Responding/Reacting to People Who Answer

True learning begins by not knowing the answers.

Do you agree with the quote above? If so, what does it say about how a teacher should respond to incorrect answers?
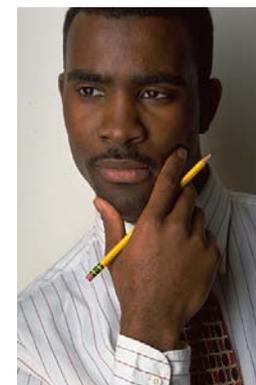
MAKING THE PRESENTATION (cont.)

Using Questions Effectively (cont.)

Responding/Reacting to People Who Answer (cont.)

If the object of "teaching" is to facilitate learning, the implication is that a teacher must help to move learners beyond their current limits knowledge. To do so, a teacher must create an environment in which learners feel comfortable in admitting that they "don't know." The way in which a presenter reacts to answers will dramatically affect the climate and learners' desire and willingness to participate. When a person answering a question is made to feel stupid or devalued, he/she and others in the room will not feel safe, which may hinder learning.

❖ Listen to the entire question or statement and don't interrupt.

❖ Respond in a supportive and non-judgmental manner. Avoid negative reactions such as sarcasm, reprimand, accusation, personal attack. Monitor your facial expression and tone of voice. Don't roll your eyes or grimace.

❖ Reinforce correct answers (a nod of the head, a word of praise).

❖ When a question lends itself to right and wrong answers and a wrong answer is given, coach the responder tactfully and without sarcasm. Use open-ended, probing, and facilitating questions to guide the person to the correct answer, and/or invite the rest of the group to contribute.

REFLECTING ON THE PRESENTATION

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REFLECTING ON THE PRESENTATION

Giving Constructive Feedback (to Self & Others)

The following tips will help you provide feedback that does not create defensiveness, increasing the likelihood that it will be "heard" and acted on.

❖ Demonstrate that you value the other as a person. Make the environment safe for open feedback.

❖ Use "I" versus "you" statements (e.g., "I observed that your tone of voice...").

❖ Relate feedback to objectives and established criteria (see next page).

❖ Be descriptive rather than judgmental by providing specific behavioral examples ("When you did…, I… because…").

❖ Be truthful.

❖ Provide both positives and opportunities for development.

❖ Check your perceptions (e.g., ""What are your thoughts about that?").

❖ Offer recommendations (e.g., "Something that has worked well for me in a similar situation is…because…")

❖ Solicit responses and listen attentively (make eye contact, acknowledge with nonverbal behaviors such as head nods, clarify, paraphrase, ask questions, etc.).

❖ A suggested structure for providing feedback to yourself and others is:

- I thought the way I/you… was effective because...
- What I would do differently is… because…
- What I would stop doing is… because…
- What I would do more of is… because…

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REFLECTING ON THE PRESENTATION

CHECKLIST/FEEEDBACK FORM

Name: _____ Presentation Title: _____ Audience: _____

Checklist Criteria	Notes
Getting Started (Set)	
☐ Reviewed objectives for learners.	
☐ Introduced content.	
☐ Demonstrated relevance.	
☐ Put content in context of bigger picture.	
☐ Built rapport/generated motivation.	
Main Message (Body)	
☐ Told a story rather than deliver information.	
☐ Limited content to an amount appropriate to the time frame (rule of thumb is about 3-5 major points per hour).	
☐ Emphasized major points and illustrated with specific examples.	
☐ Used signposts (e.g., "There are four major points…" "The first thing…" "To sum up…")	
☐ Added "color" (humor, analogy, vivid language, etc.).	
☐ Summarized subsections.	
☐ Changed stimuli periodically.	
☐ Talked with rather than at; involved learners.	
☐ Used questions effectively, allowing ample wait time after questions (min 10 seconds).	
☐ Made good eye contact (even when using notes) with entire audience.	
☐ Exhibited enthusiasm.	
☐ Used facial expression, voice, and body language to reinforce content and create interest.	
☐ Avoided distracting behaviors such as jingling change in pocket, pacing, playing with pen, etc.	
☐ Used equipment and audio-visual aids effectively.	
☐ Managed time, leaving enough for questions and closure.	
Wrapping Up (Closure)	
☐ Asked for questions prior to planned closure.	
☐ Summarized major points/related content to objectives.	
☐ Tied back to introduction and to the big picture.	
☐ Did not introduce any new material.	

SKILLS PRACTICE

SKILLS PRACTICE

Overview

Micro-teach demonstration and presentations will flow as follows:

❖ Demonstration of a micro-teach

- Presentation by the facilitator – 10 minutes

- Feedback to the presenter based on identified criteria (see p. 28) using strategies for constructive feedback (see p. 27).

❖ Small group micro-teaches, approximately 30 minutes per presenter

- 5 minutes preparation

- 10 minutes presentation

- 2 minutes for presenter and group to prepare feedback

- 13 minutes for presenter and group to provide oral feedback

Demonstration Presentation

As you observe the demonstration presentation, make notes of both positive behaviors and opportunities for development on the form provided on the following page.

SKILLS PRACTICE

CHECKLIST/FEEEDBACK FORM

Name: _____   Presentation Title: _____   Audience: _____

Checklist Criteria	Notes
Getting Started (Set)	
☐ Reviewed objectives for learners.	
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☐ Emphasized major points and illustrated with specific examples.	
☐ Used signposts (e.g., "There are four major points…" "The first thing…" "To sum up…")	
☐ Added "color" (humor, analogy, vivid language, etc.).	
☐ Summarized subsections.	
☐ Changed stimuli periodically.	
☐ Talked with rather than at; involved learners.	
☐ Used questions effectively, allowing ample wait time after questions (min 10 seconds).	
☐ Made good eye contact (even when using notes) with entire audience.	
☐ Exhibited enthusiasm.	
☐ Used facial expression, voice, and body language to reinforce content and create interest.	
☐ Avoided distracting behaviors such as jingling change in pocket, pacing, playing with pen, etc.	
☐ Used equipment and audio-visual aids effectively.	
☐ Managed time, leaving enough for questions and closure.	
Wrapping Up (Closure)	
☐ Asked for questions prior to planned closure.	
☐ Summarized major points/related content to objectives.	
☐ Tied back to introduction and to the big picture.	
☐ Did not introduce any new material.	

SKILLS PRACTICE

Small Group Micro-Teaches

1. The group will decide on the order of presentations.

2. For each presentation:

    a. The presenter will set up the room and prepare any equipment and/or materials needed for his/her presentation (5 minutes).

    b. The presenter will make his/her presentation (10 minutes). Information on time remaining will be provided at 5, 3, and/or 1 minute (as requested by presenter). Other members of the group will observe and make notes for feedback based on the guidelines provided in this training. Copies of the form on the previous page will be provided for participants' use.

    c. Members of the group will take a couple of minutes to complete/ organize their thoughts/notes in preparation for providing feedback (2 minutes).

    d. The presenter will start the feedback process by discussing:

        ▪ "What I liked about what I did is….because…."

        ▪ What I would do differently is….because…."

    e. The members of the group (including the facilitator) will provide feedback to the presenter (about 13 minutes in all for feedback) using the same format as described above for the presenter. The forms on which participants recorded their observations may be given to the presenter.

3. When all presentations have been completed, each small group will wrap up the session.

Slide 33

ADDITIONAL RESOURCES

Slide 34

ADDITIONAL RESOURCES

Health Sciences Center Teaching Resources and Services

Biomedical Communications
Health Sciences Center Library
Telephone: 272-3633
- Educational Support
- Television
- Writing/Editing
- Equipment Services
- Audio Engineering
- Computer Graphics
- Photography
- Medical Illustrations/Slides
- Publications/Ads/Designs
- Posters

Computer and Information Resources & Technology (CIRT)
Helpdesk: 277-4848
2701 Campus Blvd NE
- Computer Software and Hardware Support
- E-mail and Internet Classes
- Instructor and Course Evaluation System

School of Medicine Computer Services
Helpdesk: 272-1694
Biomedical Research Facility, Room B34
- Computer Software Support
- E-mail Classes

Health Sciences Center Library
Reference Desk: 272-2311
- Interlibrary Loan
- LATCH
- Online Search Service
- Reference Information Services

Health Sciences Center Public Affairs
Reception: 272-3322
- Guidelines for Faculty and Staff Working with the Media

Media Technology Services - Main Campus
Woodward Hall, Room 120
Reception: 277-6151
- Teleconferencing
- Computer Graphics
- Live Video Conferences

Assessment & Learning
Health Sciences Center Library
Reception: 272-8028
- Assessment
- OSCE/Standardized Patients
- Clinical/Communication Skills Assessment

Program Evaluation, Education & Research
BMSB B65G, 272-8069
- Research and Evaluation Design
- Program Development and Monitoring
- Data Analysis, Reporting, Dissemination

ADDITIONAL RESOURCES (cont.)

THE UNIVERSITY OF NEW MEXICO SCHOOL OF MEDICINE
TEACHER & EDUCATIONAL DEVELOPMENT
Growing Today's Educators and Tomorrow's Practitioners

Reference Resources for Formal Presentations

Bligh, D.A. (2000). What's the Use of Lectures? San Francisco: Jossey-Bass Publishers.

Bloom, S.B. (1984). Taxonomy of Educational Objectives. Book 1: Cognitive Domain. Longman, NY.

Brookfield, S.D. (1990). Lecturing creatively. In: The Skillful Teacher. San Francisco CA: Jossy-Bass, Inc., pp. 71-87.

Brown, S. & Race, P. (2002). Lecturing: A Practical Guide. Sterling, VA: Stylus Publishing.

Christensen, C.R. (1991). The discussion teacher in action: questioning, listening, and response. In: Education for Judgment: The Artistry of Discussion Leadership. Christensen, C.R., Garvin, D.A., Sweet, A., (eds). Boston, MA: Harvard Business School, pp. 153-172.

Dubrow, H., Wilkinson, J. (1982). The theory and practice of lectures. In: The Art and Craft of Teaching. Morganroth-Gullette, M. (ed). Boston, MA: Harvard Business School, pp. 25-37.

Eble, K.E. (1988). The Craft of Teaching, 2nd Ed. San Francisco, CA: Jossy-Bass, Inc.

Kasulis, T.P. (1984). Questioning. In: The Art and Craft of Teaching. Morganroth-Gullette, M. (ed.) Boston, MA: Harvard University Press, pp. 38-48.

Krathwohl, D.R., Bloom, S.B., Masia, B.B. (1964). Taxonomy of Educational Objectives: Book 2: Affective Domain. Longman, NY.

Lowman, J. (1995). Selecting and organizing material for classroom presentations. In: Mastering the Techniques of Teaching, 2nd Ed. San Francisco, CA: Jossy-Bass, Inc., pp. 129-157.

Mager, R.F. (1997). Preparing Instructional Objectives, 3rd Ed. Atlanta, GA: Center for Effective Performance, Inc.

McKeachie, W.J. (1994). Strategies, research and theory for college and university teachers. Teaching Tips, 9th Ed. Lexington, MA: D.C. Heath & Company, pp. 53-70.

Race, P. (2001). The Lecturer's Tool Kit, 2nd Ed. Sterling, VA: Stylus Publishing.

Teaching Improvement Project System. Center for Learning Resources, College of Allied Health Professions, University of Kentucky, Lexington, Kentucky.

The Art of Lecturing & Making Presentations: Strategies for Improving Your Skills

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ADDITIONAL RESOURCES (cont.)

THE UNIVERSITY OF NEW MEXICO SCHOOL OF MEDICINE
TEACHER & EDUCATIONAL DEVELOPMENT
Growing Today's Educators and Tomorrow's Practitioners

Teacher & Educational Development Faculty & Staff

Benjamin Hoffman, MD
Director of The Art of Lecturing & Making Presentations & Outpatient Teaching
Associate Professor, Pediatrics
Email: bhoffman@salud.unm.edu

Deana Richter, M.A.
Director, Teacher & Educational Development
Email: drichter@salud.unm.edu

Patricia Morris
Supervisor, Administrative Support
Email: pmorris@salud.unm.edu

Kathleen (Casey) Garcia
Administrative Assistant III
Email: kmgarcia@salud.unm.edu

Connie Reano
Administrative Assistant III
Email: creano@salud.unm.edu

Cathy Sanchez
Senior Medical Education Coordinator
Email: casanchez@salud.unm.edu

Hellen Huynh
Student Employee
Email: hehuynh@salud.unm.edu

Jessica Martinez
Student Employee
Email: jpmartinez@salud.unm.edu

For information, assistance, and/or to register for core workshops, call 272-8042, email tdevelopment@salud.unm.edu, or visit our website at http://hsc.unm.edu/som/ted/

The Art of Lecturing & Making Presentations: Strategies for Improving Your Skills

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THE UNIVERSITY OF NEW MEXICO SCHOOL OF MEDICINE

TEACHER & EDUCATIONAL DEVELOPMENT

Growing Today's Educators and Tomorrow's Practitioners

CONCLUSION

THE UNIVERSITY OF NEW MEXICO SCHOOL OF MEDICINE

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CONCLUSION

Summary

1. **Know your purpose, your audience, your context.**
2. **Develop 3-5 SMART objectives (the major things you want them to walk out knowing/being able to do).**
   - **"By the end of this session, you should be able to (action verb)"**
   - **Determine best presentational method for achieving your objectives**
3. **Tell them what you're going to tell them (set), tell them (body), and tell them what you told them (conclusion).**
   - **Set – hook them, set expectations and mood**
   - **Body – provide organizational framework, give concrete examples, use transitions and sign-posts**
   - **Conclusion – summarize in relation to objectives, tie back to introduction and big picture, don't add new information, don't end with "Any questions?"**
4. **Manage your verbal and nonverbal communication, the time, and any audiovisuals.**
   - **Talk with rather than at and not to the screen**
   - **Tell a story**
   - **Change the pace/stimuli periodically**
   - **Leave time for questions and use questions effectively**
5. **Self-reflect**
   - **In the moment (How am I doing? How are learners reacting?) – Be ready to alter your course**
   - **Retrospectively (What worked well? Were objectives achieved? What would I do differently next time?)**

CONCLUSION

Parting Thoughts

List 3-5 things you would say in response if someone asked you, "What did you learn at the workshop on The Art of Lecturing & Marking Presentations"?

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Keeping in mind what you have learned and the characteristics of memorable teachers identified in the introduction, list three or more specific things you plan to do differently as a result of this experience.

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