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Teaching and Learning **in Physical Therapy**

FROM CLASSROOM TO CLINIC

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Table 5-5. Problematic Presentations

Problem	Key Concepts to Remember	Potential Solutions
The Lecture With Too Many Slides and Too Little Time! (the presenter planned to present 120 PowerPoint slides in only a 20-minute timeframe)	Remember: <i>Less is more and need to know versus nice to know.</i> There is too much information for this short timeframe.	<ul style="list-style-type: none"> Assess your audience. Distill key information; need to know versus nice to know. Provide a handout on the way out or ahead of the talk. Highlight key points for discussion.
Repetitive Panel (each panel member repeated the problem and purpose of the talk)	Remember: <i>Motivational hooks and content boosters</i> help grab your audience's attention and maintain it throughout even panel discussions. Repeating the objectives will not grab or maintain your audience's attention.	<ul style="list-style-type: none"> Know your content, your objectives, and your role as well as that of the other panelists. Ensure that each panelist considers a motivational hook and brief active strategy. Use a facilitator to introduce the panelists, state the objectives, keep the program moving, engage the audience, and summarize the key points.
The 3-hour Lecturer (the presenter presented a 3-hour lecture with no time for processing)	Remember: <i>Covering material does not equal learning.</i> Remember: It is critical to <i>balance content and process time.</i> The goal is to move information from working memory to short-term memory and ultimately to long-term memory. Active learning strategies enable the learner to process the material and move it out of working memory.	<ul style="list-style-type: none"> Pause for the audience to process the information being presented by incorporating an activity at least every 20 minutes.
The 30-person Ice-Breaker (the presenter asked each of the 30 participants to introduce themselves and tell why they decided to come to the presentation)	Remember: The concepts of <i>primacy and recency.</i> If you spend the first 20 minutes on introductions, you lose the value of this principle.	<ul style="list-style-type: none"> Personal introductions work if the group is small or if the group will be working together for an extended period. Introduce each other at your table. Have participants use index cards to say what questions they hope will be answered. Realistic allotment of time for various activities. For example, an ice-breaker activity where 30 participants stand up and introduce themselves and state where they work and why they are taking this workshop could take up at least 30 to 40 minutes. This would not be appropriate for a 2- to 3-hour workshop. It might work, in a small group format, for a multiday program.
The Repetitive Report-Out (following an excellent small group active learning strategy, the presenter asked 1 person from each table to report the results of the group's discussion to the larger group)	Remember: <i>Active learning strategies</i> require some debriefing; however, just as it is ideal to engage each participant in the activity, it is equally ideal to engage each participant in the debriefing.	<ul style="list-style-type: none"> Try a newsprint gallery review where the groups post their results and each participant—either alone, in pairs, or in their small group—reviews the written results of each group and comments on whether there was any new information or shifts in perspective. The instructor can then summarize some of the themes from the groups and then ask if there are any questions or comments from the large group.
The Wandering Lecturer (the presenter was interesting but went off on numerous tangents, leaving the audience confused about the goal of the presentation)	Remember: <i>Well-written objectives</i> provide a roadmap for your instruction. Remember: <i>Formative assessments</i> help you stay on course.	<ul style="list-style-type: none"> Create objectives as a roadmap. Create a minute-by-minute schedule to keep you on track. Use a periodic formative assessment to help determine whether your audience is learning what you expected.
The Lecturer With Too Much Background/Baseline Information* (the lecturer felt compelled to provide the audience with basic information in great detail despite the fact that the audience was comprised of experienced clinicians)	Remember: A good <i>needs assessment</i> (either beforehand or on-the-spot) can help you determine the needs of the audience. Remember: Always have a <i>Plan B</i> ; be prepared to modify your planned presentation if you find out that your audience is more knowledgeable than you anticipated	<ul style="list-style-type: none"> Complete a needs assessment. If you find that much of the group is at least minimally familiar with your topic, rather than reviewing baseline content, try to use a handout with questions, pictures, etc. to elicit small group discussion that would require the audience to review and discuss the content.

*Note: This may be the case when students do in-service presentations for clinicians, particularly because they are being graded. The clinical instructor can forestall this by giving the student permission to leave out the basic information.

Table 5-6. Challenging Audience Behaviors

Challenging Audience Behaviors	The Problem	Potential Solutions
Controversies that get too heated	Other audience members may become uncomfortable and disengaged.	Remind participants that people have strong feelings about the topic. For now, people need to agree to disagree. Summarize key point(s) of each perspective and then move on to your next topic/activity.
Questions or discussion that take you off topic	This may cause the lecturer to lose focus of the stated objectives, takes extra time, and may prevent you from meeting the stated objectives.	Let the participants know that you will use a "parking lot" (piece of chart paper) to hold all questions not directly related to the topic and if there is time at the end you will address the topics as raised.
The discussion hog	When 1 person dominates discussion, other participants may tune out or become distracted. It is not uncommon to observe other audience members roll their eyes or look to one another when this individual raises his or her hand or begins to speak.	Wait several seconds before calling on someone to respond to a question. This may give other individuals time to formulate a response and raise their hands. Acknowledge that the learner is clearly interested in and familiar with the topic but that you would like to give others an opportunity to speak up.
The persistent unanswered question (ie, you explained it several times but the student persists with questions)	In attempting to help a single student understand the concept, the instructor may lose the attention of the rest of the group.	Take a break (if appropriate) and meet with the student separately to clarify the point. After 1 or 2 attempts to rephrase the response, suggest that the learner take a few minutes to think about the concept and if he or she still has questions, meet after the presentation. Indicate that you are available after the presentation to discuss this concept further.
Sidebar conversations	Sidebar conversations may be a sign that participants are confused or have questions about something you have presented, need to be more active, or need a break.	Ask the group if there are questions about the material presented, and, if there are, answer them. Inject an opportunity to actively process material or tell people when the break will occur.

Summary

Regardless of the teaching and learning situation there are certain essential components of instructional design that must be considered. There are certain non-negotiable elements of systematic effective instruction that must be considered regardless of the format of your presentation. These non-negotiables include completing a needs assessment either beforehand or on-the-spot to make sure that you know your audience and can design your presentation to meet their needs; developing objectives to focus and guide your presentation; using motivational hooks and content boosters—including active learning strategies—to grab your audience's attention and maintain it throughout your presentation; summarizing the key points to take advantage of the concept of recency in memory formation.

In addition to these non-negotiable elements, unique variables must be considered in designing any presentation: Who is in your audience? How much time do you have to present? What presentation style or format will you be required to use? What type of room will you be in? How is the room set up? What kind of equipment will you have available to you? The answers to each of these questions and more will help you refine your presentation design. Finally, always prepare a plan B. Be prepared for unanticipated events such as speaking to an audience that is much more knowledgeable about your topic than you anticipated; a room setup that is not conducive to some of your planned active learning strategies; technology problems that prevent you from using the technology you had planned; or needing to manage challenging audience behaviors. Planning and practice are critical to designing and implementing effective presentations, no matter what the format.