

The slide features five decorative circles of varying shades of light purple. Three are solid and two are hollow. They are arranged in two rows: three in the top row and two in the bottom row. The top row circles are positioned behind the main title text, while the bottom row circles are positioned behind the speaker names.

A first year perspective: **What makes a great lecture?**

Dan Doan, PLG & Mith Jegapragasan, PLG

Why we are qualified to give this talk:

- The average MS-1 spends 4 hours a day, 5 days a week, 42 weeks a year in lecture for a grand total of **840 hours of lecture during the first year!**

- That makes us:

Professional Lecture Goers (PLGs)



Learning Objectives

- **Knowing your audience**
- **Organizing your lecture**
- **How to engage your audience**
- **Use of Powerpoint**
- **Aids to learning**



Who is your audience?

- A diversity of backgrounds:
 - Biochemistry
 - Engineering
 - Philosophy
 - Alaskan fisherman

Take home message:

**DO NOT MAKE ASSUMPTIONS ABOUT WHAT
OUTSIDE KNOWLEDGE STUDENTS BRING
TO YOUR LECTURE**

Our Goals

- We are training to become **physicians**

- Clinical cases are informative:

From Africa with Fever

- 24 year-old female
- Headache, malaise, fever (38.9) x 2 days
- Now painful lesion left inner knee
- Took Malarone (atovaquone/proguanil)
- Immunized for hep A, Polio, Td

- Highly specific research is **difficult to digest** when learning basic concepts
- Keep it **conceptual**

Place in Curriculum

- Know what lecture came before you and what lecture will follow you

AUG				JUNE				
Introduction to Being a Physician	Medical Anatomy	Cell & Tissue Physiology	Human Genetics	Fuel Metab	Immunology in Health & Disease	Medical Microbiology	Neuroscience	Intro to Psych
	Introduction to Medical Decision Making			Methods and Logic in			Medicine 1	
	Ethics, Law and Professionalism			Behavior, Illness and			Society	
	Medical Interviewing	Intro to Physical Exam		Advanced Physical Exam 1 and			Clinical Experiences 1	

Take home message

LECTURES AREN'T IN ISOLATION; THEY ARE IN THE CONTEXT OF A COURSE




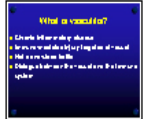



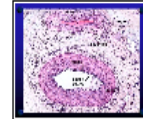





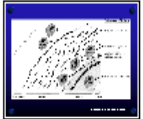



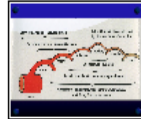
















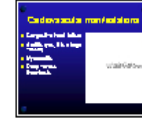






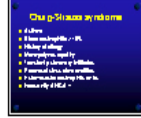






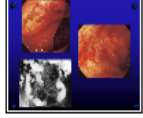

















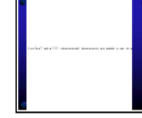






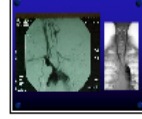
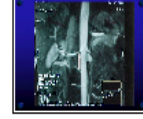


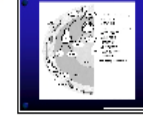



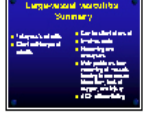






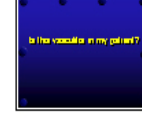

Organization of Lecture



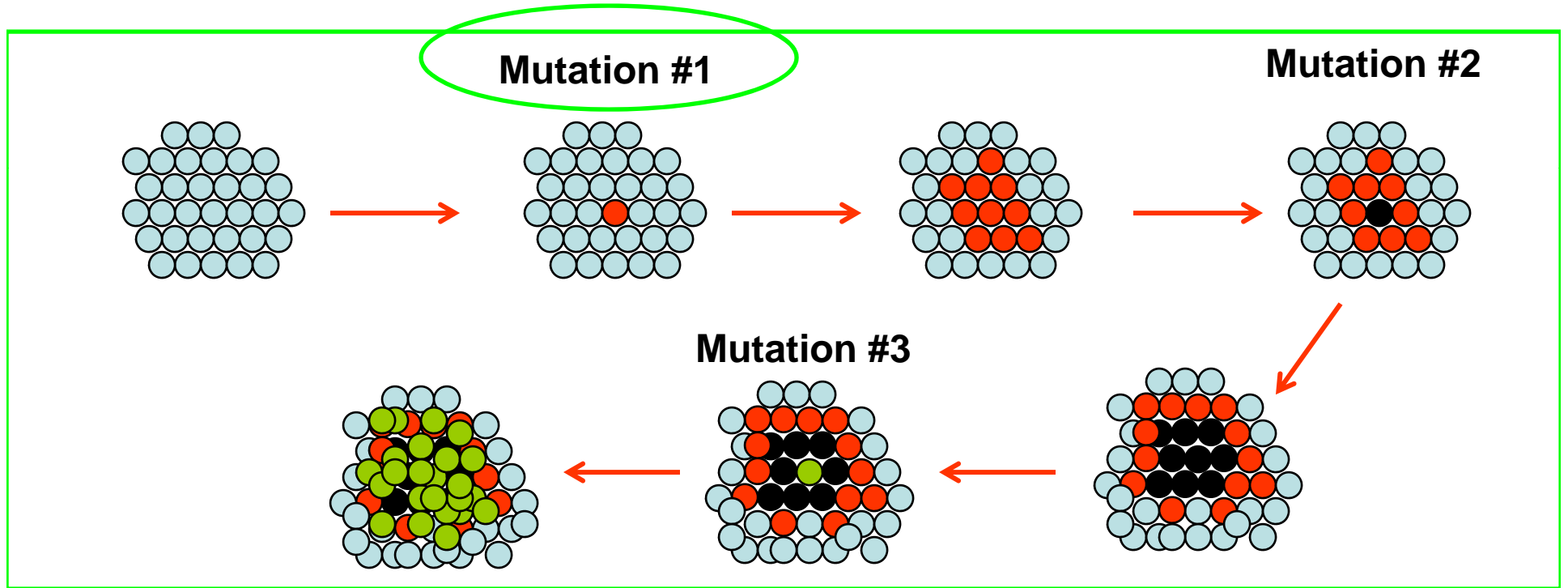
- Ensure that lecture and syllabus correspond temporally so that students are not frantically flipping
- Use learning objectives at the **beginning** and the **end** to frame the talk
- Summary slides to triage the information

Take home message:

ALL OF THE ABOVE

											
1	2	3	4	5	6	7	8	9	10	11	12
											
13	14	15	16	17	18	19	20	21	22	23	24
											
25	26	27	28	29	30	31	32	33	34	35	36
											
37	38	39	40	41	42	43	44	45	46	47	48
											
49	50	51	52	53	54	55	56	57	58	59	60
											
61	62	63	64	65	66	67	68	69	70	71	72
											
73	74	75	76	77	78	79	80	81	82	83	84
											
85	86	87	88	89	90	91	92	93	94	95	96

Multistage Evolution of Cancer



Malignant Tumor

Take home message: Cancer is a multi-step process involving a series of genetic changes that result in a selective advantage - growth, anti-apoptotic, immuno-evasive.



Engaging your audience

- Any attempt at humor, no matter how **feeble** or **dorky** is appreciated!
- Enthusiasm is infectious
- Cartoon slides, movies, songs, pictures
 - Ex. Lecturer talks about architecture, ghostbusters, sauerkraut, etc.

Take home message:

**NO MATTER WHAT YOU DO, WE WILL LAUGH. AND
IF WE DON'T, WELL THAT'S FUNNY TOO.**

Learning Aids



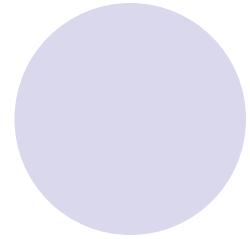
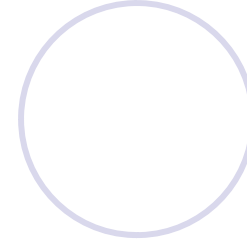
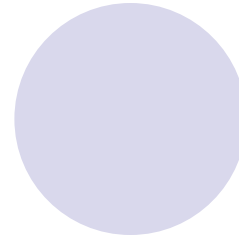
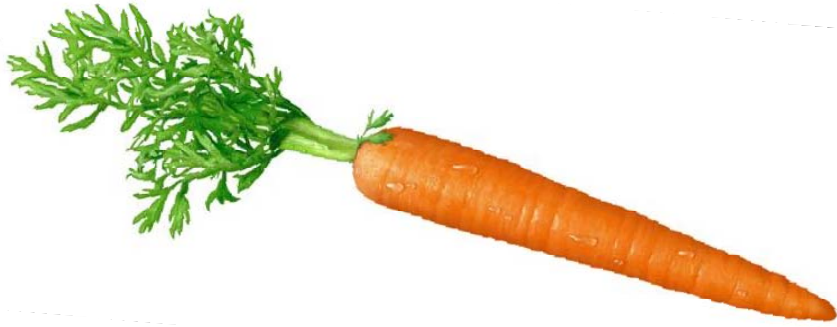
- **Audience response system (Turning Point)**
 - Used to emphasize **concepts**, not nuances
 - Keep to a minimum (one or two per lecture)
 - Best used **as a gauge**
- **What goes in the syllabus**
 - Detailed notes that not only correspond, but explain the lecture
 - Outside references
- **What doesn't go in the syllabus**
 - A copy of your slides

Take home message:

THE SYLLABUS OFTEN SERVES AS OUR TEXTBOOK

Learning Objectives, revisited

- **DO NOT MAKE ASSUMPTIONS** ABOUT WHAT OUTSIDE KNOWLEDGE STUDENTS BRING TO YOUR LECTURE
Knowing your audience
- LECTURES AREN'T IN **ISOLATION**; THEY ARE IN THE **CONTEXT** OF A COURSE
Organizing your lecture
- **NO MATTER WHAT YOU DO, WE WILL LAUGH.**
How to engage your audience
- **DENSE = BAD, PICTURES = GOOD**
Use of Powerpoint
- **THE SYLLABUS OFTEN SERVES AS OUR TEXTBOOK**
Aids to learning



- **Great lecturers are remembered**

- Oh, and the material too...

- Thanks for listening to a lecture on lectures

- We appreciate your effort and time!

“Our eyes aren’t closed, we just put notes on the back of our eyelids”