





















## Lecture







	<b>GENERAL INFORMATION</b>
	<b>SETTING THE STAGE</b>
	<b>KEEPING THEM ENGAGED</b>
	<b>INSPIRING PRACTICE CHANGE</b>

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"> <li>Delivery of basic, complex or new information</li> <li>Update knowledge</li> </ul> 	<ul style="list-style-type: none"> <li>Efficient for disseminating information to large groups</li> <li>Accessibility for those in attendance and when disseminated more widely</li> </ul> 	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Competence</li> </ul> 	<ul style="list-style-type: none"> <li>Update knowledge or concepts with new, evidence-based information</li> <li>Gain a foundation of information on which to build</li> <li>Improve competence in practice</li> <li>Guide to sources</li> </ul> 

### Instructional Methods (link to full document)






















Tips & Guides:	
   	<ul style="list-style-type: none"> <li><a href="#">Essentia Health - CME Presentation Tips</a></li> </ul>
   	<ul style="list-style-type: none"> <li><a href="#">Presentation Guidelines, Best Practices, and Assumptions and Principles of Adult Learners</a></li> </ul>
   	<ul style="list-style-type: none"> <li><a href="#">AAMC Presentation Skills Toolkit</a></li> </ul>

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     	<ol style="list-style-type: none"> <li>1. <a href="#">Use of the Pause Procedure in Continuing Medical Education: A Randomized Controlled Intervention Study</a></li> <li>2. <a href="#">Creating and Presenting an Effective Interactive Lecture</a></li> </ol>
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**References:**

*(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)*

   	<ol style="list-style-type: none"> <li>1. Babik JM, Luther VP. <a href="#">Creating and Presenting an Effective Lecture</a>. <i>J Contin Educ Health Prof</i>. 2020 Winter;40(1):36-41. doi: 10.1097/CEH.0000000000000281. PMID: 32149947.</li> </ol>
   	<ol style="list-style-type: none"> <li>2. Wray A, Wolff M, Boysen-Osborn M, Wiechmann W, Paradise S, Runcie E, Sudario G, Toohey S. <a href="#">Not Another Boring Resident Didactic Conference</a>. <i>AEM Educ Train</i>. 2019 Jul 9; 4(Suppl 1): S113-S121. doi: 10.1002/aet2.10367. eCollection 2020 Feb. PMID: 32072115.</li> </ol>
  	<ol style="list-style-type: none"> <li>3. White G. <a href="#">Interactive Lecturing</a>. <i>Clin Teach</i>. Dec 2011; 8(4): 230-235. doi: 10.1111/j.1743-498X.2011.00457.x. PMID: 22084997.</li> </ol>
   	<ol style="list-style-type: none"> <li>4. Lowe RC, Borkan SC. <a href="#">Effective Medical Lecturing: Practice Becomes Theory: A Narrative Review</a>. <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.</li> </ol>
 	<ol style="list-style-type: none"> <li>5. Wolff M, Wagner MJ, Poznanski S, Schiller J, Santen S. <a href="#">Not another boring lecture: engaging learners with active learning techniques</a>. <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.</li> </ol>
   	<ol style="list-style-type: none"> <li>6. Anderson C, Duarte N. <a href="#">How to give a killer presentation</a>. <i>Harvard business review</i>. 2013 Jun 1;91(6):121-5.</li> </ol>

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