

# 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



**LOS ANGELES**

I have no relevant financial disclosures



# Designing a Teaching Session That Is Engaging and Effective



 **CHEST**  
Annual Meeting  
2016



**LOS ANGELES**

Creating an effective &  
engaging teaching session  
takes time and energy



# 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

Plan your strategy for engaging your learners

Assess what they are learning/  
have learned



# 1. Know Your Audience



Mixed level of training?



Size of group?



Past experience with content?



What would be useful for them?



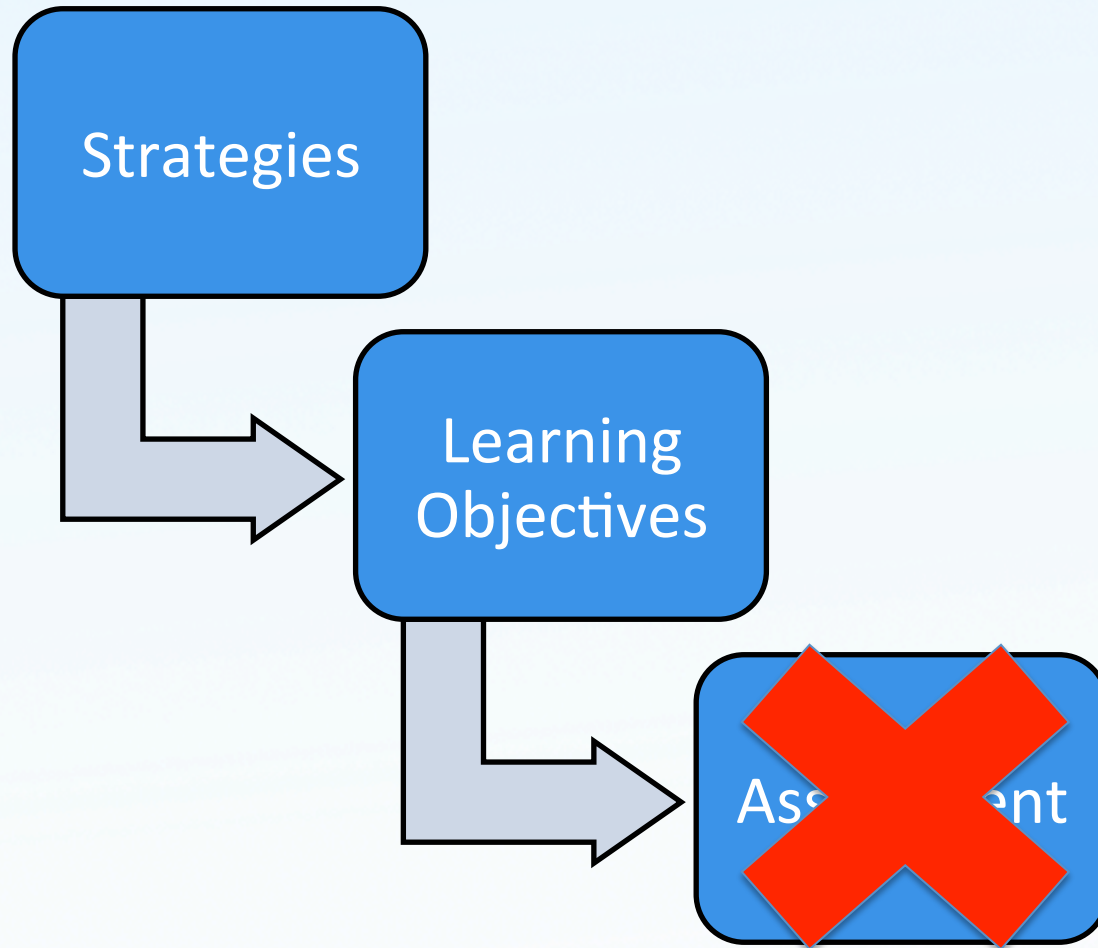
## 2. Limit Yourself

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





# 3. Prioritize



# Three Key Components

Delineate what they need to learn

Plan your strategy for engaging your learners

Assess what they are learning/  
have learned



# 1. Pick A Format



vs.



## 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

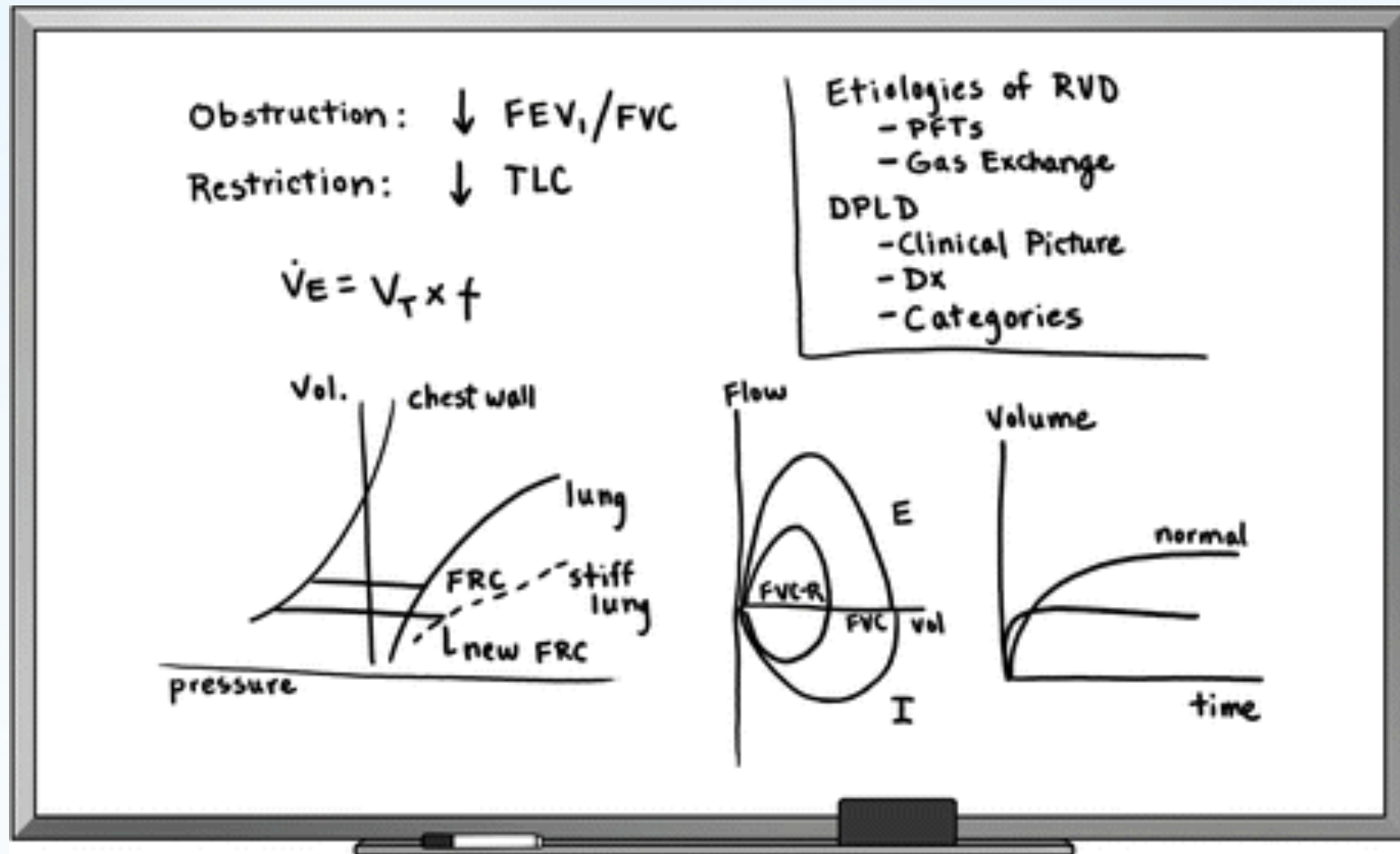
- Cases & questions
- ARS questions
- Videos

Structure of  
session

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



# 3. Create A Map



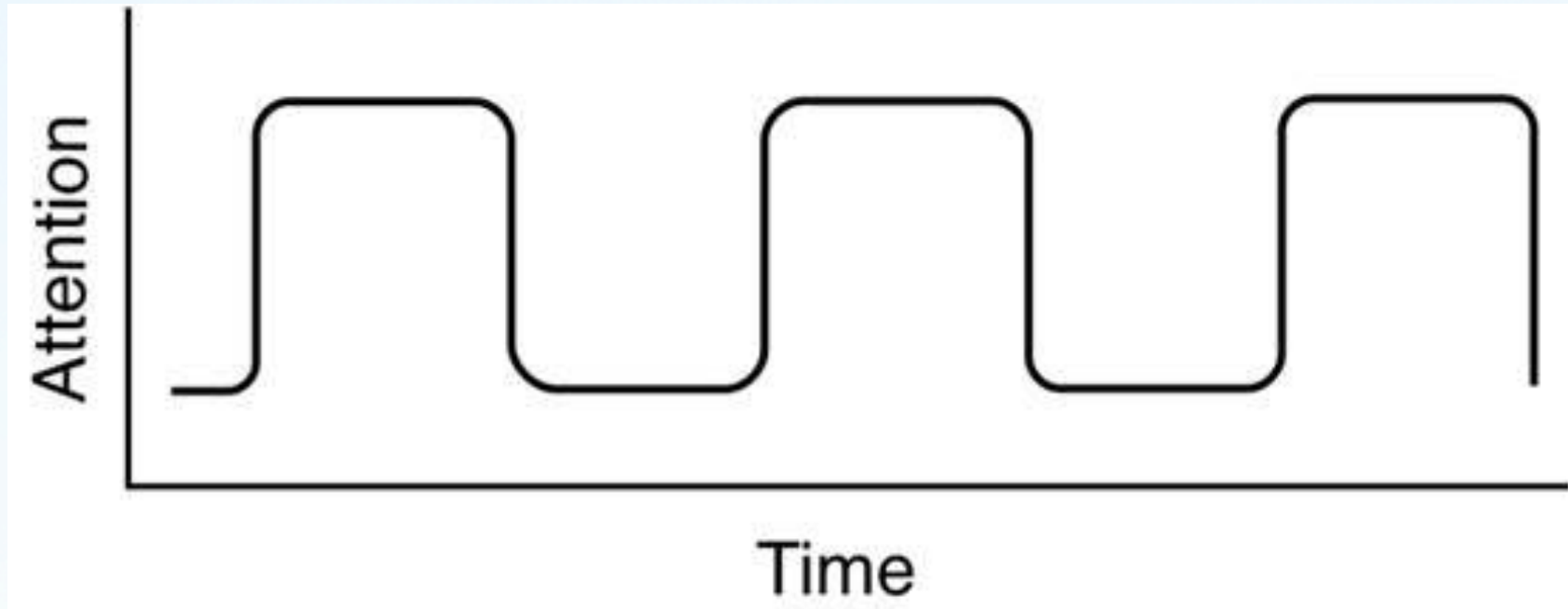
Handbook of Clinical Teaching. Mookherjee and Cosgrove, Ellen M. (Eds.)

# 3. Create A Map

Etiology	lung volumes			spirometry			DLCO	ΔBG	
	TLC	FRC	RV	FEV <sub>1</sub>	FVC	FEV <sub>1</sub> /FVC		PaCO <sub>2</sub>	PaO <sub>2</sub>
Lung parenchyma	↓	↓	↓	↓	↓	nl/↑	↓	nl/↓	low v/a
Neuromusc. weakness	↓	nl	nl/↑	↓	↓	nl	nl	↑	hypo vent.
Chest wall/pleura	↓	↓	↓	↓	↓	nl	nl	nl	hypo vent.

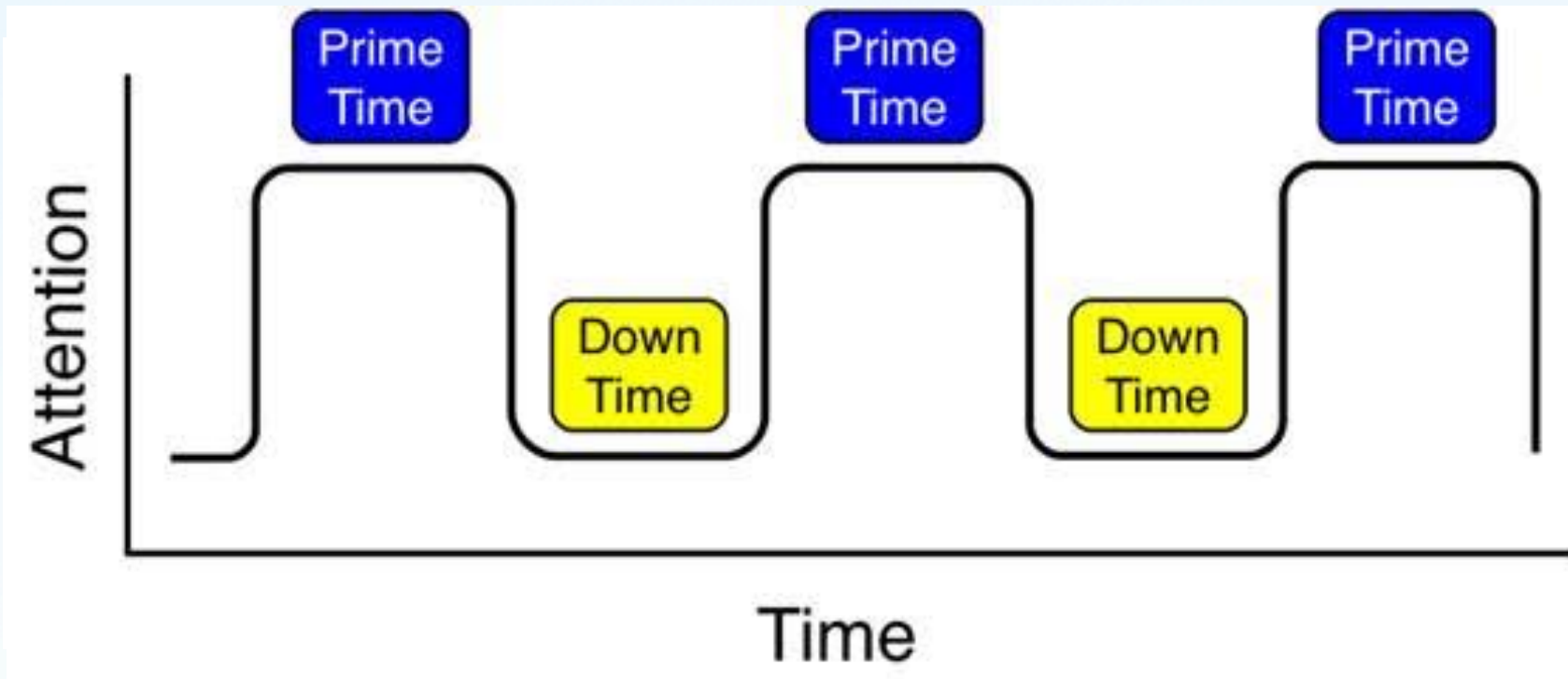
Handbook of Clinical Teaching. Mookherjee and Cosgrove, Ellen M. (Eds.)

### 3. Create a Map





### 3. Create a Map



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

# Three Key Components

Delineate what you will cover

Plan your strategy for engaging your learners

Assess what they are learning/  
have learned



# 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



## 3. Check For Retention

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



# Three Key Components

Delineate what they need to learn

Plan your strategy for engaging your learners

Assess what they are learning/  
have learned



# 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](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]

