

# Getting lectures more interesting

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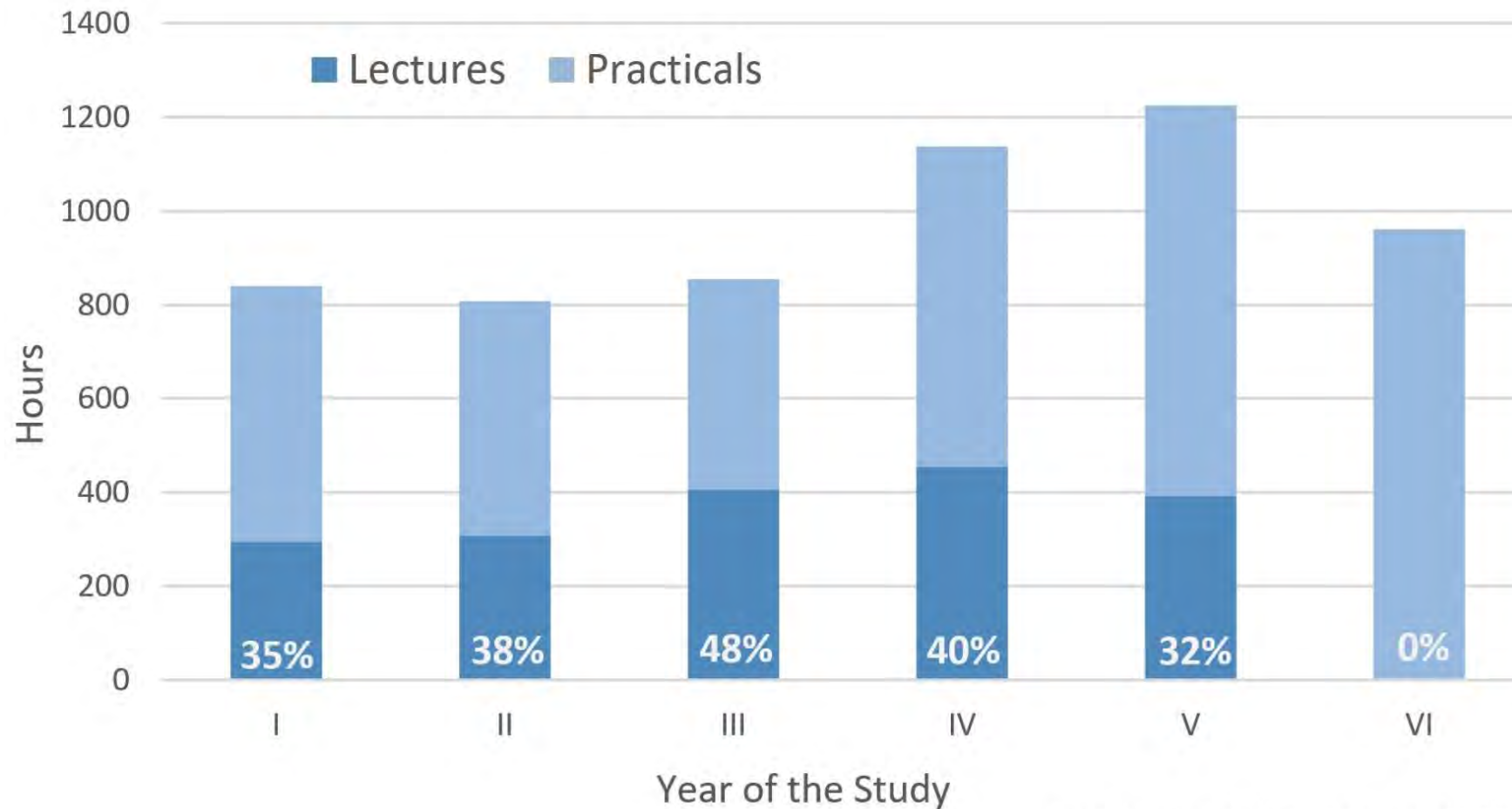
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The speaker has no financial interests in any product discussed.

The speaker has no conflict of interest to disclose.

# Lecture in education UPJŠ MF, Košice



# A lecture

- The key **goal** - **to increase** students' medical **knowledge** on selected theme **by teaching information**.

## Content

- Introduce a subject
- Identify key areas
- Provide an overview on a topic

## Form

- Color background
- Text font size
- Graphic files etc.

# Lecturing

- Aims:
  - **Establish** attention to the lecture (show enthusiasm for the subject)
  - **Keep** attentiveness during lecture (repetition, vocal variation, facial expression, movement, and gesture)
- Depends on personality of lecturer

# Lecture problem # 1 - inattention

- Boring subject (difficult, unfamiliar with, not interesting)
- Length (duration) of lectures (over 20 - 30 minutes)

## Recovering attention

- Break in a lecture
- **Change of teaching method/ topic**

# Lecture problem # 2 - information retention

- **Passive teaching method** (Lecture – Audio/ Visual – Reading – Demonstration)
- **Participatory teaching methods** (Discussion group – Practice by doing – Teach others)

# Making lecture more interesting

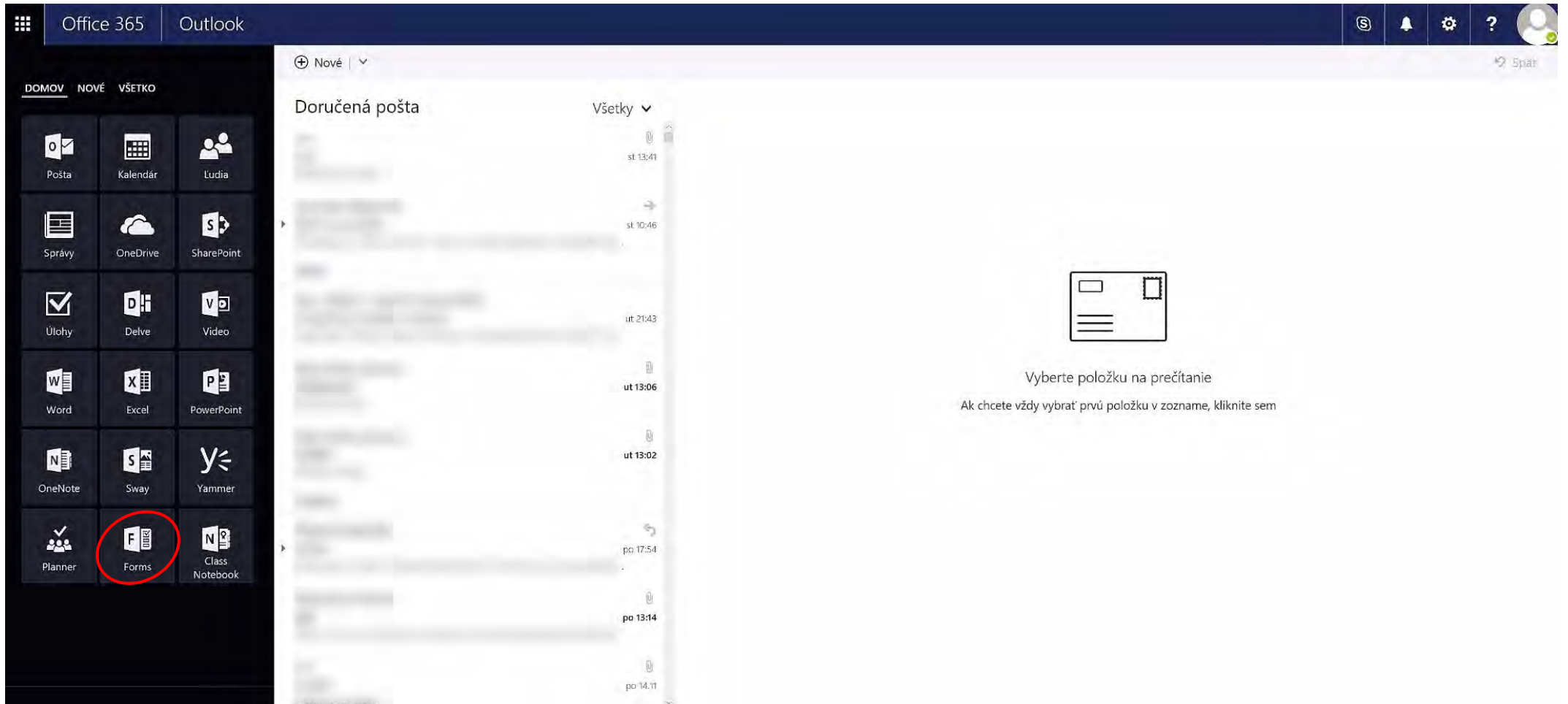
- Change passive **didactic teaching** to interactive **participatory lecture**
- Interactive lecture - concepts are **learnt** better, **retained** longer, **applied** effectively in other context



# Interactive lecture

- **Audience response system** (expensive, wired, specific lectures hall)
- **Mobile phones** with Wi-Fi connection possibility, camera and QR code reader application
- Lecture halls with wireless (Wi-Fi) internet access
- Computer (MS Win 10) with internet access and connected to data projector
- **Forms application** - part of MS Office 365

# MS Office 365 - Forms application



# Developing questions for test

The screenshot shows a web-based form builder interface. At the top, there is a navigation bar with a grid icon, the word "Forms", and several utility icons: "Ukážka" (Preview), "Motív" (Theme), "Odoslať formulár" (Send form), and a three-dot menu. Below the navigation bar, there are two tabs: "Otázky" (Questions) and "Odpovede" (Answers). The main content area is titled "1GM 1st aid mini test A (2) (Počet bodov: 5)" and includes the instruction "Multiple choice answers. Select one best answer. 5 minutes to complete the test".

The question editor shows a question text field containing "1. What is the first step in managing a First Aid situation?". Below this, there are four radio button options:

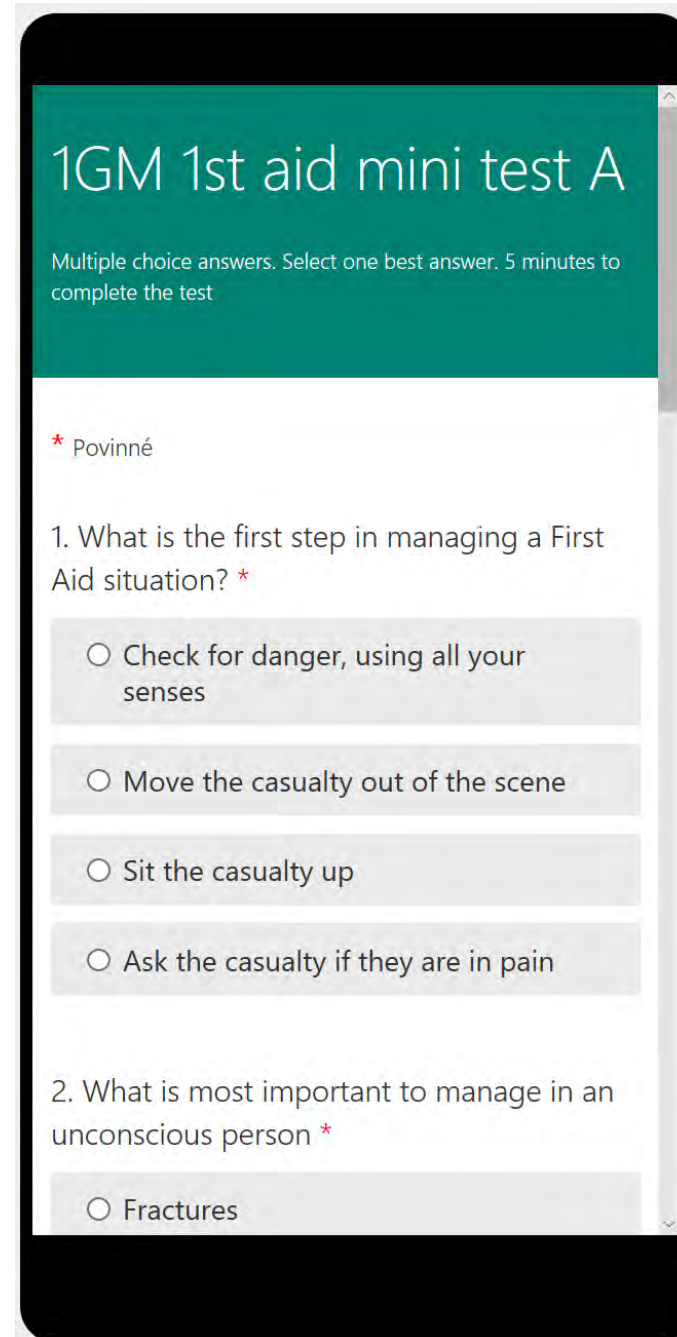
- Move the casualty out of the scene
- Ask the casualty if they are in pain
- Sit the casualty up
- Check for danger, using all your senses

The selected option is marked as "Správna odpoveď" (Correct answer). Below the options is a "+ Pridať možnosť" (Add option) button. At the bottom of the question editor, there are settings for "Body: 1", a "Viac odpovedí" (More answers) toggle (currently off), and a "Povinné" (Mandatory) toggle (currently on). A "+ Pridať otázku" (Add question) button is located at the bottom left of the question editor area.

QR code - link to upload the test



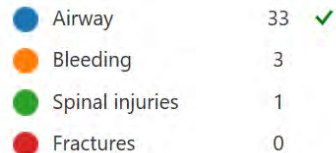
# Uploaded quiz on mobile phone



# Post lecture assessment of student's knowledge

2. What is most important to manage in an unconscious person (1 b.)

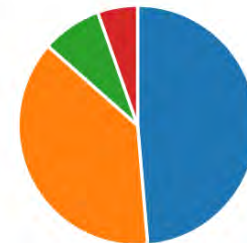
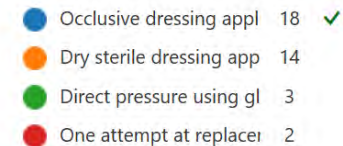
89 % respondentov (33 z 37) odpovedalo na túto otázku správne.



[Podrobnosti](#)

4. An industrial worker has sustained a laceration to his abdomen. On closer inspection, you note what appear to be fat tissue and a portion of intestine protruding through the wound. Which one of the following is MOST appropriate for treating this injury? (1 b.)

49 % respondentov (18 z 37) odpovedalo na túto otázku správne.



[Podrobnosti](#)

Instant results - assess memory and comprehension

# Test (quiz) debriefing

- Subsequent discussion about questions
- Special focus on incorrect answers and re-teaching (explaining)  
keynotes

# Student's feedback

- Polling on experience (satisfaction) with subject/lecture/lecturer

„Should be online post lecture test used?“

Strongly agree	★★★★★	69%
Agree	★★★★☆	17%
Neutral	★★★☆☆	8%
Disagree	★★☆☆☆	3%
Strongly disagree	★☆☆☆☆	3%



# Summary

- **Audience response system** – MS Forms application – easy-to-create and simple to use (for both teachers and students)
- No extra costly hardware needed
- Change passive to active lecture

"Tell me, I'll forget. Show me, I'll remember. **Involve me, I'll understand.**"

Chinese proverb

# References

- Green, J.S.: AO principles of Teaching and Learning, Thieme 2005
- Bligh, D. A.: What's the Use of Lectures?, Jossey-Bass Publishers 2000
- Pettit, R. K. *et al.*: Student perceptions of gamified audience response system interactions in large group lectures and via lecture capture technology, BMC Medical Education 2015, <http://dx.doi.org/10.1186/s12909-015-0373-7>
- Nelson, C. *et al.*: The effects of audience response systems on learning outcomes in health professions education. A BEME systematic review: BEME Guide No. 21, Med Teach 2012, 34(6):e386-405. doi: 10.3109/0142159X.2012.680938.