

MODULE SIX
TEACHING & LEARNING – WAYS & MEANS

QUESTIONS ANSWERED

	WHAT	<ul style="list-style-type: none"> Are the main ways of teaching used in GP training? Are the essential features of good teaching?
	WHY	<ul style="list-style-type: none"> Is it important to develop a repertoire of different types of teaching methods?
	WHEN	<ul style="list-style-type: none"> Should different teaching methods be used?
	HOW	<ul style="list-style-type: none"> Do I teach effectively in different situations ? Do I ensure that my teaching assists registrar learning ?
	WHERE	<ul style="list-style-type: none"> Do various types of teaching and learning occur?
	WHO	<ul style="list-style-type: none"> Are the critical members of the team involved in teaching particular activities?

To put sound educational principles into practice, the ME must be able to adapt to different ways of learning, facilitate effective use of learning plans and portfolios, promote a safe learning environment and teach in a variety of learning situations. This requires a repertoire of teaching methods suitable for large groups, small group learning, one to one learning and on-line learning.

TEACHING

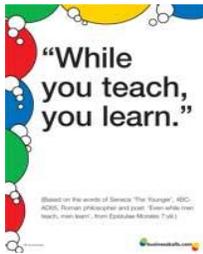
Before turning to a review of the teaching methods MEs use there is an obvious question we should address.

What is teaching?

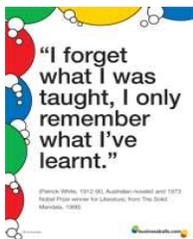
Here's one definition:

Teaching is the process of developing and implementing a planned set of experiences to change the behaviour of a designated group of learners.

However, it may be a little more complex than this definition suggests.



This little banner refers to a well-known truism - it is not just a one-way process. In some cultures there is no distinction made between the concepts of “teaching” and “learning”!



Ohh my goodness it seems as though it is an imperfect process too! Indeed, it could be that “teaching” and “learning” are separate processes.



Hallelujah! Help is on hand. Some vital clues to these little mysteries of teaching and learning.

Activity 6.1



Preliminaries.

Imagine you have been asked to take a session with the registrars on a clinical topic which you are particularly interested in. Before reading any further make a list of 10 key questions/ issues/aspects you think you will need to consider as part of your preparation. Use *Tool 6.1: Preliminary Questions when Planning Teaching*

Now discuss your list with your contact ME, or with an ME staff group. Reflect on how this helped you? Did you need to amend the list? What points needed to be clarified?

Preliminary discussions you have had with experienced MEs undoubtedly drew your attention to the value of a more systematic approach to planning educational activities. A simple checklist is a useful tool to assist this process.

Activity 6.2



Preparation Makes Perfect?

Continue with the clinical topic you have chosen (in Activity 6.1). Refer to *Tool 6.2: Preparation for Teaching: Top Ten Questions Tool* to plan your session in more detail.

If you have any queries as you work up your plan consult with your experienced ME contact.

Once completed present your plan to the ME staff group and seek feedback from them on how it could be improved.

Your preparation based on the 10 questions checklist above will stand you in good stead; however you still have to do the teaching. The particular focus here is HOW you will do what you have prepared for particularly under questions 5 to 10 in the above table.

Most MEs are involved in a number of different forms of teaching, however regardless of the size of the group, the type of session, and the nature of the group there are some common steps. *Tool 6.3: Running a Session: Top Ten Teaching Tips Checklist* gives you guidance about these steps. It provides a generic framework – even if you have no pre-conceived ideas about what type of session you are running this Tool is applicable. So it is a good starting point to get your hands dirty so to speak.



Subsequently we can look in a bit more detail as to how it applies with some particular teaching methods.

Activity 6.3



Performing Art?

- Continue with the clinical topic you have chosen in *Activity 6.1: Preliminaries*, for which you prepared a teaching session using *Tool 6.2: Preparation for Teaching: Top Ten Questions Tool*.
- Arrange to have yourself scheduled to run a session with registrars. Now refer to *Tool 6.3: Running a Session: Top Ten Teaching Tips Tool*. Peruse it carefully.
- Conduct the session using *Tool 6.3* as a checklist for the things you should do immediately before and during the session.

- Ask one or more of your ME colleagues to sit in and observe the session and use *Tool 6.3* as a checklist for giving you feedback
- Once you have completed the session (and the standing ovation has ended) use *Tool 6.3* to do a self-appraisal with a particular emphasis on how you could improve the next session you take.
- As your ME colleagues for their feedback. Compare what they have said with what you said about yourself. If there are any major differences between the ME feedback and your self-appraisal discuss it with them to clarify matters for improvement.

How do I deliver good presentations/lectures?

There will always be a need somewhere along the line for MEs to present information in a relatively formal way to groups of registrars, peers or members of the community. The principles of good practice in presenting information are similar regardless of group size. Although where the group size exceeds around 30 a bit more structure and formality is needed to ensure that everybody is able to hear and see the information and that they are interested in it!

Giving a presentation to a group, especially a larger than normal group, can also cause some anxiety. Good preparation is an effective but sometimes incomplete antidote. Practice also helps. Focusing on the subject matter rather than your own feelings is suggested as a technique for dealing with presentation anxiety. Mostly after a few minutes the nervousness dissipates and you feel liberated to get into the swing of your delivery.

Tool 6.4: Presentation Pointers Checklist is a useful tool for checking that you have considered the main elements of delivering your presentation. You could use to get yourself focussed before a presentation, to monitor what you are doing as you give your presentation, and to review what you did after your session.

Here's a useful link to give you some more insight into giving presentations.

<http://www.lc.unsw.edu.au/onlib/tutsem.html>

How do I conduct good small group/workshop teaching?

Tool 6.3: Running a Session: Top Ten Teaching Tips Tool is equally applicable to small group teaching and running a workshop. However many MEs find this less daunting than doing a presentation to a large group. Probably this is because smaller groups allow the possibility of being more informal and flexible in the way in which they are conducted.

Small group sessions and workshops are teaching sessions in which the group size is generally less than 20 thus allowing a more informal approach to interaction between the ME and group members (the DIALOGUE). This increases the likelihood of higher quality interpersonal communication between the ME and individual registrars.

Small group sessions are much less teacher centred than large group presentations and can include a wide range of different learning activities with a strong emphasis on active engagement of the learners through discussion and active learning techniques.

Workshops are a variant of small group teaching in which the focus is on a particular task or problem (eg. interpretation of clinical information) which is used to come to a recommended course of action.

Tool 6.5: Small Group/Workshop Signals of Success Checklist enables you to check the main elements of conducting a workshop. You could use to get yourself focussed beforehand, monitor what you are doing as you conduct the small group session, and to review what you did after your session.

Activity 6.4



Performing Art – Take 2, Take 3

It is possible you have been now scheduled into the RTP's workshop program so this gives you an opportunity try out some different methods. Select different topics to try out your teaching skills further.

- Use *Tool 6.2: Preparation for Teaching: Top Ten Questions Tool*.
- Refer to *Tool 6.3: Running a Session: Top Ten Teaching Tips Tool*.
- Conduct one of the sessions as a presentation. Use *Tool 6.4 Presentation Pointers Checklist*
- Conduct one of the sessions as a small group workshop. Use *Tool 6.5 Small Group/Workshop Signals of Success Checklist*.
- In each case do a self-appraisal and ask one or more of your ME colleagues to sit in and observe the sessions using these tools to provide feedback.
- Again, compare what they have said with what you said about yourself. If there are any major differences between the ME feedback and your self-appraisal discuss it with them to clarify matters for improvement.

One experienced ME set down his approach to small group facilitation by beginning with seven 'P's': "*Proper Prior Planning Prevents Piss Poor Performance*". You can check this resource through the following link:

[small group facilitation-HK.pdf](#)

How do I provide good one to one teaching and skills stations?

One to one teaching mostly focuses on the learning of a set of skills or procedures or acquisition of knowledge about a particular setting. Although one-to-one teaching features strongly in the registrar's teaching practice attachment, MEs also engage in one-to-one teaching with registrars. This may occur as an extension of an ECTV or registrar contact visit, or it could occur as part of a workshop which includes skills stations.

Skills stations involved teaching to a small number of learners whereby the teacher demonstrates and then each of the learners is given the opportunity demonstrate their grasp of the new skill while their peers observe. Learning new skills can be daunting because of the anxiety associated with making mistakes and possible failure while being observed. This places a special obligation on the ME to establish a learning climate which avoids implicit or explicit ridicule and negative feedback.

Tool 6.6: One to One/Skills Teaching Checklist enables you to check key elements of conducting a one to one/skills teaching session. You could use to get yourself to do a prior check of how you approach the session, monitor what you are doing as you conduct the session, and to review how you did it after you've finished.



Demonstrating oral hygiene examination technique

How do I facilitate effective discussions as part of my teaching methods?

Managing a discussion is an essential technique for MEs to have in their repertoire of teaching skills. Discussion is a valuable means of getting learners to interact with the subject matter, clarify their understanding of material and work together on analysing situations, interpreting data, and solving problems. Different forms of discussion are used to create variety and stimulate learner interest.

Question and answer techniques

Perhaps the most common way of engaging learners in newly presented information or a new problem or case is for the teacher to initiate a question and answer segment. Although this may sound simple to get best results a little bit of forethought is desirable.

You need to be clear about what your purpose is in asking questions. This could vary between

- simple recall of information (what was? How many? Could you list?)
- demonstrating understanding of material (How do you distinguish between? How do you explain? What could be inferred from?)
- analysing and applying information (How could you use this to? What is another example of? What further issues are there?)
- interpreting and evaluating (what alternatives are there? What could you suggest to improve this? Would this approach work in a different situation?)

Prepare some initial questions in advance, eg.

- write questions on white-board
- include in presentation
- include on a handout

In running an informal question and answer segment:

- Ask questions which require learners to engage with presented material rather than general non-specific questions
- Ask learners to develop questions from stimulus material provided
- Address questions to individuals around the group
- Ensure questions are clear and unambiguous
- Ask one question at a time
- Listen carefully to the responses from individual learners
- Provide feedback to respondents in an empathetic constructive way
- Use responses to build further questions and to illicit responses to other members of the group

Forms of discussion

There are many possible variations. Here are some:

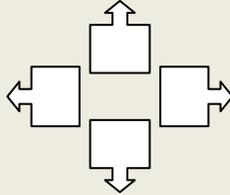
- An overall group discussion facilitated by the ME focused on stimulus material (eg. questions or topics listed on a slide, or the whiteboard). The ME could summarise the main points from the discussion progressively on a white board, or key them into a computer document projected on to a screen for all to see.
- Learners formed into pairs or small groups to discuss a particular topic or problem. This could be a written case or problem or projected on a slide. The small groups could be asked to work on set questions and then provided an opportunity to report back to the whole group.
- A structured discussion format using staged information, eg.
 1. patient presentation symptoms – discussion
 2. assessment data - discussion
 3. investigations – discussion
 4. diagnosis – discussion
 5. treatment – discussion
 6. further developments
- Use a video vignette as stimulus material for a discussion of ethical or professional issues. Form small groups and ask each to take a different perspective on the vignette eg. clinician perspective, patient perspective, legal perspective, ethical perspective. Ask the groups to report back to the whole group as the basis for clarifying perspectives and values.
- Set a particular problem for discussion and brainstorm for possible solutions to the problem. Brainstorming is intended to promote maximum creativity by generating a long list of possible ideas without the hindrance of critical evaluation. The rules of brainstorming are that during a set time (say 5 minutes) any member can suggest anything and no member is allowed to make any critical comment until the creative period is finished.
- Set a clinical scenario for learners to role play an aspect of patient care. This could involve standardised (simulated) patients, manikins or computer generated images. There should be a full briefing of how the scenario will be played out and how information will be provided. Attention needs to be paid to the physical environment to ensure that it is a realistic setting. The clinical scenario is played out by the learner proceeding with a clinical intervention and requesting additional information or responding to input from the teacher. There should be adequate time left for debriefing, group discussion and review.
- Set a general scenario as the basis for learners to role play, eg. a difficult consultation with a patient. This could be played out in stages in front of the whole group interchanging different learners as role players. Alternatively smaller groups could be formed consisting of the role players and some observers to provide feedback. Role play can be absorbing and confronting so it important to ensure there is adequate de-briefing of the role players.

Consider the following example:

An observer described a role play session as follows:

“The leader introduced the session by saying that it was to illustrate some key characteristics of the doctor-patient relationship.

There were ‘doctors’ who sat on chairs placed in the middle of the room facing out from one another.



Each of the ‘doctors’ was confidentially given a different role

1. Curt, brusque and busy manner
2. Snap out of it, pull yourself together manner
3. Empathising, it must be awful for you manner
4. Caring, supporting, problem solving manner

Four member of the group were given the role of ‘patients’ and the remainder of the group acted as observers. The ‘patients’ rotated around the 4 doctors so that all doctors consulted with the 4 ‘patients’.

After the cycle had been completed the session leader sought to review the outcomes from the ‘patients’ point of view. It was a fascinating thing to watch – both the ‘doctors’ and the ‘patients’ could not drop their roles. The ‘patients’ were strongly expressing their feelings and their preferences and the ‘doctors’ were finding it difficult to convince others that they were only role playing. It struck me as a very powerful learning experience.”

Discussion management techniques

Discussion may comprise the main part (DIALOGUE) of a session, or a segment of a presentation session. A pre-requisite is that it is as an activity that furthers the learning objectives of the session. Regardless of how it fits in, effectively managing a discussion is an important skill for MEs to possess.

It requires understanding of group dynamics and ability to:

- Initiate the group activity and discussion
- Promote participation in the discussion
- Manage the focus and timing of different parts of the discussion
- Exercise direction and control where needed
- Bring the discussion to closure

Initiation involves focusing on the specific purpose of the discussion activity using questions or stimulus material, setting the context and time allocated, and how the activity will be structured.

Promoting participation in the discussion involves ensuring that:

- as far as possible all members are involved
- the discussion is not just a two way dialogue between the ME and a select few
- more outspoken or needful members of the group don't dominate discussion to the point that others feel discouraged
- the discussion remains well-focused on the questions or topic under consideration
- acknowledging individual contributions and giving constructive feedback when asked or when appropriate in the context of the discussion

How do I handle difficulties in learner behaviour?

There is always the potential for difficulties to arise in a heterogeneous group of learners. Group dynamics involve an interplay of factors resulting from cultural background, motivation, social expectations, ego needs, etc., so no wonder that they are complex. However it is a reasonable assumption that most registrars are highly motivated to achieve but they may from time to time question the relevance of particular educational activities. Under these circumstances some individuals may need a bit more management than others in the learning environment.

Experienced MEs tend to handle potential difficulties by setting the climate and "rules" of interaction for their groups early in their program. By doing this an accepted pattern of group behaviour is soon established and rarely do individual registrars breach the informal code.

Where a difficulty in learner behaviour arises in particular sessions it is likely to be when:

- members of the group are too cavalier about being punctual and observing session times, avoiding interruptions (eg from mobile phones), etc.

Management technique

Set "rules" early

Reinforce by role modelling yourself

Remind at the beginning of each day/session

Talk individually to registrars who ignore rules

- a registrar or small group of registrars dominate the discussion or demand attention so much that others disengage and get distracted

Management technique

Bring the whole group to attention

Summarise (or ask registrar to summarise) state of discussion

Re-focus the discussion and re-direct to others

- some registrars are unable or unsuccessful in their attempts to state their views in a discussion

Management technique

Bring the whole group to attention

Express a view that it would be interesting to hear from ...

- registrars take strong positions in a discussion to the point that they become emotional and aggressive with each other.

Management technique

Bring the whole group to attention

Re-focus discussion

Suggest ground rules for future discussion

- a registrar demonstrates strong antagonism to an ME or session leader.

Management technique

Deflect comment to other members – “What do others think about ..?”

If manner is rude – provide honest feedback on how you feel about it

If it continues suggest a private meeting to discuss

- a registrar adopts a closed-minded know-it-all stance and shows disdain for the views of the group or the ME.

Management technique

Discuss communication styles with group as a whole

Private meeting with individual to counsel on effects

The following link provides further guidance about various aspects of small group teaching including managing difficulties in the context of small group teaching. This site is well worth perusing at it has material on many other aspects of teaching.

<http://www.faculty.londondeanery.ac.uk/e-learning/small-group-teaching>

Activity 6.5



An Attitude Problem?

Carefully read and reflect on the following cases. Present the cases to a meeting of your colleagues and facilitate a group discussion about them. After discussing each one for 10 - 15 minutes briefly summarise the main points to emerge from the discussion. After discussion all 3 cases, hold a concluding discussion which draws together the main points overall.

1. Excerpt from an interview with a relatively newly appointed ME:

The session was on doctors prescribing behaviour and quality use of medicine. There were around 25 registrars from GP1 in the group. I had been progressing through my powerpoint presentation and then a registrar's mobile phone rang and she answered it without apologising or leaving the room. Then 5 minutes later a similar thing happened. This made me feel a bit angry. Then to top it all 2 or 3 registrars started talking to each other which I found quite disruptive. I stopped my presentation and asked for their attention. This worked temporarily but they soon started talking again.

What should I have done?

2. Excerpt from an interview with an observer of a teaching session.

The session was focused on consultation skills and consisted of the ME providing some input on consultation techniques, followed by 5 minute practice segments whereby different registrars would be asked to come to the front and role play the doctor with the ME acting as the patient. A number of registrars has performed this exercise and most of the group appeared to be interested and engaged. Then it all unravelled. The next registrar, from a middle eastern background, commenced the role play in a mildly authoritarian style and was given negative feedback by the ME. This seemed to irritate her and caused her to become somewhat aggressive towards the ME. A general air of embarrassment enveloped the group. After a few more exchanges between the ME and the registrar, she became emotionally distraught and stormed from the room. Needless to say you could have cut the air with a knife.

How would you handle this?

3. Excerpt from an interview with a registrar regarding a teaching session.

We had a couple of registrars in the group who were pretty insensitive to others. They were very competitive. In teaching sessions they would dominate question and answer segments by continually asking questions and then challenging the responses given by both the MEs and other registrars. In general discussion they seemed to get more pleasure from pronouncing their own views on everything rather than listening to others. They were frequently late arriving for the sessions and seemed to make a point of disrupting proceedings when they entered.

What should have been done in this case?

Is discussion management for video- or teleconferences more difficult?

Many MEs conduct sessions with groups of registrars by video- or teleconference. The general principles of discussion management still apply in these situations, however in face to face meetings we can see all members of the group and we rely a lot on body language to provide and receive cues. This is absent in video- and tele- conferencing consequently there needs to be a bit more structure and control for these sessions to run effectively.

Video and tele-conferences often involve the use of web-based resources either for the purpose of posting the agenda and papers for the session or to provide learning materials to be used during the discussion. This means that the ME who is leading the session must be well prepared to ensure they can access and talk about materials needed for the discussion. They must also be able to clearly explain to participants which material to access and how to deal with it.

The main points to note in running a video- or tele-conference are:

1. The protocol for discussion should be announced in advance and the session leader should ensure that these protocols are observed during the session.
2. Ensure that all participants know:
 - to turn off other devices such as mobile phones which may cause interference
 - how to connect to the session,
 - to avoid putting the line “on hold”,
 - to use their “mute” button if they have other interference in their home location
 - they should log on no less than 5 minutes before the scheduled starting time
 - how to reconnect to the session should they drop out
3. Ensure agenda or program and learning materials are distributed, or posted on-line, in advance so that participants can be prepared for the session.
4. Reinforce the protocols for discussion at the beginning of the session. These protocols are:
 - The session leader should
 - check the attendance, record any apologies and absences
 - coordinate and set the timing for different parts of the discussion
 - sum up outcomes at appropriate stages
 - seek to ensure that all participants are brought into the discussion
 - Participants should identify themselves each time they speak
 - Participants should address any comments through the session leader
 - Participants should participate fully and avoid doing other things
5. As the group becomes more familiar with the routine the need for these protocols to be reinforced explicitly by the ME is likely to diminish.

How do I go about developing a good slide presentation (eg. Powerpoint)?

Powerpoint presentations have come to dominate teaching sessions and conference presentations. So much so that the overhead projector and slide projector have virtually become redundant. Originally they were the ideal replacement for overhead projector transparencies because they did not require keeping folders of large numbers of transparencies which were hard to keep in order and were clumsy to use. Once the computer interface with data projectors became reliable and with the advent of data memory sticks, powerpoint presentations have become the default way of presenting information.

To obtain step by step guidance on how to prepare a powerpoint presentation refer to the following link.

[How to prepare a Powerpoint Booklet.pdf](#)

However, take note that the downside is that after seeing a succession of powerpoint presentations or even just one with more than (say) 10 slides it can become very mind-numbing for learners. So refer to the following links for some guidelines and illustrations of what and what not to do.

http://bcs.bedfordstmartins.com/techcomm8e/tutorials/presentationSlides/2_home.html

<http://www.fresh-interactive.co.uk/powerpoint/powerpoint-tips.htm>

For an iconoclastic perspective on powerpoint presentations check this one.

<http://angryaussie.wordpress.com/2006/09/15/death-by-powerpoint/>

Activity 6.6



Powering Up Your Presentation

You'll need Powerpoint or some other presentation software installed on your computer to do this activity.

Keep in mind the principles of good teaching and the methods described above (ie. use your presentation to good effect rather than as the sole means of teaching.

Select a teaching topic for incorporating into a presentation.

Refer to the above links.

Using it as a guide to prepare a suitable presentation on the topic you have chosen.

Present it at an ME staff meeting and ask for feedback on the presentation particularly in terms of the way the presentation is formatted and structured.



Don't let this happen to you!

What are the main features of on-line learning?

Web-based on-line learning has opened up substantially new ways of thinking about learning and the role of the teacher in the process. Web-based learning enables:

- a) Learners to -
 - access a very wide range of different types of information
 - keep abreast of rapidly changing subject matter
 - process information in their own time, at their own pace
 - approach subject matter in their preferred sequence rather than a predetermined sequence set by teachers
 - undertake interactive learning tasks for self-reflection, feedback and assessment
- b) Teachers to -
 - adapt their roles to place more emphasis on designing and facilitating learning
 - reduce the emphasis on presenting and controlling the types of information
 - manage learning through learning plans, learning portfolios and monitoring and reporting systems

In many modern teaching rooms equipped with a bank of computers connected to the internet, it is possible for MEs and learners to interact with information and learning tools collectively. For example, the ME's computer could also be connected to a data projector so that the whole group can see what the teacher is demonstrating and the learners could perform the task.

As the speed of data transmission increases with improvements in broadband, the technical limitations of on-line learning are being overcome. Other limitations are mainly of an educational nature. Reading a large amount of text material on a computer screen can be very tiresome - most learners will resort to printing out copies. Notwithstanding the enormous developments in telemedicine, computer generated graphic simulation, etc., on-line learning has limitations in the area of teaching clinical and consultation skills in real world settings.

Check these out for more information:

<http://moodle.org/>

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

<http://users.chariot.net.au/~michaelc/olfac.html>

Some examples of how relevant organisations offer on-line learning:

ACRRM

<http://www.acrrm.org.au/main.asp?NodeID=192>

British Medical Journal

<http://learning.bmj.com/learning/goto-channel.html>

RACGP

<http://www.gplearning.com.au/>

HOW THIS MODULE MAY HAVE HELPED YOU



What Have You Done????!!

Use the following list to check off whether these things have worked for you:

You should:

- Have a better understanding of how you can adapt your teaching to suit various learning situations
- Be able to identify the main factors you need to consider in planning your teaching
- Be able to plan and prepare for your teaching in a systematic way
- Be capable of delivering a presentation, conducting a small group session and providing one to one teaching competently and reasonably confidently
- Be capable of using a variety of specific teaching and learning management techniques

If you agree that you have achieved these outcomes give yourself a tick or a hug.

If you disagree maybe you have some thoughts on how this module could be improved.

Whether you agreed or disagreed any feedback you have would be welcome.

You could post this feedback through AMEN's GPRime website.

Tool 6.1



Preliminary Questions when Planning Teaching

Make a list of the top ten questions which come to mind when you start to plan for a teaching session.

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10.

TOOLS OF TRADE

Tool 6.2



Preparation for Teaching: Top Ten Questions Tool:

KEY QUESTION/ISSUE/ASPECT	Your Preparation Points
1. Who are the group of learners, what are their characteristics and what are their learning needs?	
2. What are the specific learning goals of the session?	
3. What facilities and equipment are available at the venue?	
4. What are the main teaching points to be developed from the subject matter/content and how much time will you give to each?	
5. What teaching methods will use to promote learning (eg presentation, discussion, demonstrations, learner activities, practical tryout)?	
6. What AV equipment, computers, teaching models, etc will you use?	

7. What learning materials, handouts, learning resources will you need to prepare?	
8. What are your contingency plans should the session not go as planned(eg. timing is out, learners become disengaged, etc)?	
9. How will you obtain feedback on your teaching?	
10. How will you gauge whether the learning objectives have been achieved?	

Tool 6.3



Running a Session: Top Ten Teaching Tips Checklist

A checklist of the top ten things to do whenever you run a teaching session.

CHECKED

<p>1. Have your own notes and thoughts organised around how you want:</p> <ul style="list-style-type: none"> • The learning ENVIRONMENT to be arranged • To SET the scene (the way you will introduce the session) • The DIALOGUE to occur (the learning activities in the main part of the session) • The session CLOSURE to occur (the way you will sum up and round off) 	
<p>2. Get there a bit early and check the environment, furniture and equipment to see whether it is as you expected. Re-arrange the furniture to suit the pattern of group communication you want to occur. Chairs in a semi-circle will promote better interaction than if set out in rows.</p>	
<p>3. Try out the computer and data projector and any other AV equipment you may be using beforehand. There's an old adage (a version of Murphy's law applied to AV equipment) – "If it can go wrong it will go wrong". Not being able to get the AV equipment to work in the middle of a lecture is one of the less delightful experiences one can have in teaching!</p>	
<p>4. If relevant for the type of session, ensure that your handouts are clear, you have enough handout materials and that they are distributed beforehand if you are using them actively during your teaching session</p>	
<p>5. Be mindful of being natural while ensuring that you:</p> <ul style="list-style-type: none"> • project your voice so that all can hear • maintain good eye contact with all members of the group • show animation, enthusiasm and good humour 	
<p>6. Always SET the scene by being clear about:</p> <ul style="list-style-type: none"> • What the expected learning is • Why the session is important • How the session is structured 	
<p>7. During the main part of the session – the DIALOGUE - vary the format to maximise the attention span of learners and encourage learner participation and engagement with the subject matter using active learning strategies, eg.</p> <ul style="list-style-type: none"> • Presentation segment 	

<ul style="list-style-type: none"> • Case or example to illustrate and discuss • Question and answer activity • Review segment 	
<p>8. Give thought to the learning climate – the educational safety for learners: could learners be embarrassed, may it trigger areas of personal concern, could this create conflict between learners, could there be cultural issues to take into account? How can you minimise negative impacts?</p>	
<p>9. Use teaching resources and technology to stimulate learner interest. When using an AV resource, data projector, slide presentation, etc., ensure that:</p> <ul style="list-style-type: none"> • The image is large enough and clear • The text is large enough and not too crowded • You only use enough images to achieve the point (avoid vast numbers) • You use them to promote interaction with learners (not just information delivery) <p>Be aware that it is mind-numbing for learners to be subject to a seemingly endless barrage of slides (especially text only slides)</p>	
<p>10. Always ensure there is an adequate CLOSURE in which:</p> <ul style="list-style-type: none"> • Questions or comments from the learners are addressed • The main points are summarised • The objectives are reviewed and a check done as to whether they have been achieved • The session is closed with a pointer to any follow-up action required 	

Tool 6.4



Presentation Pointers Checklist

<p>Use this as a tool for checking how you are going to deliver your presentation before you start, for self-monitoring your performance while you are presenting your session, and as a review tool after you have finished.</p>	<p>CHECK</p>
<p>1. Lectures or formal presentations are most useful when you want to:</p> <ul style="list-style-type: none"> • Convey a body of information • Introduce a topic • Provide an overview 	
<p>2. Lectures are not so useful when you want to:</p> <ul style="list-style-type: none"> • Encourage learners to share information and explore ideas • Develop participatory learning • Teach practical skills 	
<p>3. When doing a presentation arrange your material in a sequence which suits the subject matter and the needs of the learner group, eg.</p> <ul style="list-style-type: none"> • Move from real world observation/demonstration to general principles • Ensure generalisations are illustrated with examples and applications • Provide an overview before giving more detailed information • Start with simple ideas and applications before more complex ones • Start with what learners know before what they may not know • Proceed from conventional wisdom before further explanation 	
<p>4. Remember the wise words of a famous preacher when asked the secret of his success:</p> <p style="padding-left: 20px;">“First of all I tells ‘em what I’m gonna tell ‘em! Then I tells ‘em Then, I tells ‘em what I told ‘em”</p>	
<p>5. In other words, deliver your lecture/presentation using the format:</p> <p style="padding-left: 20px;">SET (Introduction) DIALOGUE (Body) CLOSURE (Conclusion)</p>	

<p>6. SET:</p> <p>When the learner group is ready and the session is to commence start by setting the scene:</p> <ul style="list-style-type: none"> • Clear and articulate introduction – explanation of why you are giving the lecture, assumptions made about the learners, questions • Clear statement of the learning objectives, intended outcomes • Outline of how the session is organised and will run 	
<p>7. DIALOGUE:</p> <p>Present the key points (usually a limit of 4 or 5 in an hour session). The key points could be organised around steps in a process, a set of problems, parts of a system, chronological themes, etc., For example:</p> <p>KEY POINT ONE</p> <ol style="list-style-type: none"> a) Nature of problem b) Main features c) Example d) <i>Activity for learners to discuss</i> <p>KEY POINT TWO</p> <ol style="list-style-type: none"> a) Nature of issue b) Main elements c) Possible solutions d) Arguments in favour/against e) <i>Activity for learners to do</i> <p>KEY POINT THREE</p> <ol style="list-style-type: none"> a) Develop/explain the idea b) Contributing aspects c) Alternative viewpoints d) <i>Questions to and from learners</i> <p>etc, etc. (No more than 5 in an hour)</p>	
<p>8. CLOSURE:</p> <p>Summarise key points Highlight importance significance Refer back to objectives</p>	

Tool 6.5



Small Group/Workshop Signals of Success Checklist:

<p>Use this as a tool for checking how you are going to conduct your small group session or workshop before you start, for self-monitoring your performance while you are running your session or workshop, and as a review tool after you have finished.</p>	<p>CHECK</p>
<p>1. Small group sessions or workshop are most useful when you want to:</p> <ul style="list-style-type: none"> • Enable participants to share information and explore ideas • Engage learners in a group problems solving process • Encourage learners to actively participate in learning • Demonstrate skills 	
<p>2. Small group sessions or workshops are not so useful when you want to:</p> <ul style="list-style-type: none"> • Convey a large body of information in a didactic form • Teach skills in the clinical setting in which they are to be used 	
<p>3. You cannot get through information in small group sessions or workshops as quickly as in lecture presentations where learners are simply receiving information passively. Learning in small groups through discussion and active consideration of stimulus material takes more time but achieves higher quality learning outcomes.</p>	
<p>4. To get the most benefit out of a small group session pay particular attention to the environment:</p> <ul style="list-style-type: none"> • Seating layout to optimise group interaction • Can everyone see the data projection images? • Is the technology and equipment, eg computers, models, whiteboard in place and working effectively? 	
<p>5. Conduct your session using the format:</p> <p>SET (Introduction) DIALOGUE (Body) CLOSURE (Conclusion)</p>	
<p>6. SET:</p> <p>When the learner group is ready and the session is to commence start by setting the scene:</p> <ul style="list-style-type: none"> • Clear and articulate introduction – explanation of why the session is useful and any assumptions made about the learners • Clear statement of the learning objectives, intended outcomes 	

<ul style="list-style-type: none"> Outline of how the session is organised and will run 	
<p>7. DIALOGUE: Introduce the key topics/questions for discussion (usually a limit of 2 or 3 in an hour session):</p> <p>KEY TOPIC/QUESTION ONE (eg. a patient presentation)</p> <ol style="list-style-type: none"> Provide sufficient information Video case example Question and answer segment General discussion <p>KEY TOPIC/QUESTION TWO (eg consultation skill)</p> <ol style="list-style-type: none"> Provide sufficient information/explanation Demonstrate Question and answer Activity for learners to do** <p>KEY TOPIC/QUESTION THREE (eg. patient compliance issues)</p> <ol style="list-style-type: none"> Explain the problem and context Seek alternative viewpoints from group Review and discuss in the whole group 	
<p>8. ** Learning activities could include:</p> <ul style="list-style-type: none"> Question and answer segments Form learners into pairs or small groups to discuss a particular topic or problem and provide an opportunity for at least some to report back Provide learners (individually or pairs) with a written case or problem and ask them to work on set questions and then report back Generate discussion using a video vignette or scenario on a slide Set a scenario for volunteer learners to role play in front of the group Brainstorm possible solutions to a problem Use a classroom assessment tool, eg. brief strengths and weaknesses analysis or brief response paper on a question presented to the group by the lecturer. 	
<p>9. CLOSURE: Summarise key points Highlight importance significance Refer back to objectives</p>	

Tool 6.6



One to One/Skills Teaching Checklist:

Use this as a tool for checking how you are going to conduct a one to one teaching session before you start, for self-monitoring your performance while you are running your session, and as a review tool after you have finished.

CHECK

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| <p>1. One to one teaching is most useful when you want to:</p> <ul style="list-style-type: none"> • Teach an individual learner a skill or procedure • Provide an individual learner with specific knowledge related to his or her role • Assist a learner with their individual learning needs | |
| <p>2. One to one teaching is not so useful when you want to:</p> <ul style="list-style-type: none"> • Convey the same information to a group of learners • Encourage sharing and exploration of ideas among learners | |
| <p>3. To optimise the likelihood of effective learning adequate attention to the setting of the teaching is vital:</p> <ul style="list-style-type: none"> • The layout ensures the teacher and learner are correctly oriented and other observers are able to see • Necessary equipment is on hand and in working order • Other required materials are on hand • The setting closely approximates the situation where the skills will be performed in the real world | |
| <p>4. Conduct your session using the format:</p> <p>SET (Introduction)
 DIALOGUE (Body)
 CLOSURE (Conclusion)</p> | |
| <p>5. SET:</p> <p>When the learner is ready and the session is to commence start by setting the scene:</p> <ul style="list-style-type: none"> • Explanation of why the skills are important and any assumptions made about the learners level of knowledge and skills • Clear indication of the learning objectives, intended outcomes • Attention to putting the learner at ease • Ensure that the climate for learning is constructive and free of negativity | |

<p>6. DIALOGUE: Consists of a 4 stage process</p> <ol style="list-style-type: none"> 1. TEACHER DEMONSTRATES <ul style="list-style-type: none"> • Learners asked to watch carefully • Without commentary • No interruptions or distractions 2. TEACHER DEMONSTRATES <ul style="list-style-type: none"> • With commentary • Skill described in simple steps • Any learner questions answered 3. TEACHER DEMONSTRATES – LEARNER COMMENTARY <ul style="list-style-type: none"> • Learner describes the steps • Correct errors immediately, eg. learner to rethink and restate teacher corrects observers correct 4. LEARNER DEMONSTRATES WITH COMMENTARY <ul style="list-style-type: none"> • Each learner performs the skill • Under supervision/guidance <p>PRACTICE STAGE (Very desirable to encourage further practice)</p>	
<p>7. CLOSURE: Summarise key aspects Highlight importance significance Final questions Refer back to objectives</p>	