

Medical Education Elective MED436-TM

Delivering and Supporting Effective Presentations

March 5, 2009

Maria Alejandra Blanco, Ed.D.

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

- Careful preparation
- **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

- Careful preparation
- Organization
- **Audiovisual aids**
- Dynamic delivery

(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 UPPER CASE
- Instead use only uppercase to EMPHASIZE specific text
- Better still use **bold** or color instead

(Litin, 2008; American College of Physicians)

Creating Effective Presentations

- Careful preparation
- Organization
- Audiovisual aids
- **Dynamic delivery**

(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

- Irby, D.(2004). Practical teaching: great presentations every time. *The Clinical Teacher* 1: 5-9.
- Litin, S. (2008). Faculty Development Presentation Skills for Physicians: making Your Next Teaching Presentation Go Better Than Your Last. *American College of physicians*.
- Matheson, C. (2008). The educational value and effectiveness of lectures. *The Clinical Teacher* 5: 218-221.