

HOW TO ENGAGE AND INVOLVE THE LEARNERS IN BASIC SCIENCE LECTURES

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The Lecture Method

**“Tell me, and I forget. Show me, and I remember. Involve me, and I understand.”
(Chinese proverb)**

Adult learning is enhanced by active participation of the learners. Additionally, the attention span of most learners in the traditional basic science/medical lecture begins to wander shortly after the lecture begins, limiting the potential for information retention. Did you ever wonder why attendance at your (or a colleague’s) lectures was particularly low (or high)? Try some of these student-centered methods in your next lecture and you may find that “the lecture method” can be a very effective method for conveying information.

OPENING SET

- ◆ State learner-centered objectives (E.g., “At the end of this hour, students will be able to (describe, debate, discuss, perform, etc)
- ◆ Use an Advanced Organizer to preview the activities (E.g., outline, showing timing, or use a pretest graphic organizer, etc)
- ◆ Be creative and imaginative to create a “need to know”. Engage them- “Get them on the train”.
(E.g., relevant anecdote, audiovisual- film clip, challenging dilemma)
- ◆ Activate their prior knowledge, by linking to prior lectures, other life experiences, and other courses

CONTENT & ORGANIZATION

- ◆ Be organized, showing a synthesis of information from many sources
- ◆ Be accurate, and up-to-date
- ◆ Be connected to the course, independent study (readings), and other courses in the curriculum
- ◆ Vary the stimulus (E.g., lecture, questioning, role play, demonstration, film clip, etc)
- ◆ Make good transitions
- ◆ Remember the stated objectives!

DELIVERY

- ◆ Effective eye contact and body movements
- ◆ Good voice quality
- ◆ Involve the students (E.g., questioning, interactive handouts)
- ◆ Motivate the students to learn (E.g., by tone, enthusiasm, rewards, successes)
- ◆ Ask a colleague to watch you and provide feedback, and try to self-critique a videotape of your lecture

AUDIOVISUALS

- ◆ Effective slides (bullet points & graphic visuals- watch font sizes and colors)
- ◆ Select audiovisuals on the basis of their potential to implement your objectives
- ◆ Avoid the use of presentation software slides as lecture notes, reading them to the students!
- ◆ Use interactive handouts (fill in the blank, short answer questions, Venn diagrams, etc) and give reading material-type handouts at the end of class as “take-homes”

CLOSURE

- ◆ Summarize key points (meeting the objectives!)
- ◆ Involve the students- giving them an opportunity to demonstrate achievement of the objectives! (E.g., oral questioning, pair-off discussion, handout or index card with “post-test”, take-home assignment like a graphic organizer or short answer problem set, or game show format)
- ◆ This “bookmarks it” for the learners, and provides instant feedback for the lecturer as to “what they got, and didn’t get”