Preparing and Presenting an Effective Lecture

There is no cookie cutter approach
Know the Material

• Demonstrate confidence
• Review the material
• Practice your lecture
• Revise if necessary
• Be passionate
Know the Room

• Learn the lecture room
• Arrive early
• Walk around the speaking area
• Practice with the AV equipment
Detach Yourself From Your Own Interests

- Consider the needs of the students
- Don’t teach material that’s only of interest to you
- Theory and science not applicable to patient care are okay, but …
- Put yourself in the position of the student
- Know the audience
Choose Your Material Carefully

• Limit amount of material
  – Include all necessary material
  – If excessive, little is learned

• Limit complexity of material
  – Avoid
  – Simplify
  – Explain
Target Audience

• Any student that wants to learn

• Donald Seldin: “Teach to the least intelligent student in the class. Anyone can teach a genius. What separates good teachers from great teachers is the ability to teach students at the lower end of the class.”
Engage the Students

- Make the students partners with you regarding the subject
- Give them a reason to care
- Explain to the students why they should be interested in the material
Engage the Students

- Make eye contact
- Use your hands
- Move
- Face the audience
- Use the laser pointer minimally
Engage the Students

• Humor
  – Spontaneous
  – Relevant
  – Balance entertainment with information
  – Medical cartoons available on internet

• Enthusiasm
  – Be interested in material
  – Be interested in teaching
“Bummer of a birthmark, Hal.”
Engage the Students

• Pay attention to the audience

• Modify your speaking style and actions based on audience response

• State rhetorical questions from the student’s point of view
Attitude

- Relax
- Exercise
- Mentally walk your way through the experience step by step
- The audience wants you to succeed
- Don’t apologize
- Turn nervous energy into enthusiasm
- Gain experience and training
Voice Tips

• Adequate speaking level
• Microphone
• Articulate every word
• Don’t speak with too many words in one breath
• Rest your voice
• Keep water available
Voice Tips

- Avoid alcohol and caffeine before speaking
- Be rested
- Don’t smoke
- Avoid eating or drinking just prior to lecture
- Treat or avoid heartburn
Slides

• Slides can be deadly
  – Students need to listen to you and think
  – Too many words → too much writing
  – Reflex pathway

• Slides are okay if best for presenting information
  – Not just for your convenience
  – Displaying images
  – Put them in the syllabus or handout
Slides

- Don’t include material you won’t discuss
  - Distracting
  - Don’t use old slides

- “I apologize for this slide.”
  - Unacceptable expression
  - Don’t apologize. FIX IT!
Slides

- A font size of 32 is ideal
- 28 font is also easy to see
- Font size 24 is acceptable
- A font size of 20 may be difficult to see from the back of a large room
- Forget about size 16 font or lower, unless it is a disclaimer that you don’t want the audience to read

The authors of this presentation are not responsible for any disasters that may occur during your future lectures.
Slides

• Keep the background simple
• Use just one or two colors for fonts
  – Avoid dark colors
  – Use bright colors
• Use light font on a darker background
• Color blind students
• 12 lines per slide, if possible
• List the main point on each bullet, then expand on it verbally
• Minimize movement and audio if it distracts from your message
Examples of Bad Slides

We’ve all used these!
Resistive Exercise Instructions for Older Participants

- The participant should perform at least a 10-minute full-body warm-up before each resistive exercise session, to include flexibility exercises.
- The participant should be instructed to breathe normally or exhale during muscle contraction, without breath-holding.
- Have the participant maintain a loose, comfortable grip during muscle contraction on each resistive modality.
- The participant should perform lifting movements through a complete range of motion, or their “pain-free” zone.
- Machine and free weights should be lifted smoothly to a count of two, held for a count of one, and then lowered slowly to a count of four.
- All major muscle groups should be exercised—large muscles should be worked before smaller muscles.
- The participant should learn and practice proper form and technique on each piece of strength training apparatus.
- The participant should never drop the free weights or bang the machine weights.
- The participant can avoid injury by adhering to the instructions of the health professional and by adhering to the written instructions at the weight station.
- Resistive exercise should be terminated if the participant develops symptoms of intolerance, such as chest pain, dizziness, faintness, fatigue or joint/muscle pain.
- Never permit the arthritic participant to perform strength training exercises during periods of inflammation.
- The participant should record the amount of resistance (e.g., the number of machine plates, color of elastic band), the number of repetitions and the number of sets performed on a recording form provided by the health professional. This record should be maintained over time to record weight progression or regression.

Source: Verrill, 2001
Blackboard

- Advantages of the “blackboard”
  - You can’t write faster than the students can
  - Allow them to relax and listen to you
  - The time and effort it takes to write on the board causes you to limit what you write
    - The material eliminated is generally not missed by anyone
Above All...

Be Yourself