Innovative Presentations

Best Practices from COMP Faculty

March 25, 2008
Purpose

• To **share information** providing insight about best practices within our Faculty
  – *What do our students respond to?*

• To stimulate creativity and suggest effective teaching methodologies to incorporate into coursework
What this is not...

- Evidence based educational practices
- Hard and fast rules for teaching
- A “How-To” Manual
- An exhaustive list of methods or great teaching at COMP
- An implication that the learner doesn’t bear responsibility
- A particularly innovative presentation!
Faculty Best Practices

• Dr. Gerald Thrush
  – Basic Science Professor of the Year

• Dr. Elizabeth Rega
  – Northup Award Recipient

• Dr. Scott Helf, MSIT
  – D.O., COMP Alumni, and COMP CTO

• Dr. Joe Brown
  – Clinical Professor of the Year
Today’s Students

• Highly Diverse
• Bit Learners
• Multi-taskers
• Learn through Application
• Want emphasis on Relevance
• “Techies”
• XXX number of hours spent in classroom instruction
Learning

- Marking
  - The element of surprise
    - The unexpected
    - Novelty
  - Paying attention has survival value
  - Triggers memory scan to initiate formation of associations
Reflect upon…

• What makes your topic unique?

• How can you present your material in a distinct, novel, and purposeful way?

• What can you offer that they won’t find elsewhere?
Dr. Thrush’s Presentation Format

• Title page
• Lecture objectives
• Reading assignment
• Body of the lecture
  – includes text describing a particular topic
  – follow up figure that presents the same information
• Lecture summary…. “big picture” topics that were discussed
• Sample/review questions
  – Sometimes essay type; other times multiple choice
  – Designed to help the students know whether or not they understood the topics
Dr. Thrush’s Style

“Some other key things that I try to do in a lecture:

- **Be organized!** Discuss a particular topic in a well-thought out order that allows for the greatest amount of understanding. I often compare this to “telling a story”…which has a beginning, a middle, and an end.

- **Be available for questions.** I have found that even if one says that they are available for questions, many students are intimidated to ask questions. For the IDIT course, I created a “discussion board” where students could post questions….I would then answer the questions and the entire class could see the question and answer.”
Dr. Thrush’s Advice

• Don’t read the PowerPoint verbatim
  – Summarize the information without using the same words presented in the text

• Too much information or useful resource?
  – “Of course, there are many that would argue that I have too much text in the PowerPoint. I cannot disagree….all I will say is that when I think about students studying the material, I would think that most students would appreciate having the text in the body of the PowerPoint file.”
Re-Cap: Best Practices

- Organization, Preparation, Availability
- Accentuate Relevance
  - Emphasize Application
  - Patient Cases
  - Standardized Patient Exercises
  - Use Visuals & Examples
- Multi-sensory Engagement
  - Multi-media: video; film clips
  - Live interactive Panel Discussions
- Co-Teaching
- Low Hanging Fruit (Dr. Helf)