Large Group Teaching
Key Educational Skills Series

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UCSF Education Showcase

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Brief Introductions

Please send a Group Chat Message Indicating...
• Your name (please clearly for attendance)
• Your department
• One thing that you hope to get out of this workshop

http://tiny.ucsf.edu/LGTeaching

Break ~ 2:20 pm to 2:30 pm + Small Group Breaks

Ground Rules and Zoom Etiquette

• Please rename yourself in Zoom, including your full name and your preferred pronouns
• Please remember to unmute yourself when talking and mute yourself when not talking.
• Whenever possible, please make sure that we can see you clearly (you can use a background).
• To chat click the Chat button
• For technical issues please direct your chat privately to the coordinator or call/text them at any time.

Objectives

• Describe characteristics of effective lectures.
• Organize and deliver a brief, clear lecture with an effective introduction and conclusion, one concrete learning objective and a technique to engage learners.
• Effectively use visuals.
• Apply approaches to inclusivity in teaching large groups.
• Practice giving and receiving constructive feedback!
• Set personal goals for applying the skills learned.

What “good” vs. “bad” behaviors are they modeling?
Dimensions of effective lecturing, based on student performance

“The Four Aces”
- Outcomes-based teaching
- Clarity
- Engagement
- Enthusiasm

Brophy, J. and Good, T.L. (1986)

Ace of ♠️: Outcomes-based teaching

Learning objectives

- Communicate what the learner should be able to do
- Are measurable, specific, and not open to interpretation
- Use Bloom’s taxonomy as a guide
- Often devised as:
  - “After this presentation, the learner will be able to __________.”

Ace of ♠️: Outcomes-Based Teaching

Let’s Practice!

- Write one learning objective for your talk
- Share your learning objective with large group
- Write for one minute on why learning objectives are important
- This is an example of a One-Minute Paper (time-constrained reflective writing)

One-Minute Paper

Ace of ♠️: Outcomes-Based Teaching

BLOOM’S TAXONOMY

Learning Objectives Versus Each Blooms Taxonomy Level

<table>
<thead>
<tr>
<th>Cognitive Level</th>
<th>Illustration Levels</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge</td>
<td>ITEMING, KNOWLEDGE, MEMORY, RECALL, COMBINATION</td>
<td>Remembering previously learned information</td>
</tr>
<tr>
<td>2. Comprehension</td>
<td>COMPREHENSION, COMPREHENSION, COMPREHENSION</td>
<td>Understanding the meaning of information</td>
</tr>
<tr>
<td>3. Application</td>
<td>APPLICATION, APPLICATION, APPLICATION</td>
<td>Applying knowledge to actual situations</td>
</tr>
<tr>
<td>4. Analysis</td>
<td>ANALYSIS, ANALYSIS, ANALYSIS</td>
<td>Breaking down objects or ideas into simpler parts and explaining how the parts relate and are interrelated</td>
</tr>
<tr>
<td>5. Synthesis</td>
<td>SYNTHESIS, SYNTHESIS, SYNTHESIS</td>
<td>Composing component ideas into a new whole</td>
</tr>
<tr>
<td>6. Evaluation</td>
<td>EVALUATION, EVALUATION, EVALUATION</td>
<td>Making judgments based on internal evidence or external criteria</td>
</tr>
</tbody>
</table>
13. Ace of ♠: Be clear.

14. How would you rate this slide’s clarity?

15. Ace of ♠: Clarity

- Organization
- Effective use of visuals
- Restraint

16. Ace of ♠: Clarity

Organizing a lecture

17. Ace of ♠: Clarity

Cognitive Theory of Multimedia Learning

Dual channels principle: verbal vs. pictorial

Limited Capacity Principle
Active Processing Principle

18. Ace of ♠: Clarity

Cognitive Theory of Multimedia Learning

Learner Cognitive Processing

<table>
<thead>
<tr>
<th>Processing</th>
<th>Value?</th>
<th>Key Goals of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraneous</td>
<td>Does not support learning objective(s)</td>
<td>Reduce</td>
</tr>
<tr>
<td>Essential</td>
<td>Selecting information</td>
<td>Manage</td>
</tr>
<tr>
<td>Generative</td>
<td>Organizing information/Integrating information with prior knowledge</td>
<td>Foster</td>
</tr>
</tbody>
</table>

Mayer, RE Medical Education 2010; 44: 543-549
Cognitive Theory of Multimedia Learning

- Eliminate Extraneous/ Highlight Essential
- Printed words near corresponding graphics
- Pre-training in names and key concepts
- Words and pictures rather than words alone
- Conversational (rather than formal) style

Mayer, RE Medical Education 2010; 44: 543-549

Acute Leukemia

- Aggressive malignancy of leukocytes
- Defining cell: Blast (very immature cell)

One Criteria for Diagnosis

- Blasts > 20% of WBCs in peripheral blood

So how do I recognize a blast cell when looking at peripheral blood WBC under a microscope?

4 Characteristics of a Blast Cell

- Large Size
- High N:C Ratio
- Prominent Nucleolus
- Fine Chromatin

N.C = Nucleus: Cytoplasm

How many slides?

You are preparing a 50 minute lecture for first-year students. You know that these students often ask questions in class. How many slides should you include in your talk?

A. 16
B. 26
C. 36
D. 46
E. 56

Audio Visuals and Design

- PowerPoint
- Keynote
- SlideShark
- Prezi
- Color
- Contrast
- Font
- Animations
- Audio
- Video
- Poll Everywhere

http://www.customshow.com/best-powerpoint-alternatives-presentation-programs/
What is the right amount of time for uninterrupted talk?

Breaks allow the audience to:
- Process and/or apply concepts just covered.
- Rest, recharge and/or refocus their attention.
- Prepare to receive what is coming next.

Ace of ♦: Engage!

Effective Engagement
- Activities clearly tied to objectives
- Real-time Assessment (Readiness/Retention/Transfer)
- Real-time Course Correction
- Sustained Learner Dignity
- Improved Learner Retention

Can you list techniques used during this lecture that promote active learning?

- Group Brainstorm
- Ask for learners’ questions
- Ask your own questions and wait!
- Incorporate active learning activities
  - Show of hands
  - Group brainstorm
  - Subdivide into groups
  - Think-pair-share
  - ARS questions
  - Tech Solutions?

Ace of ♦: Engagement

Ace of ♦: Clarity

Ace of ♦: Engagement

Failure to Engage?  Engagement or Distraction?

Competition for Attention
1. Gain Attention  2. Active Learning

Ace of ♦: Engagement

Ace of ♦: Engagement

VS.

Ace of ♦: Engagement

Stop
Measuring Actual Learning Versus Feeling of Learning in Response to Being Actively Engaged in the Classroom

Ace of ♦: Be enthusiastic (in your own way…)

Delivering dynamic lectures

- Effectively use…
  - Voice
  - Movement
  - Gestures
  - Eye contact
  - Humor
  - Find ways to make it exciting!

Diversity, Equity and Inclusion

Content (images, clinical vignettes, anecdotes, humor)

Accessibility
- Visual (font size, color, contrast, readers, etc.)
- Hearing (closed captioning, transcript)
- Cognitive (learning/focus impediment, biologic)
- Motor (response time, motor control)

Participation
- Equal opportunity for full engagement
- Approach (accessibility vs. accommodation)

https://digitalaccess.ucsf.edu

Key Preparation Tips

- Know your topic
- Know your audience
- Know your “venue”
- Know yourself
- Practice!

In Summary: Excellent lecturers…

- Focus lectures on specific objectives
- Express ideas clearly
- Engage learners
- Convey and generate enthusiasm
- Prepare and Practice
- Have fun and make learning fun!
Breakout Sessions – Time to Practice

- Next, you will each be assigned to a **virtual breakout room** with a small group facilitator

**Please Note:**
- **Chat** can only be used with others in the same breakout room.
- For **technical assistance** while in a breakout room please use the "**Help**" icon.

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**Q & A**

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**Evaluation**

THANK YOU FOR ATTENDING THIS WORKSHOP
Please remember to complete the evaluation before you leave.
http://tiny.ucsf.edu/LGTeaching
Online Evaluation Form
https://ucsf.co1.qualtrics.com/jfe/form/SV_6LvAJu5yoK5R0J

1. Teach for UCSF Skills Assessment/Observation Form
2. Action Plan
3. Online Evaluation Form