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Facilitating Learning - Part I

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Facilitating learning

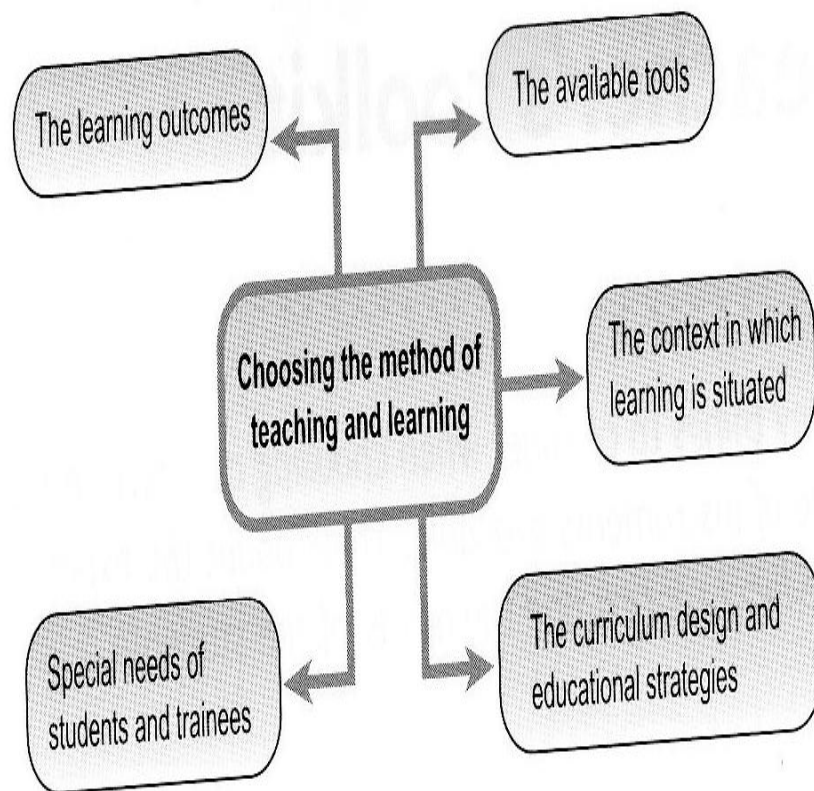
- ▶ The teachers toolkit
- ▶ The lecture and teaching with large groups
- ▶ Learning in small groups
- ▶ Teaching and learning in the clinical context
- ▶ E-learning

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Choosing a teaching method



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The teachers toolkit

- ▶ Presentation tools
- ▶ Simulated patients
- ▶ Video clips
- ▶ Online information
- ▶ Computer-based learning
- ▶ networking

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Learning contexts

Classroom context

- Lecture theatre
- Practical laboratory
- Clinical skills centre
- library, resource centre /computer suit

Clinical context

- Hospital ward
- Ambulatory care
- Community
- Specialized setting

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The student or the trainee

- ▶ Number of students
- ▶ Background of students
- ▶ Sophistication in relation to new technology
- ▶ Facilities for independent learning

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Take home message

- ▶ There are many things to consider when choosing an educational tool from the wide range of instruments available
- ▶ Think about the expected learning outcomes, the local context and the needs of the students.

Essential Skills for a Medical Teacher by R.M. Harden, 2012

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The lecture and teaching with large groups

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The use of lectures

- ▶ Most commonly used
- ▶ Medical students get 1800 lectures during their study
- ▶ A few may be memorable
- ▶ It has stood the test of the time
- ▶ Economical and efficient

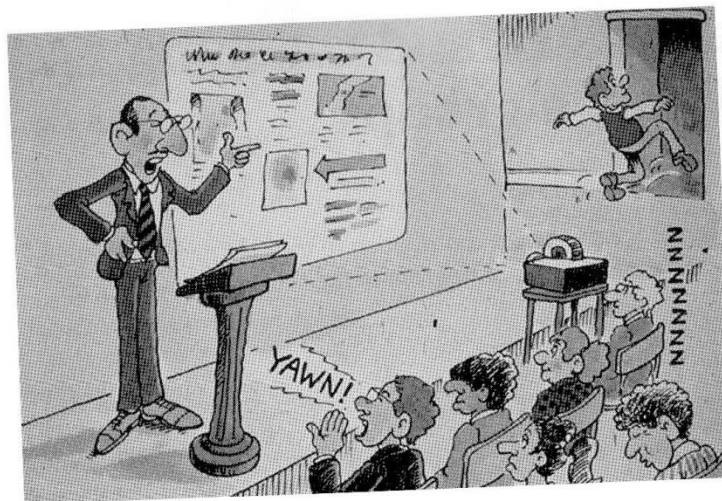
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Problems with lectures

- ▶ Passive learning experience
- ▶ Can be learnt better from text book
- ▶ difficult to follow
- ▶ Content relevance



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When to use lectures

- ▶ Large group of students
- ▶ Introduction to difficult topics
- ▶ Advancing an area of knowledge
- ▶ To provoke thought and discussion

Delivering a good lecture

- ▶ Get some facts in advance
- ▶ Think about the content and structure
- ▶ The introduction to the lecture
- ▶ Visual aids

Getting facts

- ▶ What are the outcomes in the curriculum
- ▶ What the students already know
- ▶ Establish whether the lecture is one in a series on the subject
- ▶ Find out about the venue

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Content and structure

- ▶ Plan contents for a lecture that the students would like to hear
- ▶ Create a title for the lecture
- ▶ Consider how you wish to structure the lecture
- ▶ Choose the style of lecturing your most comfortable with

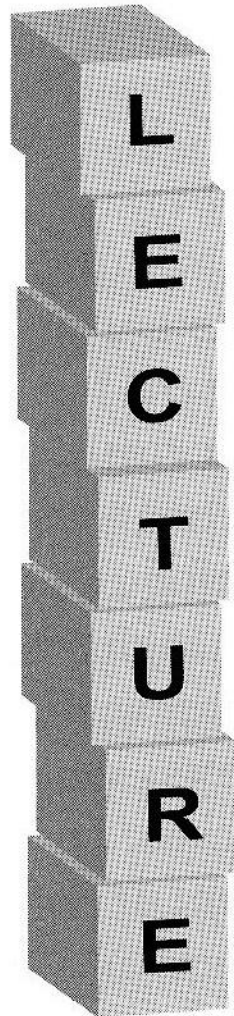
The introduction to a lecture

- ▶ Spend sometime preparing your introduction
- ▶ The first few minutes are the most valuable
- ▶ Try to capture attention
- ▶ Have an engaging start

Visual aids

- ▶ Used to reinforce and emphasize important points
- ▶ Used to vary the pace of lecturing
- ▶ E.g:
 1. Video clips of case studies
 2. Check for typos
 3. Make sure all students can see

Tips on lecturing



Learn to keep distracting mannerisms to a minimum

Ensure that your audience can hear you

Consider carefully the use of humour

Try to convey your enthusiasm

Use visual aids that are effective and legible

Remember to pace your lecture

Encourage the students to actively participate

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Engaging the audience

- ▶ Introduce questions at various stages
- ▶ Brainstorming sessions
- ▶ Introduce or build your presentation around a case discussion or a patient

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Closing of the lecture

- ▶ As important as the introduction
- ▶ Summarize the main concepts
- ▶ Prepare the students for further lectures
- ▶ Leave them with something to think about

Take home message

- ▶ *Lectures can make a valuable contribution to the education program*
- ▶ *Careful needs to be given to roles and how they can be delivered*

Essential Skills for a Medical Teacher by R.M. Harden, 2012

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