Medical Education Elective
MED436-TM

Delivering and Supporting Effective Presentations

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Objectives

• Identify characteristics of effective presentations.

• Relate learning theory to effective presentations.

• Review guidelines for observing peer’s presentations and providing supportive feedback.
Creating Effective Presentations

• Careful preparation
• Organization
• Audiovisual aids
• Dynamic delivery

(Irby, 2004)
Careful Preparation

Examination of:

• content
• learner/audience
• context
Careful Preparation Content

• Select essential content (3-5 main points):
  - limited ability to attend and process information.
  - focus on what learners need to know, what is important to learn, what is interesting.
Careful Preparation Learner

- Connect content with unique needs and interests of learners/audience:
  - motivate interest
  - maintain attention
  - support understanding
Careful Preparation

Context

- Consider contextual variables (time frame, facilities, type of presentation):
  - prepare in advance
  - practice presentation
  - arrive at room early (set up equipment)
  - RELAX
Creating Effective Presentations

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- Organization
- Audiovisual aids
- Dynamic delivery

(Irby, 2004)
Organization

Should have:

• Introduction
• Body
• Conclusion
Organization - Introduction

• Introduce yourself to the audience.

• Capture the audience attention (concrete and exciting cases, stories, analogies and examples).

• Offer a preview of the entire presentation (objectives, questions to be answered or outline of the key points).
Organization - Introduction

• Connect new ideas to the prior knowledge of the audience.

• Establish the atmosphere/tone of the session (invitation to ask questions to encourage active participation/level participation desired).
Organization - Body

• Limit number of main points (remove extraneous info).

• Arrange main points chronologically, logically, in a problem-solution, inductive or deductive format.

• Add subpoints, examples or supporting material to each main point.
Organization - Body

• Vary the methods used approximately every 15 minutes; maximum audience attention is attained at about 12-15 minutes.

• Don’t go overtime.

• Use questions, discussion, demonstrations, video clips, illustration, task assignments, self-tests.
Organization - Body

• Use closed-ended questions for large audiences e.g. What specific entity is associated with this behavioral pattern?

• Use open-ended questions for smaller groups e.g. What are major problems that this patient presents?

• Wait 3-5 seconds after asking questions; allow adequate think time.
Organization - Conclusion

• Summarize periodically as make transitions between points.

• Summarize at end (emphasize key points, check learning).

• Provide bridge to next class (previewing the readings, assignments or key concepts to come).
Creating Effective Presentations

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(Irby, 2004)
Audiovisual Aids

• Increase learning and long-term memory.

• Must be simple, uncluttered and clear.

• Provide handouts for complex images.

• Talk to audience.
Black/Whiteboard

• Plan how to use the board.

• Use large and legible writing.

• Use multiple/visible colors to emphasize points or draw diagrams.
PowerPoint Survey
Most Annoying

- Speaker reading slides 60%
  - Text too small 51%
- Having the slides typed out in completely full sentences. 48%
- Hard to see colors 37%
- Overly complex charts 22%
- Moving/flying text and sounds 24%

(Litin, 2008; American College of Physicians)
Power Point Slides

• White background, dark print or vice versa.

• Phrases and large type (36-40 pt. titles, 24-30 pt. major points). This is 24

• San serif fonts best (Arial or Helvetica).

• 1 point per slide (7 lines, 7 words/line).

• 1 slide/2 minutes.

• Use electronic pointer carefully.
Power Point Slides

UPPERCASE vs Mixed Case

• IT WILL TAKE THE AUDIENCE LONGER TO READ SLIDES THAT ARE ALL UPPERCASE

• Instead use only uppercase to EMPHASIZE specific text

• Better still use **bold** or color instead

(Litin, 2008; American College of Physicians)
Creating Effective Presentations

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(Irby, 2004)
Dynamic Delivery

Skillful Use of:

• Enthusiasm
• Movement
• Gestures
• Voice
• Eye Contact
Dynamic Delivery- Enthusiasm

• Use of humor
• Energy
• Passion

Motivate learning, spark and maintain interest
Dynamic Delivery - Movement

- Increase interest
- Emphasize key points
- Avoid stereotyped movement
Dynamic Delivery- Gesture

- Reinforce interest in the topic.
- Larger audience, larger gestures.
- Inappropriate movements can distract (keep hands away from pockets, keys, microphone cords or other distracting objects)
Dynamic Delivery - Voice

• Variety and pauses provide energy, boost interest.

• Project the voice so it can be easily heard at the back of the room.

• Enunciate clearly.

• Pace (100-125 words/minute).

• Repeat questions.
Dynamic Delivery- Eye Contact

- Connect to audience.

- Scan from side to side (find three friendly faces, move gaze between these faces).
“Lecturalgia”

- Inaudible
- Long
- Boring
- Tedious
- Monotonous

(Matheson, 2008)
Coping with Nervousness

• Good preparation
• Mastery of material
• Knowing the audience
• Rehearsing for success

GO FOR IT!
After the Presentation

• What went well?

• Areas to improve
Supporting Effective Presentations

What do you find most challenging about giving constructive feedback to peers?
Supporting Effective Presentations

During presentation:

• Take note of concrete and specific observations (including quotes).

• Identify strengths (3 observations)

• Identify areas for improvement (3 observations)
Supporting Effective Presentations

• Organize observations to share.
• Elicit presenter’s thoughts and feelings.
• Share strengths.
• Share areas for improvement (to develop and/or further develop).
• Share what you learned from the presentation.
THANK YOU!!!

References

