Incorporating Active Learning into Large Group Presentations

🗁 **OPENING** and 🗁 **SUMMARY**	In the opening, share learning objectives to make it clear what learners are anticipated to achieve by the end of the presentation. In the summary, highlight key points and allow for learners to ask questions and share thoughts. Presenters can also use this time to address any misunderstandings or share additional insights on how this topic might benefit participants in practice.
? QUESTION ASKING	Appropriately challenging, engaging, and effective questions stimulate participation and encourage exploration and understanding of key concepts. Try to create one question for each learning objective. Use a variety of questions: - Why…? Why not…? What if…? When would we…? These types of questions encourage critical thinking and discussion. - Rhetorical questions stimulate thinking without requiring a direct response. - Start with low risk questions that have no right or wrong answer (e.g. asking for opinions about an issue). https://speakingaboutpresenting.com/audience/asking-questions-audience/
☑ **AUDIENCE RESPONSE SYSTEM (ARS)**	Along with good question-asking, ARSs such as PollEverywhere or Learning Catalytics can: - Increase audience engagement and interaction - Facilitate peer learning - Assess participants' understanding of a concept - Gauge audience opinions in a confidential manner on sensitive topics - Activate prior knowledge about a topic - Help participants recognize learning gaps https://ctl.yale.edu/AudienceResponseSystems https://www.polleverywhere.com/ https://www.pearson.com/us/higher-education/products-services-teaching/learning-engagement-tools/learning-catalytics.html

✍️ CASE EXAMPLE/ PRESENTATION	By providing realistic case examples, learners can practice applying new knowledge to a clinical context. Learners can also draw meaningful conclusions from how they answer "what if" questions.
✌️ COMPARE AND CONTRAST	By contributing characteristics to a compare and contrast table, audience members are asked to identify similarities and differences between two important parallel elements. Items to compare and contrast can include concepts or models; examples; clinical findings and diseases; clinical cases, etc.
🌐 CONCEPT MAP	Concept maps are graphic tools for organizing and representing knowledge. They include concepts, usually enclosed in circles, and relationships between concepts indicated by a connecting line linking two concepts. Words on the line, referred to as linking words or linking phrases, specify the relationship between the two concepts. Concept mapping can help learners to: - Grasp and integrate new material by scaffolding onto existing knowledge; - See relationships between ideas, concepts, or principles; - Clarify and structure ideas; - Develop higher-level thinking skills (create, analyze, evaluate). https://www.youtube.com/watch?v=bQlgx5biqCQ
🎥 CONCEPT VIDEOS	Creating your own educational concept video to embed into a presentation can help audience members better understand an abstract point, provide step-by-step instruction to solve a problem, or animate a physiologic process. Important points to keep in mind when designing a video: - Create a storyboard of the video first - Keep the video short -- 6 minutes or less - Narrate the video using a conversational tone - Use signaling (use of on-screen text or symbols) to highlight important parts of the video https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/

🗣DEBATE	A debate stimulates critical thinking and can be a highly effective way to actively engage audience members. The audience is divided into two groups and assigned contrasting, but credible and legitimate, viewpoints. Participants are asked to analyze positions that may or may not be those with which they completely agree; however, debate provides a unique opportunity for participants to "try out" positions they may not have otherwise entertained. https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/varying-your-teaching-activities
👁DEMONSTRATION	A demonstration can have a dramatic impact on participants' learning. Be sure to practice your demonstration ahead of time. Have the audience follow these three steps for the demonstration: 1. Before: have the audience predict the outcome of the demonstration or explain which possible results are most likely to occur. 2. During: experience the demonstration. 3. After: have participants reflect on the outcome and consider why they held their initial belief and in what ways the demonstration confirmed or contradicted this belief. https://serc.carleton.edu/introgeo/demonstrations/how.html
🕯GENERATION	Generation is the act of having the audience try to solve a problem or provide the answer to a question before being presented any cues, information, or solutions. By puzzling through a problem, participants actively engage in higher-order thinking and are far more likely to learn and remember a solution than if the presenter simply supplied it to them. https://www.chronicle.com/article/Making-It-Stick/146143
📧GROUP QUIZZES	Have participants divide into small groups and together answer multiple-choice questions. Individuals defend their reasons for choosing certain answers. The group votes on one answer for each question. https://teach.its.uiowa.edu/using-cooperative-quizzes

⏱ONE MINUTE PAPER	At the end of the presentation, hand out index cards and ask the participants to write down one thing or concept they learned from the presentation; one thing they are confused about or puzzled by; and one thing they plan to change or do as a result of the presentation. Collecting this data and determining response trends will help presenters refine subsequent talks. https://www.rochester.edu/college/cetl/faculty/one-minute-paper.html
👤 REFLECTION	Reflections are intended to be an open-ended opportunity to stimulate thought, gain a deeper understanding of the issue, and motivate further learning. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4190777/
👂STORY TELLING	As humans we are hardwired to tell and listen to stories. Incorporating stories or anecdotes into a presentation is a sure way of capturing an audience's attention. These could be a personal experience, a clinical myth, a historical event, or anything that relates to the presentation. The audience becomes interested in not only what the story is about, but how the story relates to them. A few tips about telling a story: - The simpler a story, the more likely it will stick - Try to use the present tense "So there I am walking into the patient's room, and the nurse asks me…" - Choose words and images that create a clear mental picture - Include something the audience will always remember: dramatization, provocative images, or shocking statistics - End with a positive take-away https://info.vtc.vt.edu/teach/wp-content/uploads/2018/02/Lecturing-with-Storytelling.pdf
💬 THINK-PAIR-SHARE	Think-Pair-Share activities can be used to achieve active participation from all learners. Learners are presented with a question or a problem and are first asked to individually reflect. Learners can write down their response or just think about it. Then, learners should pair up with one or two others to discuss their thoughts. After partners have had time to share with each other, the facilitator can ask partners to share what they discussed with the class. https://www.youtube.com/watch?v=vxMOl2Vnw54

🎥**VIDEO**	Show a 2-3 minute video clip to stimulate audience thought and discussion as well as connect the topic at hand to a real world example. Video clips are easily found on YouTube. Think through what you will say to introduce the clip, what the audience should watch for, and questions to ask after the video. http://www.gettingsmart.com/2011/09/how-to-effectively-teach-students-using-video/

Based on Tools of Instruction (Appendix A) from Huth K, Long-Gagne S, Mader J, Sbrocchi AM. Understanding the needs of children with medical complexity. *MedEdPORTAL*. 2018;14:10709. https://doi.org/10.15766/mep_2374-8265.10709