

# Techniques in Classroom teaching – Anyone ? Anyone?

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Jeffrey Ring & Julie Nyquist

# Objectives

- Faculty will :
  - Identify 4 types of teaching techniques
  - Explore examples of each type of technique
  - Identify examples of their use of each
  - Commit to add 2 new techniques to their teaching repertoire

# Selecting instructional methods

- What are they ?
  - Tools used to direct learners' activities to achieve desired goals and objectives
- How are they used successfully ?
  - Must be appropriate for intended group and learner outcome
  - Depends on the skill with which instructor uses the approach
  - Must use a variety of tools for effective teaching

- Moving our learners to deeper learning



# Techniques used in classroom settings

- Four groups
  - **Attention grabbers**
  - **Skill builders**
  - **Catalysts**
  - **Intensifiers**

# Attention grabbers

- Open up the topic , grab the learners' attention and help them to focus on the issue under study
- Set the tone for the session

# Examples of attention grabbers

- **Openers** –

- session objectives , cartoon, joke, a challenge , anecdote, dramatic action

- **Brainstorm-**

- Encourage learners to think broadly about possible issues or solutions to problems . Generate as many ideas as possible

# More attention grabbers

- **Video clip**
  - Use when words are not enough to stimulate discussion
- **Closer-**
  - add impact to the session . Have the gained the key points? What commitment will they make to apply the knowledge learned



# Skill builders

- Help learners gain their initial awareness and knowledge in relation to the topic
- Build core skills required to accomplish tasks related to the core competencies

# Examples of skill builders

- **Formal presentation**
  - Used to promote knowledge acquisition (15 minute max)
- **Independent use or written or technology based materials**
  - Online curriculum , Challenger
  - Efficient or effective only if learners do the work

# Examples of skill builders

- **Cases**

- Apply knowledge taught . Must actively engage learners in discussion of cases. Yale Ambulatory Curriculum

- **Role play**

- Good for ICS
- Requires clear tasks for the “players” and an instructor comfortable with the technique

# Examples of skill builders

- **Models , live and computerized simulation**
  - Expensive. Good to teach spatial understanding and technical skills
  - Procedure workshops . Live models in breast and pelvic
- **Multiple Station Teaching ( Teaching OSCE)**
  - Allows focused one on one teaching
  - Each station can teach one skill or focus on a specific objective

# Catalysts

- Stimulate learning in small or large groups
- Used to ensure that learners are interacting with the concepts presented and with each other

# Examples of catalysts

- **Progressive disclosure cases**
  - learner makes decisions at every point of the case.  
Encourages active learning and problem solving
- **Quizzes, games, polls, audience response systems**
  - Focus learners' attention ; gauges level of knowledge or attitudes

# Examples of catalysts

- **Small group activities**

- Exchange ideas, apply knowledge and practice problem solving. Requires clear, relevant tasks and skilled debriefing of tasks for maximum benefit

- **Think/pair/share**

- Think about a topic in pairs . Learners asked to think for a minute or two , share with a partner , debrief in large group

# Intensifiers

- Encourage learners to greater depth of awareness and knowledge .
- Encourages positive change in learner



# Example of intensifiers

- **Narrative and reflective writing**
  - Use of creative writing to explore issues
  - Give learner a stimulus (film, poetry , picture , other)and learners are asked to respond
  - Takes to deeper affective levels (professionalism , personal development)

# Example of intensifiers

- **Learner presentations**
  - Used to increase self – reflection and self-awareness about any topic of interest
  - Increase learner confidence in discussing key issues

# Example of intensifiers

- **Commitment to act or change**
  - At end of session , learners asked to write down one or more actions they will take or a change they will make as a result of learning
  - Extends learning outside of the classroom

# Trackers

- Tools used to track learners across time and encourage continuing growth
  - **Journals** – ongoing collection of writings
  - **Portfolios**- Collection of learner generated activities
  - **Reflection and Self assessment** – periodic review of own progress toward goals, often accompanied by own learning plan



# Activity