

Toward More Objective Teaching

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Lectures

The lecture may be the oldest method used to transferring information in Medical education. There are however serious questions regarding the effectiveness of the traditional lecture approach so academic doctors often are not trained in giving effective lectures.

Lecture together with small group teaching and bedside teaching formed the traditional picture of the Medical School. There are many calls to move away from the traditional lecture to interactive computer learning systems that allow students access to information when and where they need it Skill there is and will continue to be, a need for educators' who are prepared to deliver lectures.

Lecture are not effective for demonstrating practical skill or detailed procedures nor for having students apply ideas, solve problems or clarify values but lectures can be used to present and organized information, promote understanding of concepts and ideas and create interest in a subject.

Characteristics of the lecture method

Lecture in medical education often have a poor reputation and even claim that the lecture format for large classes is outdated and ineffective

Lecture is frequently a one – way process unaccompanied by discussion, questioning or immediate practice which makes it a poor

teaching method. So why do we lecture? Most educators how to teach based on their experience as students. This (teach as I was taught)

Most educators lecture how to teach based on their experiences as student this (teach as I was taught approach. Tends to perpetrate the lecture as a passive one – way method of Transferring information.

The lack of faculty training in presenting effective lecture rather than the method itself may be the greatest weakness of the lecture.

Appropriate lecture is

- Disseminating information quickly to a large audience
- Presenting new information before using other media or activities, i.e. a brief Lecture
- Providing an over view of a topic
- Arousing interest in a topic
- The Lecture will be not appropriate when Presenting complex, detailed or obstruct information.
- Dealing with information concerning feeling and attitudes.
- Training in psycho motor – skill.
- Teaching high – level cognitive skill (e.g synthesis and evaluation)

Planning Lecture

Lecture should be planned. The lecture must:

1. Establish the purpose of the lecture

2. Consider the logistics of Lecture
3. Plan a variety of approaches, i.e., use questioning, small group activities
4. Prepare a set of lecture notes

Relevance and applications

The material presented should be shown to be relevant to the course and to material presented. The relevance of the contents should be made obvious to the student and any key points should be emphasized.

Purpose of the lecture

The primary purpose of the lecture is to transfer information from the instructor to the student. Before developing the content of the lecture it is a good idea to clearly state the purpose of the lecture. The purpose should describe in general terms what the student will learn during the lecture. The objective of the lecture should be precise and measurable and what the student will learn by attending the lecture.

Lecture components

- Use of opening summary
- At the beginning of the lecture, present major points and conclusion to help student organize their listening.
- Presses key terms
- Offer examples – provide real - life illustration of the Idea in the lecture.
- Use analogies; if possible make a comparison between content of the lecture and knowledge the students already have.
- Use visual backups – to enable student to see as well as to hear what is being said.

The key to an effective lecture style is to break down the lecture into its component parts and use of variety of approaches within each component.

Duration

Studies have shown that student attention deteriorates after 45 minutes.

Presentation techniques

Presentation skill

The lecturer is performer who has to entertain the audience.

- Where to stand?
- Are you near the microphone
- Are you obstructing the audience view or the screen
- Are you going to sit or be able to walk around

How to speak

1. It should be clearly stated at the beginning whether the lecturer intends student to take note or not.
2. Taking down every word should be discouraged.
 - a. If the role of the lecture is to point a general overview then only the occasional word need be written down and the pace and style of lecture can be quicker and more colloquial.
3. It is very bad and fatal to read a lecture if student concentration is to be maintained but some notes will help to keep the main points in view and are invaluable to fall back on if interrupted or diverted.
4. Be sure you are audible at the back.
5. Variations in pitch and speed make a lecture more enjoyable.
6. An occasional appropriate joke or reference to a current social event which may help to break up the style of your lecture and recapture student attention.
7. Allow student to catch up if they are being expected to take detailed notes.
8. Visual aids should be cued into notes so that they are not forgotten or brought in at the wrong time.

Keeping in contact with the audience

- Maintain eye contact with the audience but not with particular student.
- Do not speak to the walls or the screen.
- It is possible to walk around the lecture hall and speak from different points
- Beware of dimming the hall light completely as you will lose eye contact with audience and encourage sleep.

- Communicate on a personal level the lecturer should attempt to relate to the student during the lecture.
- Avoid the use of slang or repetitive words, phrases or gestures that may become distracting with extended use.
- Ask a number of questions and Encourage student to ask questions.
- Provide positive feedback when students ask questions, use students names as often as possible.
- Make smooth transitions between parts of the lecture which might include:
 1. A brief overview of the next topic
 2. A review of the agenda between topics.
 3. A change of media
 4. An interim summary before a new topic
 5. An activity – case study or problem solving activity

Aids

Any additional material presented in a lecture must be of good quality

Slides and pictures

Slides and pictures can be used to illustrate clinical features, radiographs, results of investigations, etc... Attention should be paid to the size of the words.

Hand out

May be given at the beginning of the lecture. To give an outline of the content.

Over head projector

Care must be paid to the amount, size and clarity of writing, it should not be

- Too small
- Too crowded
- Too scribbled

Computerized presentation

Power point presentation is highly recommended and encouraged as the best suitable way of delivering a proper lecture.

It can project all above including, pictures and procedures it is important, however that

technical assistance is available and that breakdown can be dealt with promptly.

The lecturer must have.

Practiced to become familiar with the computer program used.

Web site

Copies of handout, illustration, power point, slides and other resources material can subsequently be made available at a website for student

Smearly

With planning and effective presentation techniques, the lecture can be a highly effective and interactive method for transferring knowledge to student and in modern curriculum a lecture is only one of several ways of imparting factual information. Its role in the context of the entire course must be made clear. As well as presenting core material; lectures can also be used to give overview of the course.

The lecture should be cleanly structured, have defined aims and objectives and be accompanied by explicit lesson plan.

An evaluation of lecture using a video recording or an observer can assess the lecture. In assessing the quality of the presentation and improving the lecture skill.

References

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3. Arredonda MA, Busch E, Douglass HO, Petrelli NJ. The use of videotaped lectures in surgical oncology fellowship education. *J Cancer Educ*, 1994; 9(2): 86-89.