
Oral Presentation Skills for the Internist

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*“Superfluity of lecturing causes ischial
bursitis”*

William Osler



Goals

- ❑ Define the characteristics and structure of a lecture, and apply it to your own presentations;
- ❑ List the indications for, and demonstrate interactive strategies;
- ❑ Use the rules of good audiovisual presentations to produce effective visual aids.



Principles of adult learning

Learning is improved if it ...

- ❑ is *learner – centered*
- ❑ uses *active learning*
- ❑ is *problem-based*
- ❑ is *applicable*
- ❑ *feedback* is given to the learners
- ❑ uses *experience* of learner



How does this apply to lectures?

Learner-centered: assess learner needs; be relevant

Active learning: interactivity

Problem-based: use real cases

Applicable: can be used in clinical context of learner

Feedback: tells learner what they have learned and what is left to learn

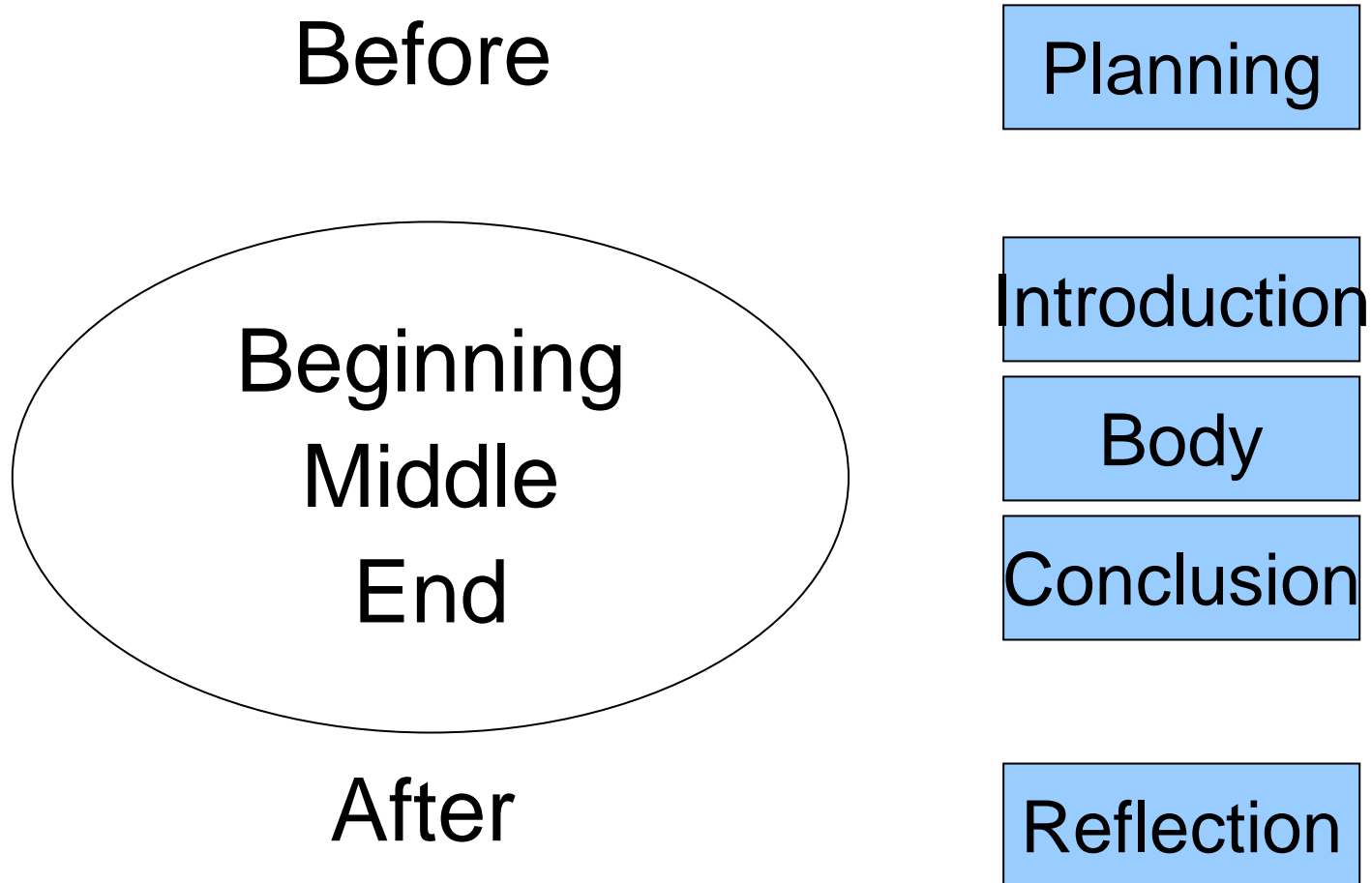
Experience of learner: start where they are; build a framework



A. Structure of a lecture



Framework for lecturing

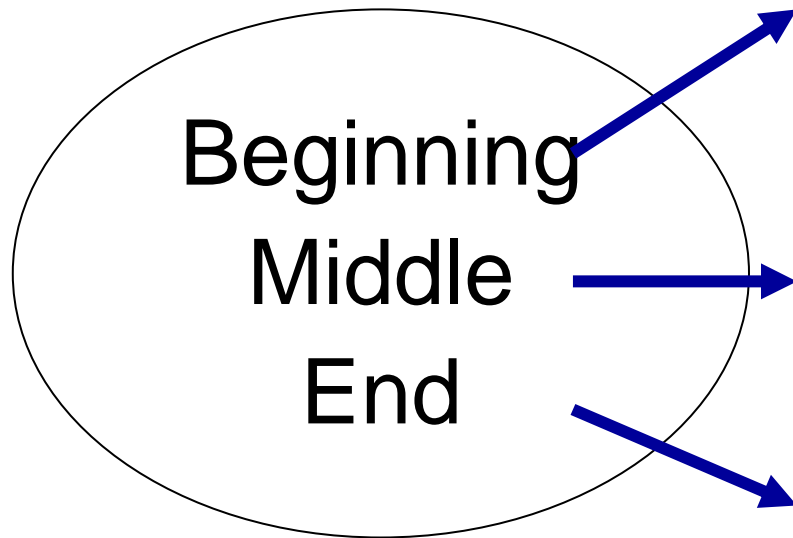


Planning a lecture

- ❑ Who is the audience? What are their needs?
- ❑ What are the goals & objectives ?
- ❑ When & where will it occur?
- ❑ Why is it being presented?
 - To inform
 - To educate
 - To amuse
 - To inspire
 - To convince



Parts of a lecture



*Tell them what you are
going to tell them*
(Introduction)

Tell them (Main body of
talk)

*Tell them what you have
said*

(Conclusion)



Introduction

- ❑ Specifies purpose and goals
- ❑ Provides an overview
- ❑ Sets ground rules
- ❑ Arouses attention



Main Body

- ❑ Provides an appropriate amount of information
- ❑ Organized, logical
- ❑ Relates body to introductory goals
- ❑ Clarifies & repeats key points
- ❑ Use examples, analogies
- ❑ Provides clear transitions between segments
- ❑ Periodically summarizes



Conclusion

- ❑ Relates conclusion to goals
- ❑ Checks learner understanding
- ❑ Clarifies misunderstandings
- ❑ Outlines future learning & goals
- ❑ Ends on a positive note
- ❑ Leaves time for questions



Presentation tips

- ❑ Put the most important message in the 1st 10 min
- ❑ Build in problem solving
- ❑ **Don't teach too much!**
 - 3-5 points in a 50 – 60 min time slot
(= 30 – 45 minutes of lecture)



Presentation skills

- ❑ Use a conversational tone
- ❑ Speak at a proper volume & pace
- ❑ Be clear & concise
- ❑ Use eye contact
 - ❑ Scan the audience
- ❑ Use non-verbal gestures appropriately
 - ❑ Avoid distracting mannerisms
- ❑ Move purposefully



In Summary ...

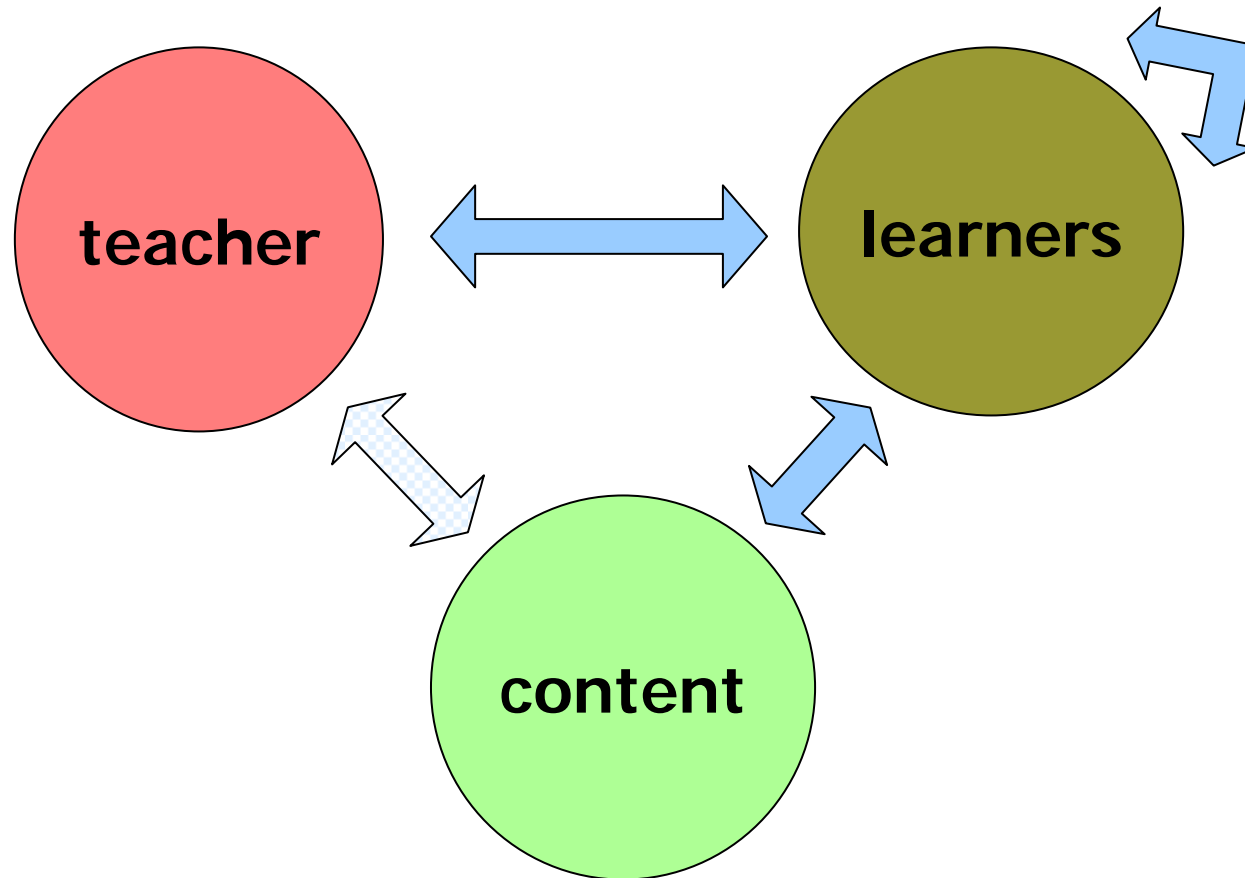
- ❑ The principles of adult learning apply to lectures
- ❑ Presentations have a beginning, middle & end
- ❑ Practice presentation skills



B. How to make didactic presentations more interactive



“Interaction” ...



Interactive lectures: indications & advantages

- active involvement: *material, content, peers*
- increased stimulation, attention, motivation
- a 'different' learning: *higher level thinking*
- feedback *to teacher & learner*
- pedagogical reasons: *icebreaker, energy shift*
- uses participants' experience
- increased satisfaction: *teacher & learners*



Interactive Lecture Strategies

1. Break up the class
2. Question the audience
3. Using audience responses
4. Present clinical cases
5. Use written materials
6. Organize debates
7. Use simulations & role plays
8. Interact with the A-V material
9. Use good presentation skills



1. Breaking the group into smaller groups

- ❑ buzz groups
- ❑ pyramid groups



2. Question the audience

- ❑ straightforward questions
- ❑ rhetorical questions
- ❑ brainstorming
- ❑ surveying the audience



3. Using Audience Responses

- ❑ quizzes
- ❑ touch pads
- ❑ the focused short answer



4. Presenting cases

- ❑ live interviews
- ❑ videotaped vignettes
- ❑ written cases
- ❑ imaging or labs



5. Using written materials

- ❑ notes & handouts
- ❑ diagrams & figures
- ❑ selected readings
- ❑ study guides



Other techniques

- ❑ debates
- ❑ role plays & simulated patients
- ❑ games and simulations
- ❑ using effective presentation skills



Whatever strategy is used ...

remember that the
method should meet
the objective



Perceived Limitations of Interactive Lectures

- ❑ 'Loss of control'
- ❑ Time, & preparation time
- ❑ Less facts transmitted
- ❑ Physical setting may not be conducive
- ❑ Domination of one group
- ❑ Too many pace changes



Perceived Limitations

“It is cognitively more demanding for the teacher to exert less control over discussion topics, divert from predetermined content, and encourage freedom in interaction & questioning, than it is to teach from a script or detailed outline”

*...but the end result may be more
and different learning!*



In summary . . .

- ❑ interaction - an exchange:
 - ❑ presenter ↔ learners ↔ content
- ❑ interaction improves learning
- ❑ many strategies: easy to incorporate
- ❑ role of lecturer different



Interactive lecturing can promote all of the following except:

- a. In-depth learning
- b. Increased retention of facts
- c. Chaos
- d. Motivation to learn



Reference:

*Steinert, Y & Snell, L. The Interactive Lecture.
Medical Teacher, 1999*



C. Audiovisual Aids



Audiovisual Aids

- ❑ What are they?
- ❑ Why use them?
- ❑ How to create them?

Questions to ask yourself.

Suggestions for superb slides.

- ❑ Common errors to avoid




What Is An Audiovisual Aid?

Anything that students can see or hear *and that helps them learn.*



Examples of Audiovisual Aids

- ❑ Slides / PowerPoint
- ❑ Films or videos
- ❑ Black/whiteboard
- ❑ Flipchart
- ❑ Overheads / transparencies
- ❑ Teacher
- ❑ Other students



text
charts & graphs
pictorial
audio
combination



Why use AV Aids?

- to arouse & maintain attention
 - humour
- as an outline for content (organizer)
 - emphasize important points
- to clarify, simplify or demonstrate
 - “A picture is worth 1000 words.”
 - to summarize
- to improve learning
- to focus speaker



AV Aids are not...

- lecture notes for the lecturer
- a substitute for the lecturer
- a computer graphics exhibit
- a test of visual acuity for the audience



How to Create a Slide - General Principles

- KISS
- aim for:
 - relevance
 - simplicity
 - legibility
- one slide = one idea \geq one minute
- avoid over-reliance on AV aids



Legibility Principles

44 Font
bold

44 Font

36 Font (Optimal for headers)

32 Font (Optimal for text)

28 Font (for subtext)

20 Font

20 Font Bold

20 Font Italic

Arial Narrow Tahoma Times New Roman Arial Century



Impact Courier Lucinda Verdana **Georgia**

Dark letters on a light background
are better than...

light letters on a dark background
(especially if the room is light)

Preparation rules

- ❑ 6 x 6 (or 7 x 7) rule
- ❑ lower case NOT UPPER CASE
- ❑ bullets
- ❑ colours
- ❑ transitions: limit flying objects
- ❑ prepare the room
- ❑ ...



Common Slide Errors

- ❑ Too much information:
 - ❑ Sentences rather than key words or concepts.
- ❑ Text and tables instead of graphics
- ❑ Visual effects compete with content



A-V Aids - Summary

Keep it simple

