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How to Teach Effectively

Teaching is helping people to learn, NOT simply "telling" or "covering topics".

You will be able to:

1. Describe 5 elements of an effective presentation or lesson opening.
2. List considerations that can help you choose the right content to teach.
3. Describe strategies to help maximize learning during a presentation or lesson.

What are some characteristics of "good teaching"?

Five Elements of an Effective Lesson Opening: MUCKO

Motivation

Utility

Content

Knowledge Base

Objectives

Ideas for Choosing the "Right" Content to Teach

Which 2 of these considerations are most important for guiding content choices?

1. What are you (the teacher) most interested in?
2. How fast can you talk?
3. Will this content help learners achieve the objectives?
4. How much time is required for learner participation (e.g. Q & A, activities)?
5. What is the most up-to-date information on this topic?

What else should you consider when choosing content?

How do we help maximize learning during a teaching session?

Keeping Learners Engaged During "Lecture" – How?

Do	Don't

To be most effective, the lesson closure should: (choose one)

1. Include questions to determine whether learning objectives have been met.
2. Provide an opportunity to practice what was learned.
3. Introduce what will be taught in the next lesson.
4. Include a summary of the main points.
5. Provide an opportunity to ask questions.

Additional points on closure:

Which one or two ideas about teaching will you focus on the next time you present/teach?

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Additional Resources

Principles of cognitive learning: (Schmidt HG: Foundations of problem-based learning: some explanatory notes. *Med Educ* 1993; 27: 422-32)

1. The prior knowledge that people have regarding a subject is the most important determinant of the nature and amount of new information that can be processed.
2. Prior knowledge must be activated by cues in the context of which the information is being studied.
3. Knowledge is structured; the way it is structured in memory makes it more or less accessible for use.
4. Storing information into memory and retrieving it can be greatly improved by elaboration during learning.
5. The ability to activate knowledge in long-term memory and make it available depends on contextual cues.
6. Motivation to learn prolongs the amount of processing time (study time) and hence improves achievement.

Principles for Teaching Adults

Adults:

1. want to use what they learn soon after they learn it. Therefore, teach them something they can use.
2. like to solve problems, not just learn facts. Therefore, use higher level questioning and relate to 'real' problems.
3. see themselves as users of education, not simply recipients of it; encourage participation.
4. like to know how they are doing. Therefore, give them timely feedback.

Study Reference: Deslauriers, L et al. Improving Learning in a Large Enrollment Physics Class. Science. 2011; 332: 862-4

At the end of the session, an additional 1 page hand-out (outlining an effect teaching model) will be provided.