

Getting lectures more interesting

Radoslav Morochovič

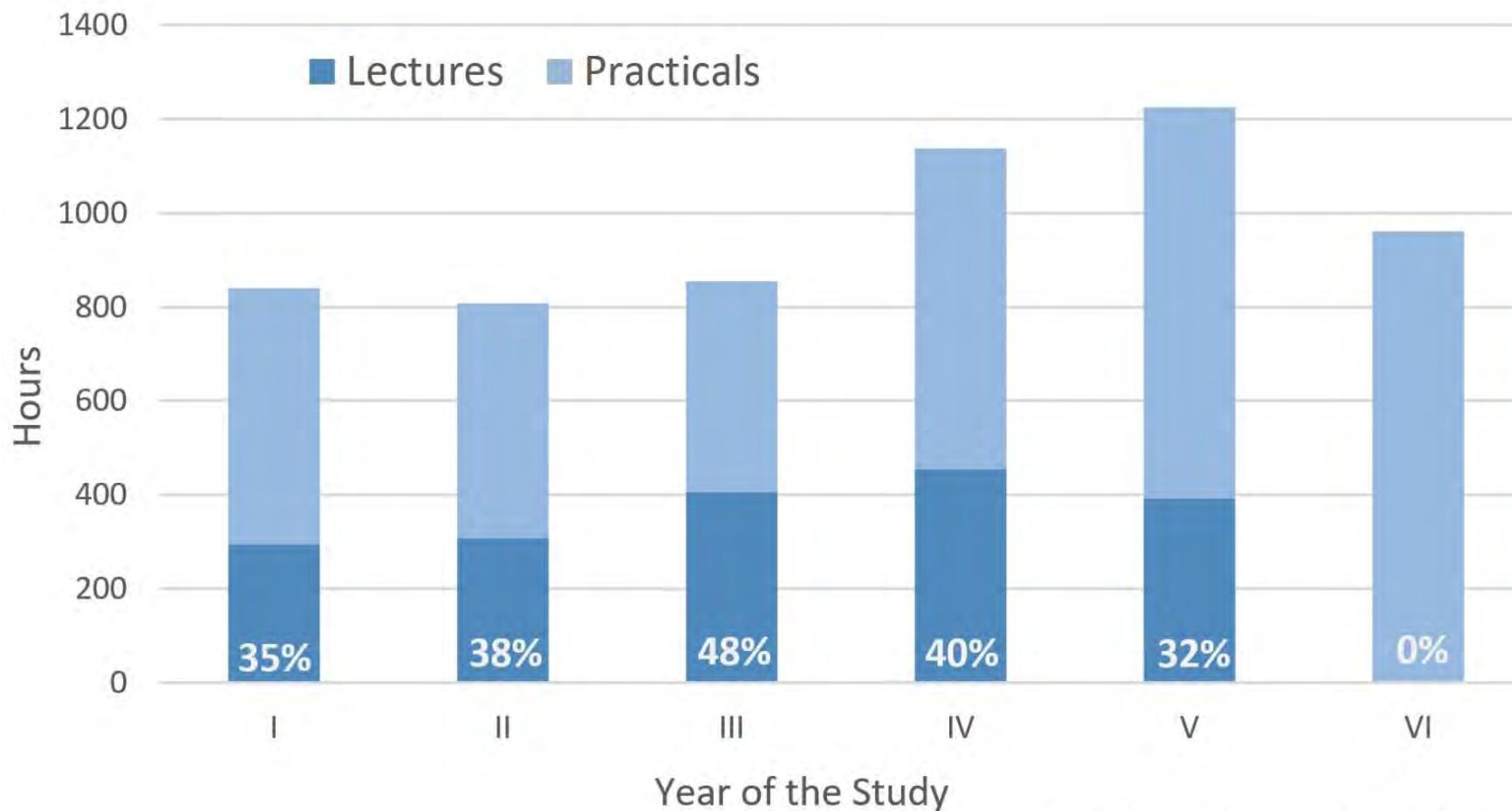
Department of Traumatology

University of P. J .Šafárik in Košice, Faculty of Medicine

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



Source: Author, Information brochure UPJS MF, Academic year 2016/2017

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)

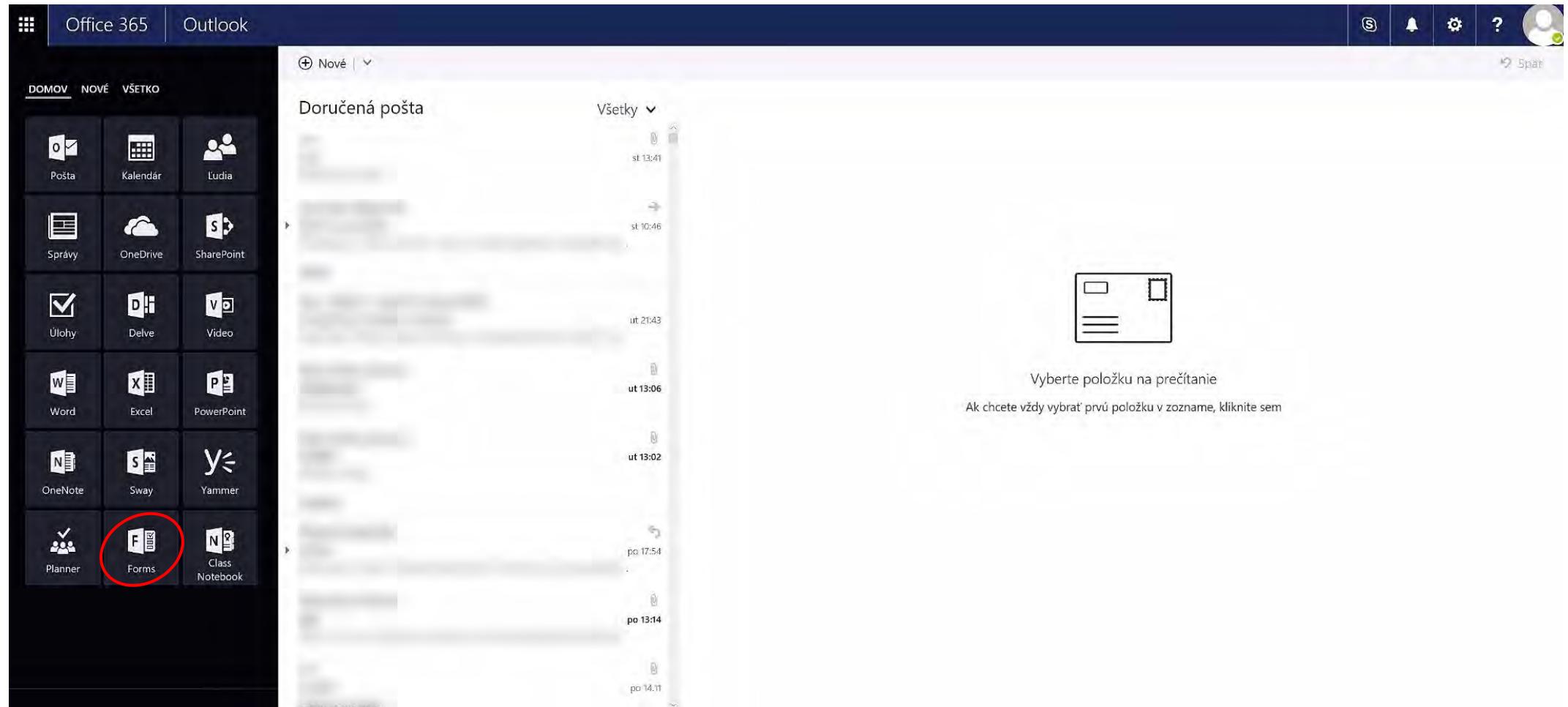
Making lecture more interesting

- 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



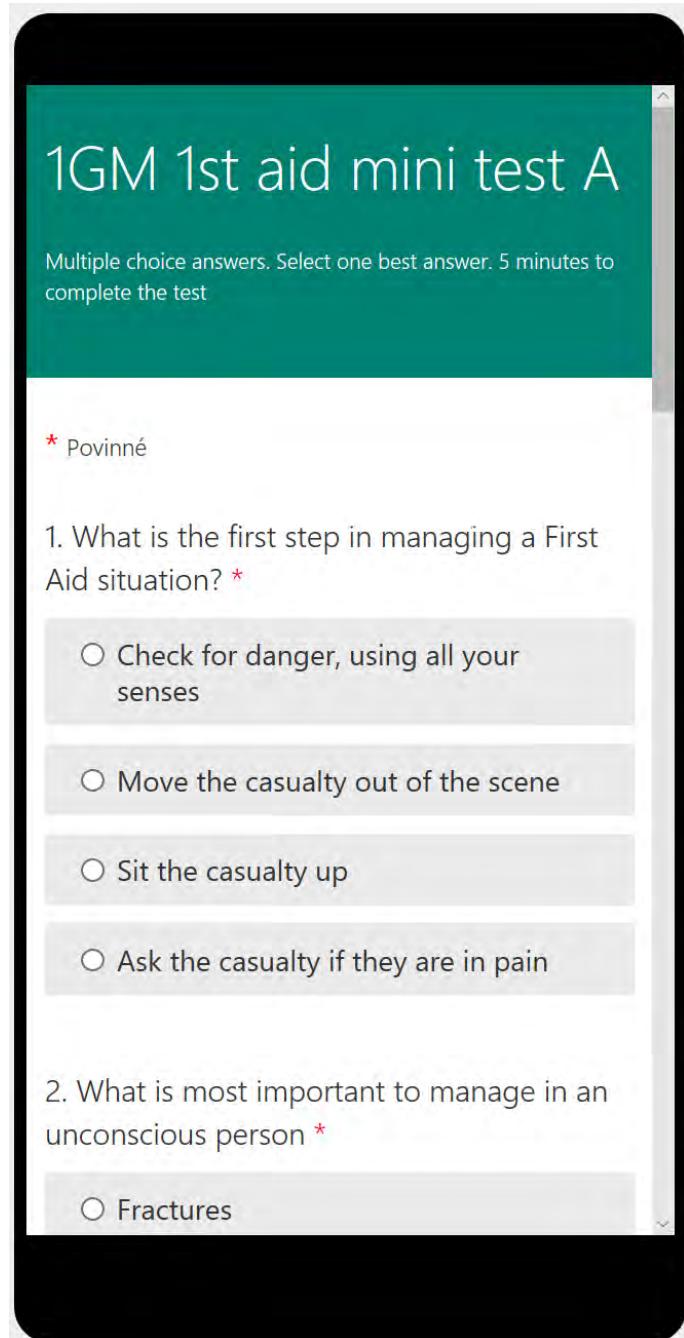
Developing questions for test

The screenshot shows the Microsoft Forms interface for creating a test. The top navigation bar includes 'Forms' and other options like 'Ukážka' and 'Motív'. The main area is titled 'Otázky' (Questions) and displays a question from a test named '1GM 1st aid mini test A (2) (Počet bodov: 5)'. The question asks: 'What is the first step in managing a First Aid situation?' with four options: 'Move the casualty out of the scene', 'Ask the casualty if they are in pain', 'Sit the casualty up', and 'Check for danger, using all your senses'. The fourth option is marked as the correct answer ('Správna odpoveď'). Below the question, there are settings for 'Body: 1', 'Viac odpovedí' (Multiple answers), 'Povinné' (Required), and a 'Pridať možnosť' (Add option) button. A green 'Pridať otázkú' (Add question) button is at the bottom.

QR code - link to upload the test



Uploaded quiz on mobile phone

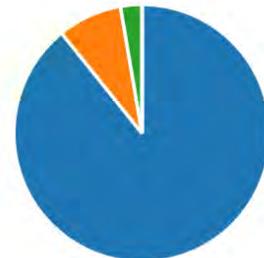


Post lecture assessment of student's knowledge

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

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

Airway	33	✓
Bleeding	3	
Spinal injuries	1	
Fractures	0	

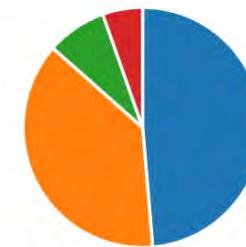


[Podrobnosti](#)

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.

Occlusive dressing appl	18	✓
Dry sterile dressing app	14	
Direct pressure using gl	3	
One attempt at replace	2	



[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.