

M1/M2 Presentation Guidelines for Large Class Experiences University of Central Florida College of Medicine

Large class experiences facilitate faculty interactions with students that offer many benefits to the novice learner. For example, by relating your experiences to a topic you can motivate and inspire learning, relate theoretical knowledge to the context of medical practice and provide new information not found in textbooks. While the benefit of such experiences are generally realized in the curriculum, students have indicated that presenters need to work on the organization of their material, slow down as they're speaking, utilize visual aids to enhance learning, cut down on information and ensure the audience can clearly understand and hear the presentation. The following guide is designed to provide practical points and pedagogical frameworks for faculty facilitating large class experiences.

Practical pointers

- Early in your address, inform the students specifically of what you want them to derive from this presentation. Depending on the material, these are sometimes referred to as 'take home points', 'critical ideas', 'critical terminology' or 'critical assumptions'.
- Match the learning objectives with the content, specifically where it is relevant.
- Limit:
 - The amount of information you present. Keep in mind that individuals can only process 5-9 bits of information at a time.
 - PowerPoint presentations to 30 slides or less per every 50 minutes.
 - The information provided on PowerPoint slides. Avoid the temptation to use PowerPoint slides as 'lecture notes' AND reading from the PowerPoint slide.
- Insert questions or other student activities frequently (at least every 15 minutes) to encourage active learning (and to make it interesting). Student team and peer-to-peer discussions allow for greater participation.
- Grow comfortable with silence. Presenters should be comfortable waiting 30-60 seconds after posing a question before expecting or prompting a response. Similarly, as the presentation of a section is complete, allow students time to finish up their notes, process the information and formulate questions before moving to the next section of your presentation.
- Ignite excitement by starting with a case or other interesting fact around your topic (problem, provocative fact, controversial topic related to content).
- Summarize difficult concepts throughout presentation and conclude the presentation with a summary of the hour.
- Cover the aspects of your lecture/presentation topic that students cannot read and/or understand on their own.
- Respect the students' time limitations. Start and finish on time. Students are required to have a 10 minute break per 50 minutes of content.
- Build in at least 10 minutes for questions for each session. This can be where the real learning occurs!
- Build in checkpoints throughout the presentation. Assess students' understanding of material during natural breaks in content.
- Avoid utilizing trade drug names and pharmaceutical handouts in the classroom. Students must be aware of generic chemical names for board exams.

What formats should be considered?

- Problem centered – a problem is outlined and various solutions are offered. When done well, this can spark interest in the students.
- Sequential presentations – a problem or question is presented and followed by a chain of reasoning which leads to a solution or conclusion. Use periodic summaries to keep students on track.
- Concept learning – Design the presentation to repeatedly highlight the defining features of the critical components of the topic. Introduce questions or activities throughout the presentation to assess students' retention and/or understanding of the concepts and defining features.
- Comparative presentations – two or more perspectives or models are compared. Comparative presentations can also be used to assess students' understanding of concepts (normal vs. abnormal). Ensure students understand the perspectives prior to comparing and contrasting. Generally handled best with visual aids.

Additional Resources

- Faculty Development
 - Website – <http://www.miniurl.com/s/00Q>
 - Email – comfacdev@ucf.edu
 - Phone – 407.266.1115
- Educational Technology
 - Website – <http://www.miniurl.com/s/00R>
 - Email – comedtech@ucf.edu
 - Phone – 407.266.1459