



Best Practices for Large Group Session Presentation

State goals and objectives of the session at the start

In order to best frame a session, start with a statement of goals

Frame the topic

In order to bring everyone onto the same page, it is often necessary to spend a few minutes (no more than 15 in a 50 minute session) to frame a topic based on pre-reading. Begin this with 3-5 major teaching points based on your content expertise. Use this to bring them into your content world. Use real cases to connect the clinical and science content and help the science to stick. Consider starting with a case.

“Meat” of the session

The majority of the session should enable students to use the material learned in pre-reading and apply it to a real case or problem set. Work with the course directors to design exercises and commit to questions that will help you to reach this goal. Use of media is to engage learners but only used if applicable to content and is a prompt for discussion.

Prep work/Pre-reading

We fully expect our students to prepare for each of their sessions. This means that everything we assign as a required reading should be absolutely necessary to read *prior* to the session. If this is *not* the case, then it should be called “supplemental” rather than “required”.

References to Reading

After assigning pre-reading, we have observed that many session leaders make reference to the knowledge students should have acquired from the reading. This often comes out as “you should know that....it’s in the reading”. We have found that this comment is perceived as antagonistic and we recommend that you to refrain from saying it.

Interact with the audience: Ask Questions!

Whenever there’s an opportunity, ask the students what they think. Our students are well prepared for class and eager to show you what they know and, more importantly, what they *don’t* know. Resist the impulse to answer a question for them. If you here your voice only for more than 15 minutes, stop and ask a question.

Affirmation

When a student offers an opinion, repeat what he/she says that is right before asking another question.



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Restate questions/answers

When a student asks or answers a question, it is often difficult for others to hear it. In order to maintain audience engagement, please restate the comment. Ask another student to answer a question posed by peer *before* your voice takes over with a response. Achieve dialogue between students.

Formally Conclude Session (leave 5 minutes of allotted time)

End with summary of major learning points (related to framing points)
Ask for questions or points of clarification from students

Rehearse

Because the interactive learning style is so new for so many of our instructors, we have found that rehearsing is well worth the investment of time.

Time Management: “Less is More”

Sessions run for either 50 minutes or 1 hour and 50 minutes. In the active learning model, 20 minutes of content should be prepared for a 50 minute session and *no more than* 60 minutes of content for a 1 hour and 50 minute session.

Time Management: Start on time; end on time

The days are packed. Sessions must start on 00 min and end at 50 min. There is always a course director present who will alert you if you are running over. If you are teaching a 1 hour and 50 minute session, a break at midpoint should be considered.

Plan B

Though we have a lot of IT support at the SOM, there are times when computers malfunction and we recommend having a “plan B” ready just in case.

Microphone

Please use a lapel microphone. It is almost impossible to hear without the mic. Also allows you to project as you move around the room.

Avoid hemi-neglect

Remember, the MET and 100-102 has two sides and front and back. We’re finding that many session leaders focus on one side and front.

Pause

When asking a question, you’ll find that some of the students raise their hands instantaneously; other students need a few moments to process the question. In order to prevent the same students from always



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answering, please resist the temptation to call on students too quickly. In fact, some say that you should NOT call on any student who raises his/her hand.