

**Tips for Planning and Delivering a Presentation
(Memory Triggers and Tips)**

<u>Introduction to a Presentation</u>	<u>Body of Presentation</u>	<u>Closing of Presentation</u>
R – Relate	V – Visuals	E – Encourage
O – Objectives and Overview	O – Organization	A – Assess
A – Assess	I – Interaction	R – Review
R – Rationale	C – Collaboration	
	E – Enthusiasm	

Components of Introduction

R – Relate

Relate refers to establishing a relationship between you and the learners. If you are a guest speaker share something with the students that helps you make a connection to them. To help with this you might want to explore our web page (<http://www.med.fsu.edu/>) a few days prior to speaking to the students. The section entitled News and Events (<http://www.med.fsu.edu/news.asp>) always has information regarding recent student activities. Additionally there is a picture and background information on each student at (<http://www.med.fsu.edu/students.asp>).

O – Overview and Objectives

Providing students with a content overview is one way of helping them place the content in a previewed context. The overview can simply be a PowerPoint slide showing a list of bulleted topics in the same sequence they will be presented/discussed.

Most good presentations are based on a set of clearly written learning objectives (sometimes called behavioral objectives). If you are using PowerPoint, you can place the learning objectives on a slide. Realistically, an interactive presentation of 50 minutes only gives you time to address 3 to 5 objectives. This is course depends on the nature and complexity of the objectives and the content they represent. Here are examples.

Students will be able to:

1. Define and compare the terms, inferential statistics and descriptive statistics.
2. Given examples of inferential statistics and descriptive statistics in a medical journal article, correctly identify them.

Please note that the objectives are written in terms of what the student is to accomplish as a result of being present for your presentation and that a learning objective has a verb or phrase (e.g. define and compare) describing a measurable way to determine if the objective is achieved.

A – Assess

Assess refers to the teacher's efforts to determine what the students already may know about the information or alternatively how they might feel about the information. For example the presenter might say, "How many of you have had a statistics course in which you learned about "sampling from a population?" Another example might be, "How many of you have a systematic strategy for reading and evaluating the articles you read in the medical literature?" Several hands go up in response to this question and you might ask, "Could someone who raised his/her hand tell me some of the strategies you use?"

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This document also located on FSUCOM Faculty Development Web Page at
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R – Rationale

Rationale refers to giving the students a reason the content is relevant to them. Medical students are more motivated to learn the content when they feel the content is clinically relevant.

Components of Body

V – Visuals

Visuals should be designed help make the content clear and memorable. Most everyone now uses PowerPoint. The most frequent misuse of PowerPoint is “too much information on a slide.” A slide should contain no more than 6 words across and 6 lines down (the 6X6 rule). Additionally, handouts of PowerPoint slides are frequently too small to be read if 6 slides are placed on a page. If the slides are placed on a handout they should be readable. The second most frequent misuse of PowerPoint is “too many slides.” If interaction between presenter and students is to occur – and interaction should occur- a good rule of thumb is to have no more than 20 slides. Of course this number is subjective and depends on the nature of the content and how the slides are designed but going in with 40 to 50 slides will insure that you will be rushed and that you will not have time to interact with the learners. Remember – Your job as a teacher is not to *cover* the content but instead to *uncover the content*.

O – Organization

It goes without saying that a presentation should be organized. The trick is to organize the content in a recognizable sequence and to make that organization apparent to the learners. As described above, your organization can be revealed when you give the students an overview of the content.

I – Interaction

Interaction refers to interaction with the students. Asking questions is usually the strategy utilized to interact with the students. If you are a guest presenter it is sometimes difficult to get students to respond to questions because they may not know you and they are not sure how you will respond to incorrect answers. This is why the R for Relate in the introduction is important. A good technique to try when asking questions is “wait-time.” Wait-time is a 3 to 5 second period of silence allowed by the teacher after he/she asks a question. This gives the students time to think and to then respond. So ask a question and if someone immediately doesn’t answer, do not answer the question yourself and do not rephrase it. Just wait. Someone will break the silence and give an answer.

C – Collaboration

Collaboration refers to creating a collaborative and friendly classroom environment. You are a collaborative teacher when you believe that in addition to providing information to the learners, you can also learn something from them such as: a new or different way of looking at the content you are teaching, a different way of organizing it, etc. It is a philosophy and way of thinking about teaching and learning that is best captured in the following passage from the Talmud. *Much I have learned from my teachers, more from my colleagues, most from my students.*

E – Enthusiasm

Enthusiasm of the teacher is frequently cited in educational research as a teacher characteristic/behavior that positively influences learning. So the message is – “display enthusiasm.” Enthusiastic teachers are characterized by good voice inflection, emphasis with use of hands, active body movement, eye contact, facial gestures, etc. For some of us who are more naturally introverted, showing enthusiasm takes more energy and effort than our more extroverted colleagues. We can feel enthusiastic inside but we have to try harder to show it outwardly.

Components Closing

E – Encourage

Encourage refers to giving students encouragement relative to using and remembering the information presented/discussed. For example, the teaching might say, “If you will use the information we have learned today as soon as possible you will better understand and retain it, so I encourage you to read a journal article within the next two days and apply the evaluative criteria we discussed.

A – Assess

Assess refers to asking students to self-assess relative to their accomplishment of the learning objectives. One strategy for doing this is to display the learning objectives with a rating scale to help the students self-assess and at the same time ask the students if they have any questions. The display of the learning objectives and rating scale might look as follows. You could also make this a handout they complete and turn in to you.

Please indicate the degree to which you now have a command of the following learning objectives as a result of today’s presentation/discussion using the following scale. Circle the appropriate category following each statement.

SD = Strongly Disagree D = Disagree N = Neutral A = Agree SA = Strongly Agree

1. I can define and compare the terms, inferential statistics and descriptive statistics.

SD D N A SA

2. Given examples of inferential statistics and descriptive statistics in a medical journal article, I can correctly identify them.

SD D N A SA

Another simple technique is to show the students the objectives and ask them to write down two or three things of the most points they learned from the presentation/discussion that relates to the learning objectives.

R = Review

Review refers to recapping the content or “summarizing.” You could do this by showing the objectives and review the content simultaneously. As you show the objectives you might say, “To review quickly, we have learned that descriptive statistics describe We also learned that the three main criteria or questions to use when determining the value of an article are: 1) Were the subjects randomly assigned to treatment groups, 2) Did ...? and 3) Were?”

Hint: Use the EAR sequence in reverse; meaning review (summarize) the content, then have the students assess their knowledge relative to the learning objectives and then finally give encouragement.