**STFM Faculty for Tomorrow Resident as Educators Curriculum:
Effective Presentations and Lectures—Facilitator’s Guide**

**Learning Objectives:**

1. Describe some of the basics of effective presentations in didactics and conferences
	1. Describe the different dynamics involved in Sml VS Lrg group teaching
	2. Describe techniques for effectively teaching a large group
	3. Describe techniques for effectively teaching a small group
2. Construct an effective presentation or outline thereof
3. Appraise the work of peers and receive feedback

**Time of Session**: 30–45 minutes+ (depending on group size and number of presentations)

**Key Learning Points**

Purpose: Presenting at conferences and giving didactic lectures to colleagues, medical students, and others is an essential part of teaching in residency. We have all sat through less than stellar presentations, lost interest (and maybe consciousness!), wishing for a more streamlined and, if possible, exciting experience. There has been great work done in this area and the purpose of this session is to introduce some methods that can be used to create and deliver effective presentations.

Instructional Goal: The goal of this session to is explain and practice with some of the basics of creating and delivering effective presentations for small and large groups.

Session Outline:

1. Discussion
	1. Elicit participant experiences of some of the worst presentations they’ve endured
		1. Describe what made them terrible and what could have made them better
	2. Describe some of the basics of effective presentations with
		1. Large groups
		2. Small groups
2. Construction of quick effective presentations or outlines
3. Practice delivering and giving feedback for peer presentations
4. Critical assessment of giving presentations as teaching in residency

**Session Details**

**Slide 1:** Introduction of topic

**Slide 2:** Learning objectives

**Slide 3:** Basic types of large and small group presentations

**Slide 4:** Large group presentations and TED talks (video is approx. 4.5 minutes)

**Slide 5:** Well-constructed large group presentations: [basic rules](http://www.forbes.com/sites/carminegallo/2013/02/22/the-three-basic-secrets-of-all-successful-presentations/)

**Slide 6:** The measuring stick: making the worst presentations better

**Slide 7:** Well-constructed small group presentations: suggestions

**Slide 8:** Build-a-Presentation Workshop: presenter will facilitate a quick turnaround presentation workshop

**Slide 9:** Participants deliver quick presentations—can do a select handful or everyone, depending on group size

**Slide 10:** Participant feedback based on the questions on the slide—presenter should keep group on target by focusing/refocusing on these questions.

**Slide 11:** Critical Assessment—group debrief on presentation, construct three KEY qualities of good presentations according to this group and construct, as a group, a presentation that adheres to these rules.

**STFM Faculty for Tomorrow Resident as Educators Curriculum:
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1. What are 3 ways to make your presentation well-constructed?
	1. Understandable, short, and humorous
	2. Understandable, emotional, and long
	3. **Chunk information into 3s, include emotion, and know your audience**
	4. Know your information, exclude emotion, practice with a timer
2. Starting in the middle refers to the practice of
	1. Creating confusing dissonance in your audience.
	2. **Getting right to the action, the most interesting part of your presentation.**
	3. Not making it about you and your credibility.
	4. None of these
3. Some TED talk presenters practice their talks 200 times.
	1. **True** *so don’t measure yourself against that standard unless you have that kind of practice time.*
	2. False
4. Active learning requires
	1. Expensive software.
	2. **Ways to get the listeners engaged mentally and physically engaged in the topic.**
	3. Slick slide decks.
	4. Simulation equipment.
5. Roundtable brainstorming is a great small group tool for
	1. Topics involving differential diagnosis.
	2. Active learning.
	3. Generating solutions.
	4. **All of these**

**Resources**

Fornari, A and Poznanski, A eds. How-to Guide to Active Learning. IAMSE Manuals. [www.iamse.org](http://www.iamse.org)

<http://headrush.typepad.com/creating_passionate_users/2006/10/better_beginnin.html>

<http://med-ed-online.net/index.php/meo/article/view/28565>

<http://www.facultyfocus.com/articles/effective-teaching-strategies/choosing-the-best-approach-for-small-group-work/>

<http://www.forbes.com/sites/carminegallo/2013/02/22/the-three-basic-secrets-of-all-successful-presentations/>

<http://www.forbes.com/sites/carminegallo/2014/03/17/the-one-habit-that-brilliant-ted-speakers-practice-up-to-200-times/>