

# LECTURING/MAKING PRESENTATIONS

## PREPARING A LECTURE OR PRESENTATION

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G – Goal  
O – Objectives  
F – Framework  
A – Assessment  
R – Revision



### Plan

- Who are your learners (age, educational level, culture, etc.)?
- What is your learners' current level of knowledge about and/or experience with the topic?
- How does your lecture/presentation relate to other learning activities for the day/week/unit?
- How much time do you have?
- What is the overall goal of this lecture/presentation?

### Create Objectives (refer also to “Effective Use of Performance Objectives for Learning and Assessment”)

- What specific things do you want learners to be able to know, feel, do as a result of this lecture/presentation?
- What knowledge/skills related to your lecture/presentation will students be expected to demonstrate on an assessment?
- Create “SMART” objectives (specific, measurable/observable, attainable, relevant and results-oriented, targeted to learner and desired level) – Write each objective so that it completes the sentence, “After this lecture/presentation, you should be able to...”

### Prepare the Lecture/Presentation

- For the introduction:
  - The introduction should get attention, set the mood, establish expectations and objectives, demonstrate relevance, tie to the larger context, create rapport, and motivate the learner.
  - Some example strategies for the introduction include a dramatic statistic, startling question or challenging statement, quotation, picture, anecdote, demonstration, case history.
- For the body:
  - Limit major learning points to a maximum of three to five per hour, corresponding to objectives.
  - Decide on an appropriate organizational structure (e.g., chronological, procedural, cause-effect, problem-solution, topical, general to specific, specific to general, etc.)
  - Develop an outline.
  - Plan time for questions and a conclusion (10 min/50 min).
  - Develop concrete examples to illustrate your main points.
  - Decide how to illustrate key points (e.g., story, demonstration, case, etc.).
  - Decide how to supplement key points (e.g., audio-visuales, props).
  - Build in transitions.
  - List questions you plan to ask.
- For the conclusion:
  - Develop a summary that relates to the objectives.
  - Plan a way to tie back into the introduction.

### Prepare Audio-Visual Aids (refer to “Preparing Audio-Visual Aids”)

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## Getting Started (Set)

- Review objectives for learners.
- Introduce content.
- Demonstrate relevance.
- Put content in context of bigger picture.
- Build rapport/generate motivation.

## Main Message (Body)

- Tell a story rather than deliver information.
- Limit content to an amount appropriate to the time frame (rule of thumb is about 3-5 major points per hour).
- Emphasize major points and illustrate with concrete examples.
- Use signposts (e.g., “There are four major points...” “The first thing...” “To sum up...”)
- Add “color” (humor, analogy, vivid language, etc.).
- Summarize subsections.
- Change stimuli periodically.
- Talk with rather than at; involve learners.
- Use questions effectively, allowing ample wait time after questions (min 10 seconds).
- Manage pace of delivery.
- Make good eye contact (even when using notes) with entire audience.
- Exhibit enthusiasm.
- Use facial expression, voice, and body language to reinforce content and create interest.
- Avoid distracting behaviors such as jingling change in pocket, pacing, playing with pen, etc.
- Use equipment and audio-visual aids effectively.
- Manage time, leaving enough for questions and closure.

## Wrapping Up (Closure)

- Ask for questions.
- Summarize major points.
- Relate content to objectives and the big picture.
- Do not introduce any new material.
- Do not end with “Any questions?”
- Tie back in to the introduction.

# LECTURING/MAKING PRESENTATIONS

## PREPARING A POWER POINT PRESENTATION

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### General Considerations

- Consider the following key guidelines:
  - Visibility
  - Clarity
  - Simplicity
  - Parsimony
- Make visuals large enough to be seen by all and audios loud enough to be heard by all in room.
- Use color, spacing, bullets to clarify and simplify.

### For Power Point Presentations

- Limit content and avoid making slides too busy.
  - Limit topics to one per slide.
  - Have a maximum of 3-5 one-line bullets on a slide.
  - Avoid having more than 50 words on a slide (use key words that will trigger/reinforce discussion).
  - Limit total number of slides to maximum of 50% number of minutes of presentation.
- Make content large enough to be clearly seen in the back of the room.
  - Use 32-point for text and 40-point for headings.
- Keep it simple and consistent.
  - Use all caps for headings only.
  - Avoid using too many different colors, fonts, forms of emphasis.
  - In general, make background, fonts, sizes, transitions, etc. consistent throughout.
  - Avoid overuse of animation, sounds, video, and other “bells and whistles.” Ensure that they contribute to rather than distract from your message.
- Use colors effectively.
  - Avoid very bright colors and nerve-jarring color combinations.
  - Use dark colors on a light background or light colors on a dark background.
- Use pictures and graphics to best advantage.
  - Avoid cluttering the slide with too many graphics (preferably 1 picture/table/graph per slide).
  - Use graphics to emphasize/reinforce a point, or to replace text.
  - Ensure that graphic has a purpose and an obvious connection to text/discussion, and that it contributes to the achievement of your objectives.
- Proofread to ensure accuracy of content and grammar, spelling, punctuation.
- Become adept at using the equipment. Set up and test before the presentation.
- Be ready to deal with any equipment malfunction; have alternate plans ready in the event you cannot present the media as planned.

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## Things To Do:

- Practice with equipment beforehand; have backup in case equipment fails.
- Adjust lighting as needed for best viewing.
- Stand next to the screen rather than the projector so the audience doesn't have to split its attention. (Use remote if possible.)
- Talk about what is on the current overhead or slide. It is confusing to the audience to be looking at one thing and hearing about something else. (If you need to discuss something not represented in your slides, turn the projector to stand-by.)
- Allow minimum 20 seconds per slide.
- Talk to the audience, not to the screen.
- Do not read text—talk about it and bring it to life.
- Contextualize and explain graphics.
- Maintain eye contact with audience.
- Avoid blocking view of screen.
- Provide a verbal transition from one slide to the next. It is more effective to verbally cue the next slide before displaying it than to use the next slide to cue you about what to say next.
- If you use a pointer, hold it steady.

# USING QUESTIONS EFFECTIVELY

## HOW TO STRUCTURE QUESTIONS

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### Things To Do:

- Ask open-ended rather than close-ended questions.
- Ask primarily questions that promote higher levels of thinking (applying, analyzing, synthesizing, evaluating), rather than simple recall.
- Phrase the question unambiguously.
- Consider the following types of questions:
  - Information-Seeking Questions:
    - *What were the blood values from the lab?*
    - *What is her dose of digoxin?*
    - *Have the x-rays come back yet?*
  - Diagnostic Questions:
    - *What is your analysis of the problem?*
    - *What is your differential diagnosis?*
    - *What conclusions did you draw from these data?*
  - Challenge (Testing) Questions:
    - *What evidence supports your conclusion?*
    - *What arguments might be developed to counter that point of view?*
    - *What alternative hypothesis or diagnosis is most likely?*
  - Hypothetical Questions:
    - *If the liver function tests were normal, how would that have affected your treatment plan?*
    - *How would a family history of coronary artery disease for this patient alter your thinking?*
  - Action Questions:
    - *What needs to be done to implement the plan for this patient?*
    - *What community resources do we need to find?*
  - Extension Questions:
    - *What are the implications of your conclusions for the treatment of asthma among children in elementary school in our community?*
  - Priority/Sequence Questions:
    - *Given the patient's limited resources, what is the first step to be taken?*
  - Prediction Questions:
    - *If your plan (conclusion) is appropriate, what do you expect to happen over the next month? Year?*
  - Generalization Questions:
    - *Based on your experience and the studies of the incidence of teenage pregnancy, what do you consider to be the most effective strategies for our local high school teachers and counselors?*

[Modified from: Christensen, C.R., Garvin, D.A., Sweet, A. (1991). *Education for Judgment: The Artistry of Discussion Leadership*. Harvard Business School Press]

# USING QUESTIONS EFFECTIVELY **HOW TO ASK QUESTIONS** **AND RESPOND TO ANSWERS**

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## Asking Questions

- Avoid playing the “what am I thinking” game.
- Avoid asking questions that require students to fill in missing words or finish a sentence.
- Allow time for learners to answer—at least 10-15 seconds before rephrasing. Increasing wait time has numerous positive effects:
  - Length of responses increases significantly.
  - More inferences are supported by evidence and logical argument.
  - Incidence of speculative thinking increases.
  - Learner-asked questions increase.
  - Learner-learner exchanges increase; teacher-centered “show and tell” behavior decreases.
  - Failure to respond decreases.
  - Number of learners participating and unsolicited and appropriate contributions by learners increase.
  - Learner confidence increases.
  - Achievement improves on written measures where items are cognitively complex.
- Don’t answer your own questions. When learners determine that you’ll answer your own questions if they wait long enough, they’ll wait you out.
- Involve as many learners as possible in the questioning process by calling on both volunteers and non-volunteers.

## Responding to Answers

- Listen to the entire response and don’t interrupt.
- Respond in a supportive and non-judgmental manner.
  - Avoid negative reactions such as sarcasm, reprimand, accusation, personal attack.
  - Monitor your facial expression and tone of voice. Don’t roll your eyes or grimace.
- When a question lends itself to right and wrong answers and a wrong answer is given, coach the responder tactfully.
  - Use open-ended, probing, and facilitating questions to guide the person to the correct answer.
  - Build on the response to ask other questions or draw out further information.
  - Invite others to contribute.
- Encourage learners to comment/build on each other’s answers and ask one another questions.
- When a learner responds with another question, reflect it back to the group.
  - *That’s an interesting question. Can anyone help us out?*
  - *Does anyone have an idea?*