Teaching Learning Methods
Training in innovative teaching methodologies

Slides adapted from a training provided by St John’s Medical College, Bangalore, India
Methods

- Large group
  - Lecture

- Small group
  - PBL
  - Integrated learning
...the evolution...
Lecture
Is the lecture a good method for medical teaching?

“Lecture” is only a tool ...

How & where & for what you use it ............depends entirely on you
At the end of this session the learners should be able to:

- Define a lecture
- Understand the differences, advantages and disadvantages of a lecture as a teaching learning method
Lets understand this tool
If you fail to plan... you plan to fail
Objectives

- know your stuff
- know whom you are stuffing
- then stuff them elegantly
Objectives

- **Content:**
  - What is your **message**?
  - What do you want them to remember?

- **Audience:**
  - Who are you speaking to?
  - Why are they there?
  - What do they need to understand?
  - Are they familiar with the topic?

- **Context:**
  - Why are you speaking to *this* group at *this* time?
  - How large an audience will you be addressing?
  - How large is the room?
  - What audiovisual support will you have (or need)?
  - How much time are you allotted?
This Lecture on “Lecture”

- Introduction
- Preparation
- Objectives
- Content
- Introduction
- Group inertia
- Attention getter
- Outline
- Simple list
- Classification
- “ruleg”
- “egrule”
- Problem centred
- Relevance
- Ground rules
- Body
- Logical order
- “Must know”
- Interactive
- Conclusion
- Not just the end
- Summary
- The main message

- Delivery
- Well begun is half done
- Communication skills
- Verbal
- Enthusiasm
- Volume
- Rate
- Pause
- Uhs ums
- Nonverbal
- Posture
- Gesture
- Eye contact
- fidgets
- How to hold student attention
- Qualities of a great teacher
- Advantages, disadvantages
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Delivery strategy

- Talk
- Talk + AV aids
- Talk + Handouts
- Talk + exercises, drills
- Talk + Course material
- Combination of all

- Prepare supporting material in advance
- Ensure that all the materials you require are ready when you need them
The lecture should have

- **Beginning:** *Tell them what you are going to tell them* (Introduction)

- **Middle:** *Tell them* (Body)

- **Endings:** *Remind them what you have told them* (Conclusion)

(Race P., 2001)
The Introduction

Tell your students what you are going to tell them...

- Attention-getter
- Theme / Outline of the lecture
- Relevance of the theme to students
- Set your ground rules
Audience inertia
Jokes...not too much!
The Introduction

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- Problem centered
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Tell your students what you are going to tell them...

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What is the subject?

Why does it matter to you?
How presentation works

Relevance $\rightarrow$ passion

Passion $\rightarrow$ attention

Attention $\rightarrow$ action
The Body
Tell them...

- Must know, good to know, nice to know
- Logical sequence
- Support your theme
- Interactive
Conclusion... *more than just the end!*

- What does it all mean?
- Reiterate relevance to your audience.
- Drive home your message.
- Call to action.
- Answer questions.
Delivery
Verbal elements

- If you sound like you don’t care, they won’t either!
- Natural, conversational
- Questions should sound like questions, not statements!
- Volume
- Beware the "Um’s, Uh’s, & the "You know’s"!
If you want to be interesting...

...you have to be interested
This is passion...
This is not...
“Woman without her man is nothing.”

- “Woman, without her man, is nothing.”
- “Woman: Without her, man is nothing.”
Don’t rush through your presentation
Pauses are vital!
Communication wheel

- Body language: 55%
- Quality of voice: 38%
- Actual words spoken: 7%
Nonverbal Elements

- Posture
- Gestures and Movement
- Eye Contact
- Fidgets
Maintain eye contact!

Work the whole room

Rule of thumb:
not > 3sec on each member of the audience
What makes a great teacher?

- Passion for teaching
- Love of their subject
- Understand the role of a college in student's life
- A willingness to reflect
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Advantages of a lecture

- Cost effective
- Enthuse and inspire students
How to make it interactive?

- Drills / Exercises
- Questions
- Quiz
Write down the clinical stage these patients are in.

1. An extremely thin HIV+ patient has chronic fever for 3 months.

2. An HIV+ patient with pulmonary tuberculosis

3. An HIV+ patient with oral thrush and intermittent diarrhoea for 1 month.

4. An HIV+ patient with tuberculosis of the cervical lymph nodes.

5. An HIV+ patient with big abscesses of the skin which extend to the muscle, with some yellow pus coming out of some of them.
Answer “YES” if you agree, “NO” if you disagree

1. Eye contact with the participants is very important ✓
2. Move from simple to complex ✓
3. Always stand behind the podium ✗
4. Give frequent and immediate feedback ✓
5. Always summarize at the end of the session ✓
How to make it interactive?

- Address the participant by name
- Use “wait time”
- Involve all student’s
  - “Jane” could you please summarize where we are
  - “John” can you please read the first page...
  - “Wambua” could you please put down the differential diagnosis and learning agenda
- Mini role play
“But Mom... I wasn’t Arguin’, I was just giving you feedback!”
Pitfalls associated with Lecturing
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- Too much material
- Failing to prepare adequately
- Disorganized or unclear
- Encouraging student passivity
- Failing to formulate good examples
- Poor delivery
Audience attention with time
How to prepare a lecture
Objectives

Planning

Content

Delivery
<table>
<thead>
<tr>
<th>Opening/introduction</th>
<th>Heading1</th>
<th>Heading2</th>
<th>Heading3</th>
<th>Conclusion</th>
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Nice to know

Good to know

Must Know
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<tr>
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<td>M1</td>
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<tr>
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