

Designing a Teaching Session That Is Engaging and Effective

Patricia Kritek MD, EdM

Associate Professor

Division of Pulmonary and Critical Care Medicine

University of Washington



 **CHEST**
Annual Meeting
2016



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I have no relevant financial disclosures



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Designing a Teaching Session That Is Engaging and Effective



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Creating an effective &
engaging teaching session
takes time and energy



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Three Key Components

Delineate what they need to learn

Plan your strategy for engaging your learners

Assess what they are learning/
have learned



Three Key Components

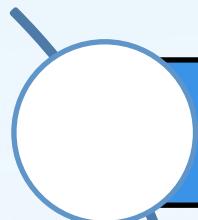
Delineate what they need to learn

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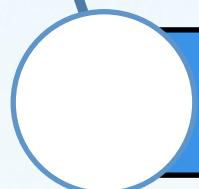
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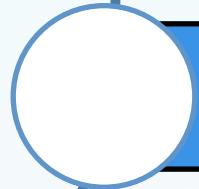
1. Know Your Audience



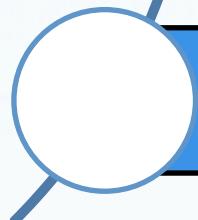
Mixed level of training?



Size of group?



Past experience with content?



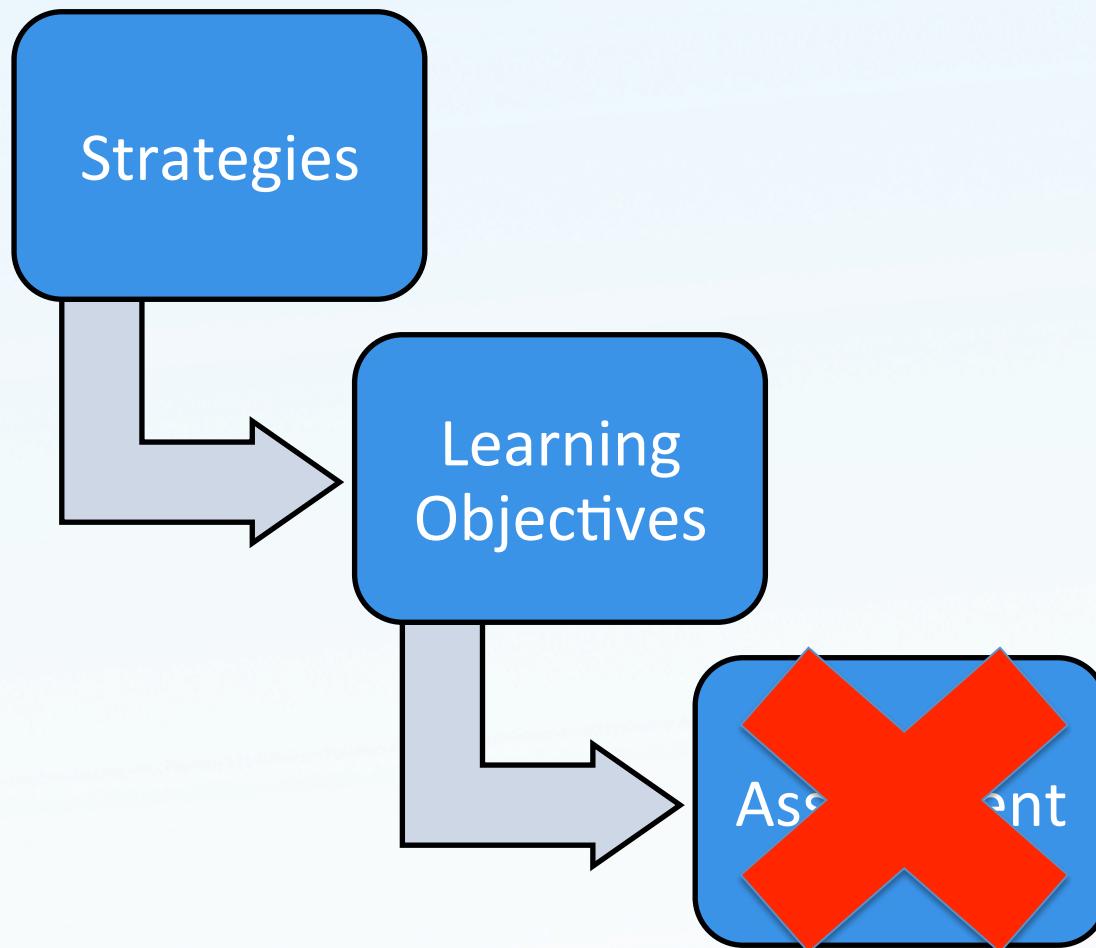
What would be useful for them?



2. Limit Yourself

Focus in on 4-5 main points—too much information will result in less understanding and retention

3. Prioritize



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1. Pick A Format



VS.



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2. Plan Specific Strategies

What do you use to engage your learners?

2. Plan Specific Strategies

Pre-session prep
for learners

- Flipped classroom
- Pre-session survey

Pre-session prep
for you

- Cases & questions
- ARS questions
- Videos

Structure of
session

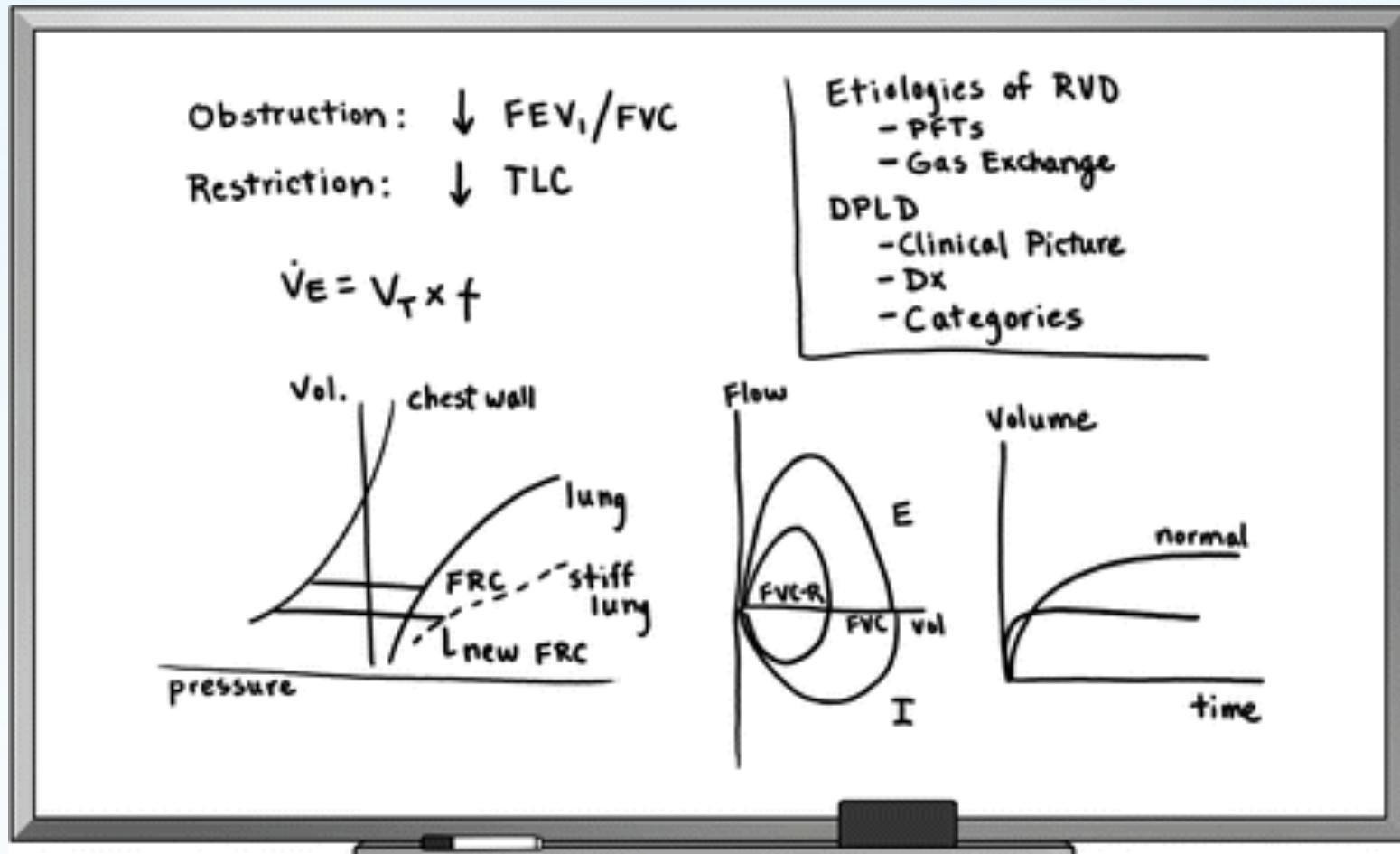
- Specific “call out” questions
- Times for pair-share/small group



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3. Create A Map



Handbook of Clinical Teaching. Mookherjee and Cosgrove, Ellen M. (Eds.)

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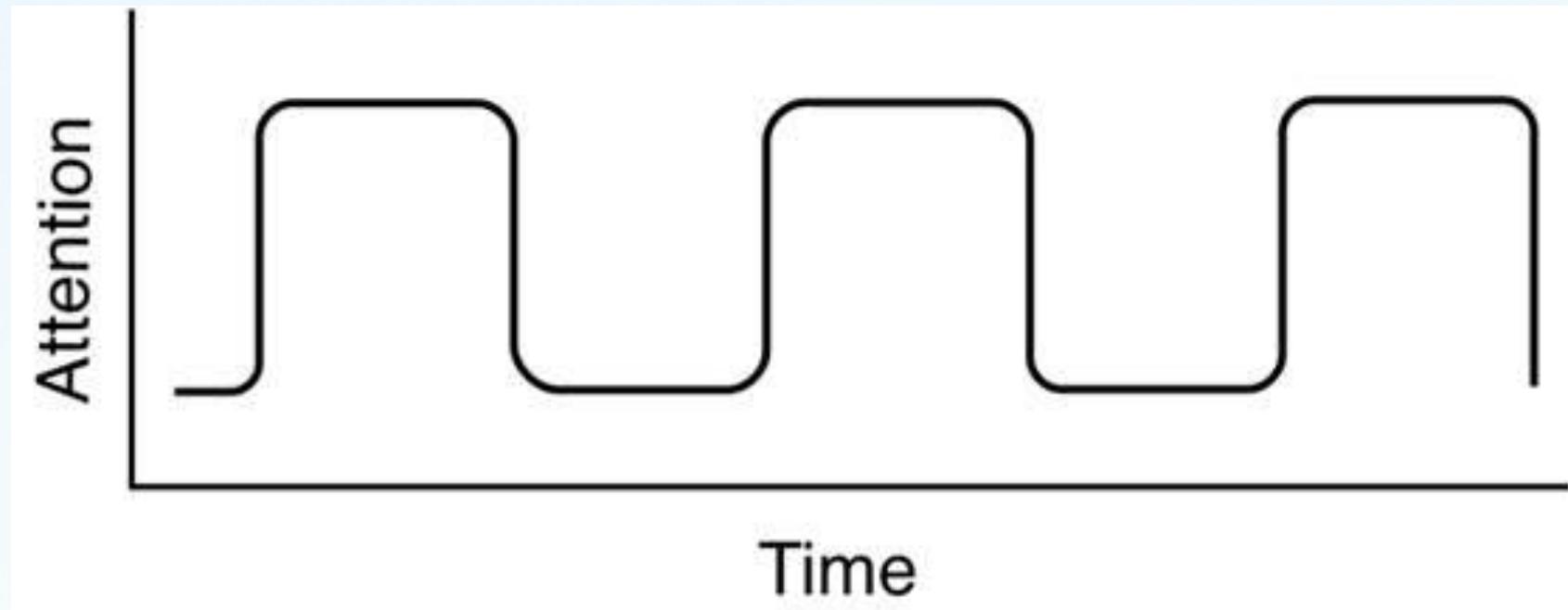
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3. Create A Map

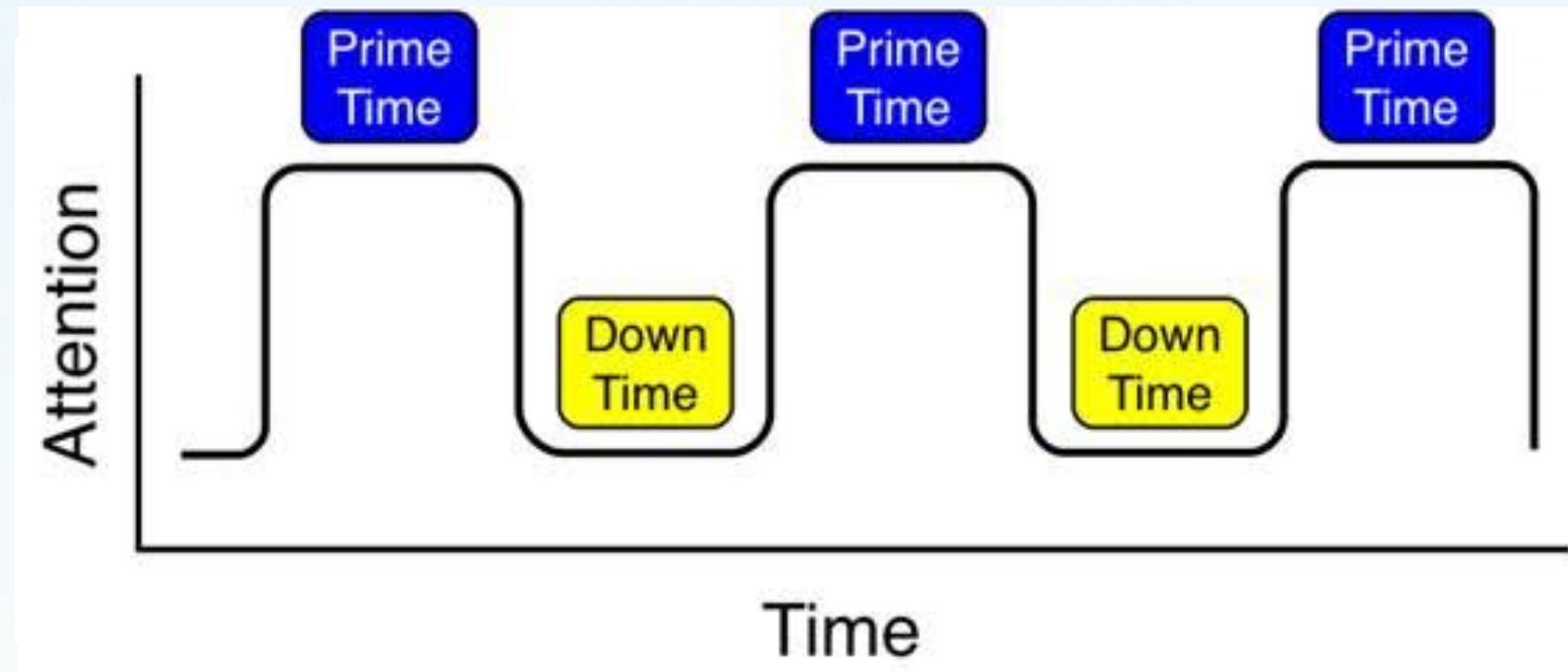
<u>Etiology</u>	<u>lung volumes</u>			<u>spirometry</u>			<u>DLCO</u>	<u>ABG</u>	
	<u>TLC</u>	<u>FRC</u>	<u>RV</u>	<u>FEV₁</u>	<u>FVC</u>	<u>FEV₁/FVC</u>		<u>PaCO₂</u>	<u>PaO₂</u>
Lung parenchyma	↓	↓	↓	↓	↓	nl/↑	↓	nl/↓	low v/a
Neuromusc. weakness	↓	nl	nl/↑	↓	↓	nl	nl	↑	hypo vent.
Chest wall/ pleura	↓	↓	↓	↓	↓	nl	nl	nl	hypo vent.



3. Create a Map



3. Create a Map



Gulpinar MA, Yegen BC. *Med Teach* 2005;27:590–594.

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Three Key Components

Delineate what you will cover

Plan your strategy for engaging your learners

Assess what they are learning/
have learned



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1. Consider Real-Time Assessment

ARS

- Interspersed questions
- Questions at the end

Paper

- Perceptions
- Content

Verbal

- Individuals
- Groups



2. Have Flexibility (in case concepts aren't understood)



If people don't get it → slow down or explain differently

You need to build in time to be flexible



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3. Check For Retention

You know you have been truly effective if learners still remember what you taught 6 to 12 months later!



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Additional Resources

- Handbook of Clinical Teaching. Mookherjee and Cosgrove, Ellen M. (Eds.). Springer, 2016.
- Lenz et al. "Practical Strategies for Effective Lecturing." *Annals ATS*, Vol. 12, No. 4 (2015), pp. 561-566.
- White G. "Interactive lecturing." *Clin Teach* 2011;8:230–235.
- http://willthalheimer.typepad.com/files/questioning_for_audience_response_systems_jan2009.pdf [resource for ARS question writing]
- <https://www.ag.ndsu.edu/evaluation/documents/effective-adult-learning-a-toolkit-for-teaching-adults> [general tips for design for adult learners]