





















Lecture

	GENERAL INFORMATION
	SETTING THE STAGE
	KEEPING THEM ENGAGED
	INSPIRING PRACTICE CHANGE

Activity Type/Educational Format	Rationale for Use	Criteria Used for Educational Setting	Related to Objectives	Desired Results
Lecture (cognitive, didactic) Presentations (courses)	<ul style="list-style-type: none"> Delivery of basic, complex or new information Update knowledge 	<ul style="list-style-type: none"> Efficient for disseminating information to large groups Accessibility for those in attendance and when disseminated more widely 	<ul style="list-style-type: none"> Knowledge Competence 	<ul style="list-style-type: none"> Update knowledge or concepts with new, evidence-based information Gain a foundation of information on which to build Improve competence in practice Guide to sources 

Instructional Methods (link to full document)

Tips & Guides:	
   	<ul style="list-style-type: none"> Essentia Health - CME Presentation Tips - https://www.essentiahealth.org/education-research/continuing-medical-education/activity-planning/cme-presentation-tips/
   	<ul style="list-style-type: none"> Presentation Guidelines, Best Practices, and Assumptions and Principles of Adult Learners
Reviewed Articles:	
   	<p><u>Article Review:</u></p> <ol style="list-style-type: none"> How to Give a Killer Presentation

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     	<ol style="list-style-type: none"> 2. Use of the Pause Procedure in Continuing Medical Education: A Randomized Controlled Intervention Study 3. Creating and Presenting an Effective Lecture
References: <i>(NOTE: The links below direct the user to the PubMed abstract. Access to full article is dependent on individual/ institutional subscription except in the case of open access articles that are accessible to all)</i>	
   	<ol style="list-style-type: none"> 1. Babik JM, Luther VP. Creating and Presenting an Effective Lecture. <i>J Contin Educ Health Prof</i>. 2020 Winter;40(1):36-41. doi: 10.1097/CEH.0000000000000281. PMID: 32149947.
   	<ol style="list-style-type: none"> 2. Wray A, Wolff M, Boysen-Osborn M, Wiechmann W, Paradise S, Runcie E, Sudario G, Toohey S. Not Another Boring Resident Didactic Conference. <i>AEM Educ Train</i>. 2019 Jul 9; 4(Suppl 1): S113-S121. doi: 10.1002/aet2.10367. eCollection 2020 Feb. PMID: 32072115.
  	<ol style="list-style-type: none"> 3. White G. Interactive Lecturing. <i>Clin Teach</i>. Dec 2011; 8(4): 230-235. doi: 10.1111/j.1743-498X.2011.00457.x. PMID: 22084997.
   	<ol style="list-style-type: none"> 4. Lowe RC, Borkan SC. Effective Medical Lecturing: Practice Becomes Theory: A Narrative Review. <i>Med Sci Educ</i>. 2021 Jan 12;31(2):1-9. doi: 10.1007/s40670-020-01172-z. Online ahead of print. PMID: 33457070.
 	<ol style="list-style-type: none"> 5. Wolff M, Wagner MJ, Poznanski S, Schiller J, Santen S. Not another boring lecture: engaging learners with active learning techniques. <i>J Emerg Med</i>. 2015 Jan;48(1):85-93. doi: 10.1016/j.jemermed.2014.09.010. Epub 2014 Oct 13. PMID: 25440868.
  	<ol style="list-style-type: none"> 6. Steinert Y & Snell LS. Interactive lecturing: strategies for increasing participation in large group presentations. <i>Medical Teacher</i>, 1999; 21(1), 37-42. DOI: 10.1080/01421599980011.
   	<ol style="list-style-type: none"> 7. Anderson C, Duarte N. How to give a killer presentation. <i>Harvard business review</i>. 2013 Jun 1;91(6):121-5.

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