Student-Centered Presentations
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This module will help you:
✓ Understand Alignment
  o Learning Objectives
  o Assessment Techniques
  o Instructional Methods
✓ Differentiate Types of Knowledge
  o Declarative (know THAT)
  o Procedural (know HOW)
  o Conditional (know WHEN)

Medical Students are Adult Learners
Pedagogy: “to lead the child”
✓ What is going to be learned
✓ How it will be learned
✓ In what time frame
Andragogy: “supporting the adult”
✓ Understand the importance and immediate relevance of the material
✓ Accept responsibility for their own learning
✓ Prefer conditional knowledge
✓ Are often intrinsically motivated
✓ Learn through experience (practice)

Before preparing your lecture you need to answer two important questions
✓ Who is your audience?
✓ What do you want them to know a year later?
Focus on Alignment after you define your audience and long-term goals

- Learning Objectives (your first task)
  - What should your audience be able to do after your presentation?
  - Help you define what should / should not be included in your lecture

- Assessment Techniques (your second task)
  - Evaluation results help you determine if your objectives were achieved

- Instructional Methods (your third and final decision)
  - Presentation format is decided after completion of the previous tasks

There are consequences of misalignment

- Learning Objectives & Instructional Methods align; Assessment Techniques do not
  - Student may become frustrated; lose interest; stop attending class

- Assessment Techniques & Instructional Methods align; Learning Objectives do not
  - Course does not accomplish its purpose in the curriculum

Example: A lecture on Appendicitis

Recall the process that you should follow to prepare

- Before you begin
  - Who is your audience?
  - What do you want them to know a year later?

- Speak to the audience’s level of Knowledge
  - Declarative
  - Procedural
  - Conditional

- Plan for and achieve Alignment
  - Declarative (know THAT)
  - Procedural (know HOW)
  - Conditional (know WHEN)

References