



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.”

Dr. Rega's Sample Case Study



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)