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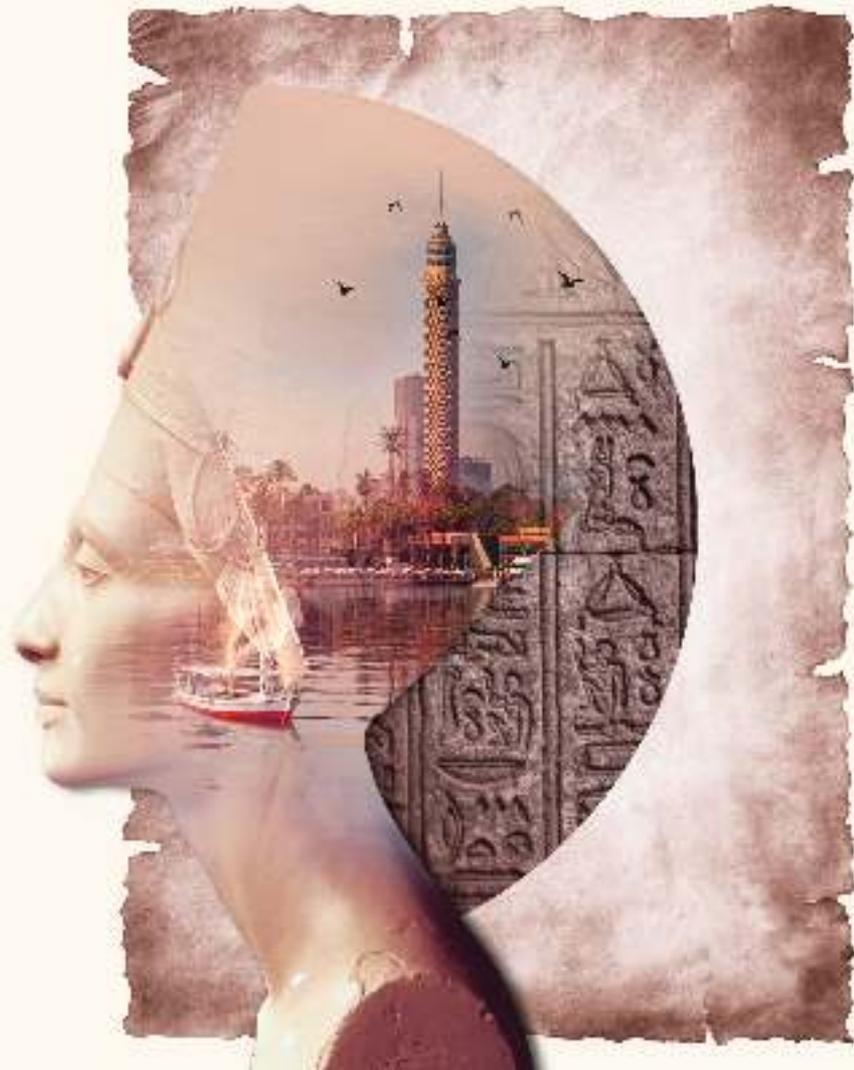


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ASSOCIATION

Improving Lecture Skills

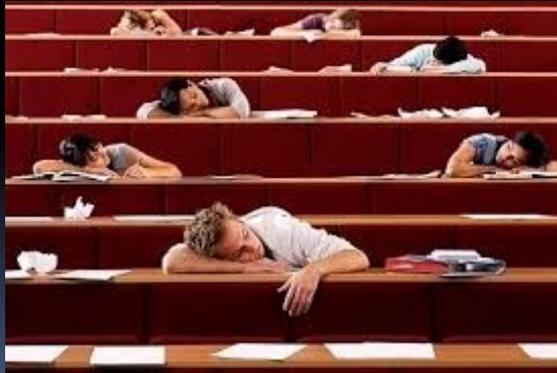
Karl Golnik, MD, MEd

Essam El Toukhy, MD, FRCOph



Improving ~~Lecture~~ Skills

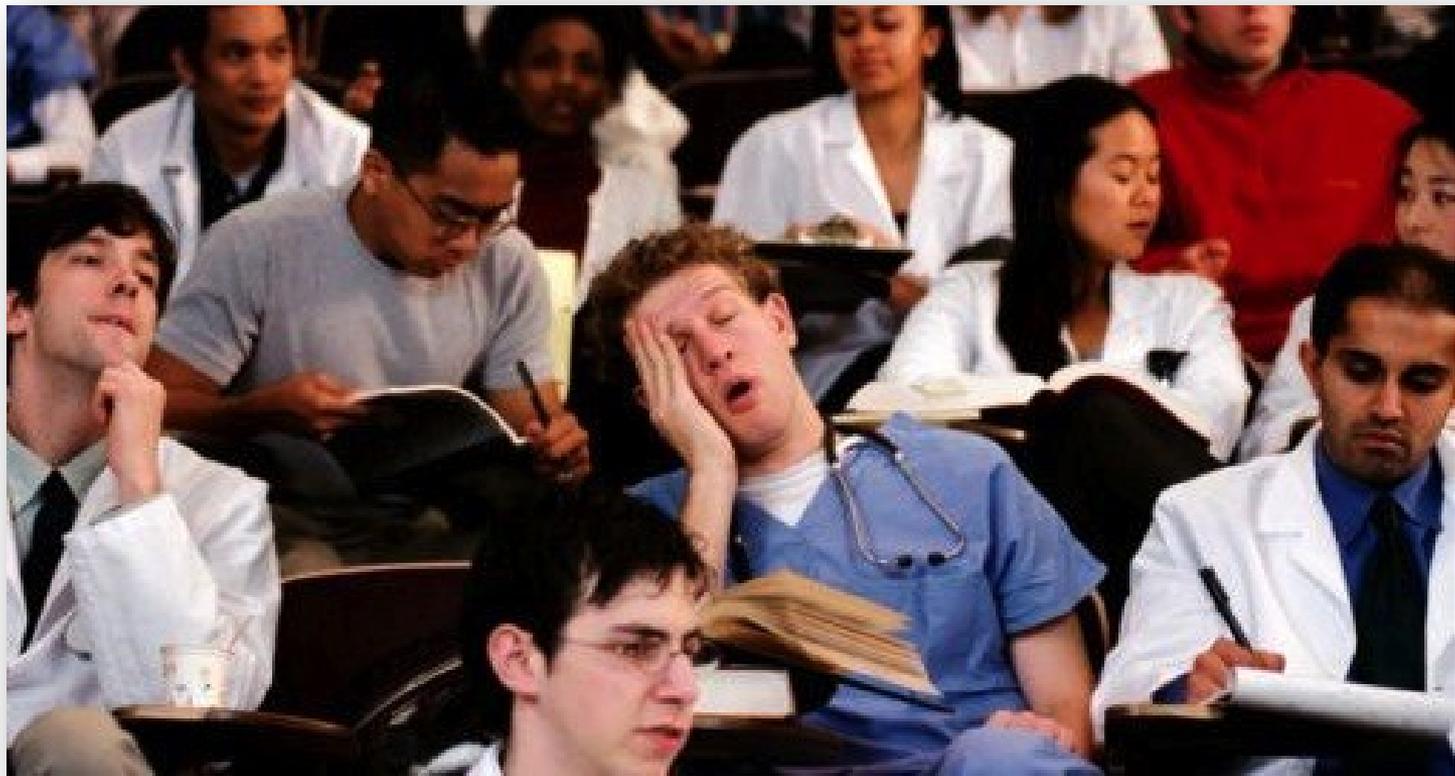
Improving Large Group Teaching



I have no relevant financial
interests.

Is Lecture Dead?





“Most people tire of the lecture in ten minutes; clever people can do it in five. Sensible people never go to lectures at all.”

Canadian satirist Stephen Leacock

Pros & Cons of Lectures

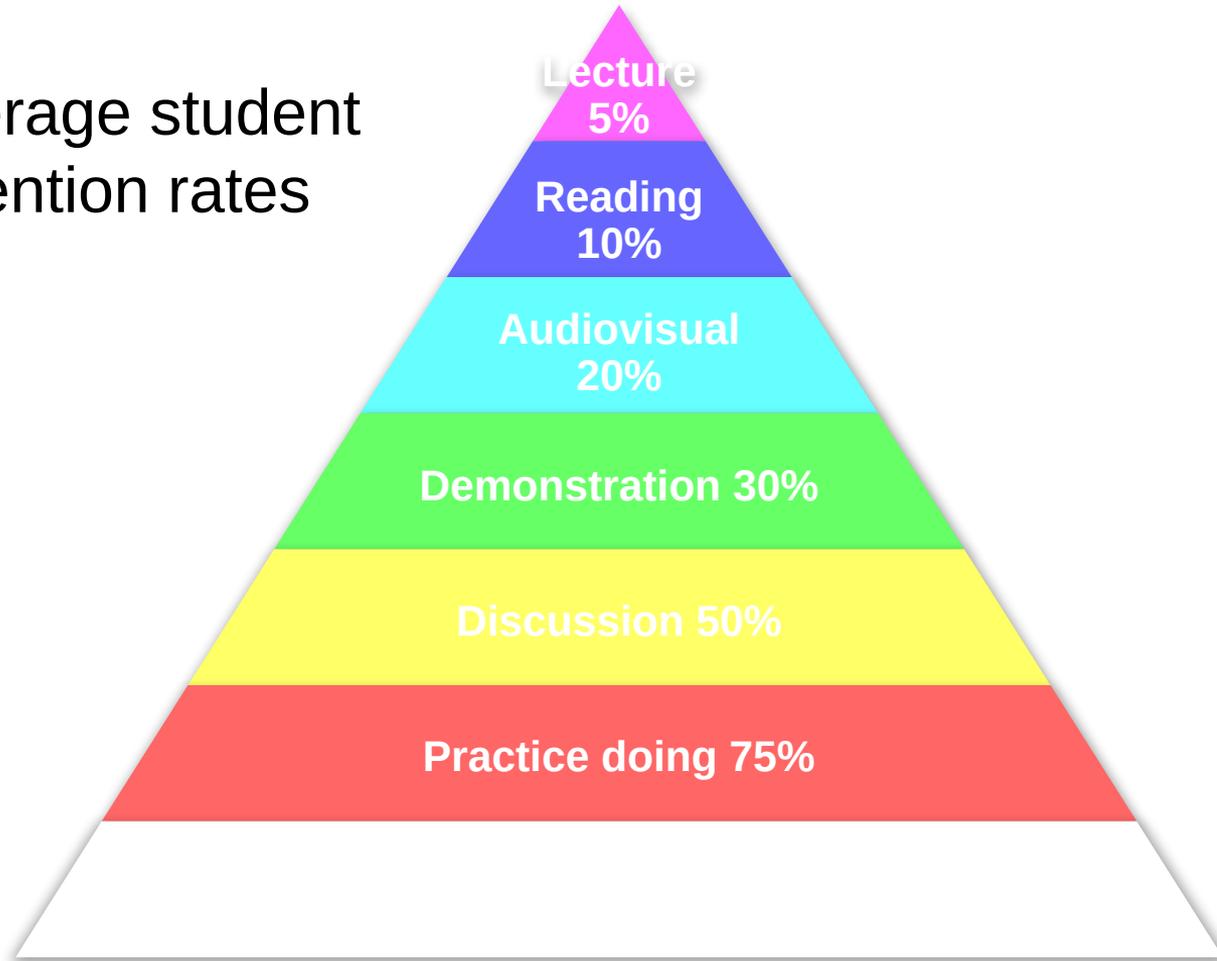
Strengths

- Inexpensive
- Disseminate information
- Stimulate interest
- Introduce/clarify difficult topics

Weaknesses

- Passivity/compliance
- Difficult interaction
- Demand attention

average student
retention rates



Source: National Training Laboratories, Bethel, Maine

Objectives

1. Describe ALPs in lecture design.
2. List ways to improve communication.
3. List 3 essential parts of the lecture.
4. Design good PowerPoint slides.
5. List methods to increase interactivity.

Outline

- I. Introduction (K Golnik)
- II. Designing using Adult Learning Principles (E Eltoukhy)
- III. Communication Skills (E Eltoukhy)
- IV. Structure of the Lecture (K Golnik)
- V. Slide Design & Interactivity (K Golnik)

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Presentation Skills

Essam El Toukhy, MD, FRCOph

Prof, Cairo university, Egypt





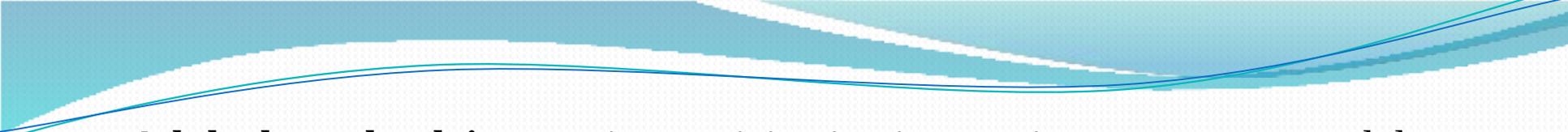
Session Objectives

- List the adult learning principles applicable to the creation of presentations
- Practice verbal and non-verbal communication skills
- Knock down nervousness
- Enrich the presentation with humor, questions, and discussion
- Explain 3 strategies for increasing interactivity during lectures

Adult Learning principles

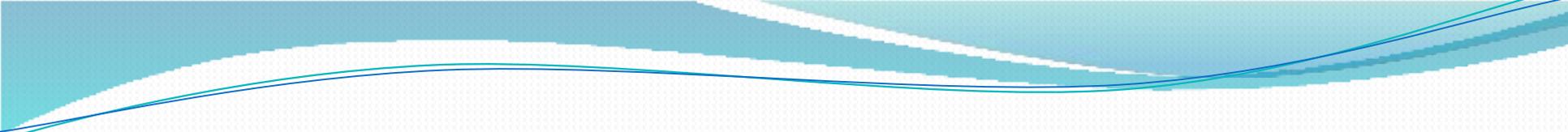
These principles show the differences between how children and adults learn.

- **Adults must want to learn** They learn effectively only when they have a strong inner motivation to acquire a new skill or knowledge.
-
- **Adults will learn only what they feel they need to learn** Adults are practical, “How is this going to help me right now?”

- 
- **Adults learn by doing** : active participation is more important among adults.

 - **Adult learning focuses on problems and the problems must be realistic** Children learn skills sequentially. Adults start with a problem and then work to find a solution.

- 
- **Experience affects adult learning** : This can be an asset and a liability
 - **Adults learn best in an informal situation** Children have to follow a curriculum.

- 
- **Adults want guidance** : They do not want to be told what to do. They want to choose options based on their individual needs.

Present options, not instructions.

Adults learn differently from kids

Pedagogy (kids)

- One-way teaching
- Learner passive
- Structure hidden
- Lecture format
- Impersonal (class)
- Little application
- Summative feedback

Andragogy (adults)

- Two-way learning
- Learner active (self reflect)
- Structure pre-defined
- Interactive format
- Personalized (individual)
- Application of skills
- Formative Feedback



Adults Retain...

- **20% of what they hear**
- **30% of what they see**
- **50% of what they hear and see**
- **70% of what they hear, see and say**
- **90% of what they hear, see, say and do**



Verbal Communication Skills

Communication skills are needed to be able to provide an excellent presentation. Without being able to verbalize your ideas and opinions there is very little chance of having a successful presentation. We will begin by looking at listening and hearing skills, asking the correct questions and finish with communicating with more power.

Listening and Hearing: They Aren't the Same Thing

- Listening requires concentration so that the brain processes meaning from words and sentences.
- Listening leads to learning.
- The normal adult rate of speech is 100-150 words per minute, but the brain can think at a rate of 400-500 words per minute
- Listening skills can be learned and refined.
- Emphatic listening, paraphrasing





Ask Them a Question

- As an opener
- To check whether the desired learning is occurring, or to extend the learning experience
- To diffuse a difficult or uncomfortable situation
- To fill a long pause
- To get a feel about the mood in the room



Asking Questions

- **Open Questions:** Open questions stimulate thinking and discussion or responses including opinions or feelings. They pass control of the conversation to the respondent.
- **Clarifying Questions:** A clarifying question helps to remove ambiguity, elicits additional detail, and guides you as you answer a question.
- **Closed Questions:** Closed questions usually require a one-word answer, and shut off discussion. Closed questions provide facts, allow the questioner to maintain control of the conversation, and are easy to answer.

Asking Questions



- **To evoke an answer, your question should use phrasing that is:**
 - Clear and concise, covering a single issue
 - Reasonable, based on what participants are expected to know
 - Challenging, to provoke thought
 - Honest and relevant, eliciting logical answers
- **Directing Questions appropriately: Should you direct your questions to individuals or to an entire group?**

Asking Questions

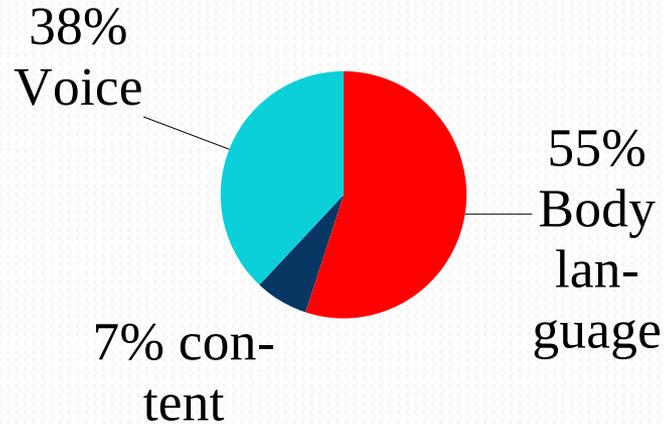
- **When you direct a question to an individual, you:**
 - Stimulate one participant to think and respond
 - Tap the known resources of an “expert” in the room

- **If you choose to direct your question to the group instead, you:**
 - Stimulate the thinking of all participants
 - Provide participants the opportunity to respond voluntarily
 - Avoid putting any one person on the spot.

Communicating with Power

- **Voice:**

what they care about



It's Not What You Say, It's How You Say It

- Make sure you are breathing from the diaphragm.
- Stay hydrated by drinking lots of water.
- Stand up tall; posture affects breathing, which affects tone.
- Smile; it warms up the tone of your voice.
- If your voice is particularly high or low, exercise the range of your voice by doing a sliding scale.
- Record your voice and analyze the playback.
- Practice speaking in a slightly lower octave. Get feedback from a colleague or family member about the tone of your voice.



Communicating with Power

- **Command:**
 - A dramatic or well-known story
 - A personal experience
 - A rhetorical question
 - A historical event
 - Adventure, either past or present.

Communicating with Power

- **More Tips**
- - Did we say practice? And practice again?
- - Smile
- - Stand up straight and tall
- - Rivet your participants with eye contact
- - Dress like your audience, or one level above it.

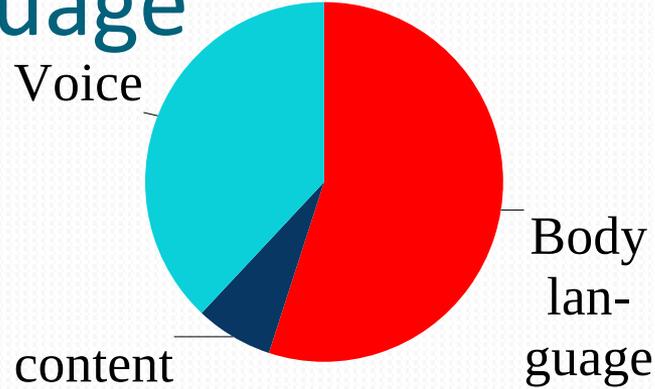


Non-Verbal Communication Skills

- Understanding your body language and other physical cues is very important when you are presenting material in front of an audience.
- Just as important as your verbal skills.
- Combined they make up the complete communication package that you use when you are presenting your material.



Body Language



- Body language is a form of non-verbal communication involving the use of stylized gestures, postures, and physiologic signs which act as cues to other people. If a conflict arises between your words and your body language, your body language governs.

Gestures

- Make most gestures above the waist.
 - Hold your forearms parallel to the waist, with your elbows about 3 inches from the side.
 - Make your hands part of your forearm, opening them, with your fingers slightly curved. (Limp hands may indicate a lack of leadership.)
 - Use both hands to convey power.
- Gestures of direction, size, shape, description, feeling, and intensity are all effective when speaking.

The Signals You Send to Others

- Signals are a form of expressive communication

Types of Non-Verbal Signals:

- Eye contact
 - Posture
 - Body movements.
-
- Eye Contact : four to five seconds are recommended.

Overcoming Nervousness

• Nervousness is normal when giving a presentation. After all, public speaking is the top fear in the top ten lists of fears. Nervousness can strike at different points in a presentation:

- At the beginning
- If you feel the audience has slipped away from you
- If your memory betrays you.

Remember ; the authors do NOT have the script

Relaxation Techniques

- **Breathing Exercises:**
- **Meditation:**
- **Progressive Muscle Relaxation (PMR):**
- **Visualization:**



Appearing Confident in Front of the Crowd

- In addition to everything we've discussed, below are some tips for maintaining your confidence:
 - Get a good night's sleep
 - Practice your words along with your visuals
 - Have a full “dress rehearsal”
 - If you are traveling to a new site out of town, try to arrive early in the evening and locate the site. That way you won't be frazzled in the morning, trying to locate the venue.

The Advantages of Pre-Writing

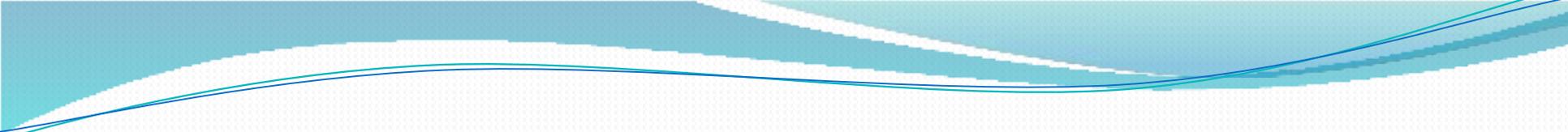
- **Confidence:** You are in control of the material for your presentation – design, organization, and appearance. This also helps reduce nervousness.
- **Appearance:** Your material has a specific “look and feel” that is not necessarily easy to achieve when prepared during a session.
- **Time:** With your charts ready ahead of the presentation, the time during a presentation is used for learning activities, not writing, which keeps your back to the participants.

Pumping it Up a Notch

- Bringing it to the next level is something you can accomplish after feeling comfortable with all of the previous topics discussed. You can add the little touches that will produce a lot of value during your presentation.
- Story, quotation, question, game, joke
- Games : A powerful tool if used correctly. Must match your purpose. Usually at the beginning

Make Them Laugh a Little

- When considering humor, make sure that whatever content you choose meets four criteria:
 - You think the joke or lines are funny
 - You can repeat the piece confidently and comfortably
 - Your choice is not offensive to anyone (gender, race, age, disability, politics)
 - Your audience will understand and appreciate what you are saying.
- If a joke or delivering humor with words isn't within your comfort level, consider sharing a lighthearted cartoon, doing a simple magic trick, or doing something else that is unexpected and evokes a reaction and some emotion from the participants.



Encouraging Discussion

- Much of the discussion during your presentation will be structured to fit with the learning exercises. If a remark or question is made during a discussion that is off topic or something that should not be dealt with at the time, you can always add it to the parking lot, and return to it during the wrap-up to bring closure.

Dealing with Questions

- **Q&A Sessions:** If time permits in your presentation, you may choose to hold a general question-and-answer session. You can use an open question to begin the session: “What questions do you have?”
- **Restating Negative Questions:** If a question is phrased negatively, restate it.
- **Off-topic:** Don't forget about the parking lot if you receive an off-topic question.
- **Leveraging experience in the room:** There may be situations when you wish to redirect a question to one of the participants.



Wrapping up

- List the adult learning principles applicable to the creation of presentations.
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Outline

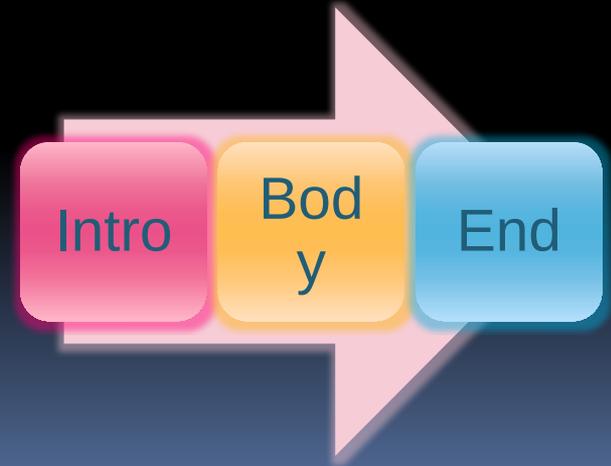
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Lecture Structure

A. Introduction (gaining attention)

B. Body (holding attention)

C. Conclusion



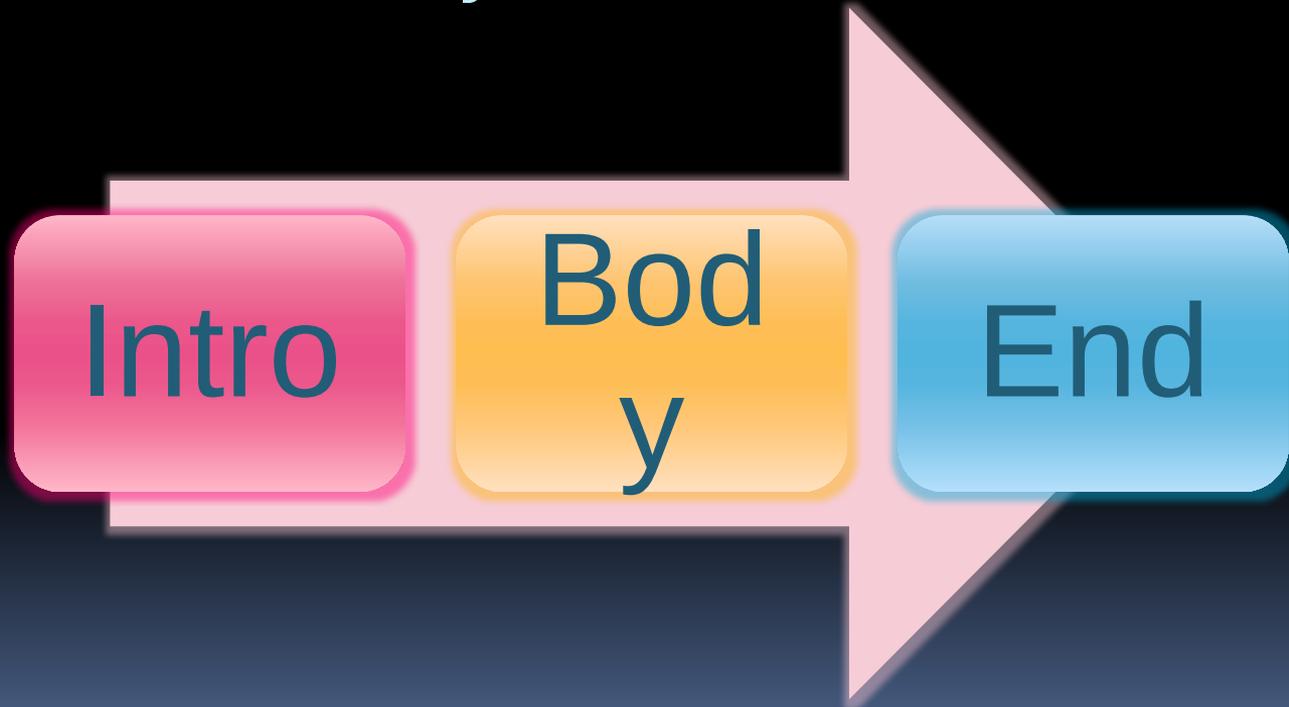
Know Your Audience!

- Who Are They?
- What Are Their Needs?
- What Do They Know?



Structure of the Lecture

“A 3-act Play”



Introduction (gaining attention)

- Always state the purpose (objectives)



Objectives

For This Workshop

1. Describe the lecture structure.
2. List ways to gain attention.
3. List ways to improve interactivity.
4. Design good PowerPoint slides.
5. Explain strategies for improvement.

For A Lecture About Optic Neuritis

- To demonstrate how to evaluate pupillary reflexes
- To list the clinical features of optic neuritis
- To describe aspect of optic disc in optic neuritis...

Introduction (gaining attention)

- Always state the purpose (objectives)
- Reinforce relevance
- Get the audience thinking & involved
 - Ask a stimulating question
 - Use a case study or problem-solving activity
 - Pre-test

The Introduction

Objectives

Rationale/Importance

Outline of Content

Body (holding attention)

Adults lose attention after 10 minutes of passive listening.

How do you maintain attention?

- Case studies
- Practical applications
- Don't read your slides!



Body (holding attention)

- **Variety**
 - **PowerPoint**
 - **Flip charts**
 - **Video**
 - **Small groups**
- **Emphasize important points**
- **Stay on time**



Less Is More



Conclusion (Summary)

- Have one!
- Summarize main points
- Pre (intro) & Post (conclusion)
Test

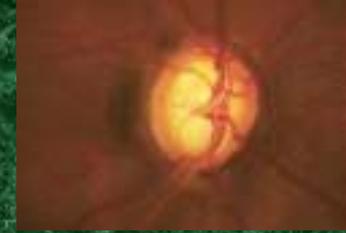


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Glaucoma



- Glaucoma is an **optic neuropathy** characterized by progressive loss of retinal nerve fibers and changes in the aspect of the optic nerve.
- Most affected people do not suffer symptoms during the first stages of the disease; **visual field defects** and progressive visual loss are symptoms of late onset.
- Development of these symptoms might imply that the disease is in an advanced stage of progression.
- *Eye pain is unusual in chronic glaucoma, but frequent in angle closure glaucoma.*



PowerPoint Rules

Equation #1

bad slides \approx bad presentation

Equation # 2

good slides \neq good presentation

Font errors: size

too small is hard to see, and this is smaller than the minimum resolvable acuity for most of the audience

- beyond minimum resolvable acuity
- make big enough to see easily

Font size

- titles - 40 to 72 pt
- text - 28 to 40 pt
- NEVER smaller than 24 pt

Too many words!

- **CONGENITAL ANOMALIES**
- **Disc size** — The optic nerve head may be absent (aplasia), small (hypoplasia), or large (megalopapilla).
- **Aplasia** — Optic nerve aplasia is an extremely rare, nonhereditary occurrence of unknown etiology. It is characterized by complete lack of the optic nerve, disc, retinal nerve fiber layer, ganglion cells, and retinal vasculature [1,2]. Optic nerve aplasia typically is associated with a variety of other ocular malformations, including microphthalmia, cataract, anterior chamber angle malformation, retinal dysplasia, anterior coloboma (fissure or cleft of the iris or ciliary body), iris hypoplasia, and persistent fetal vasculature (formerly called persistent hyperplastic primary vitreous). Although individuals who are affected unilaterally usually are healthy otherwise, with rare exception, bilaterally affected individuals die shortly after birth [3,4].

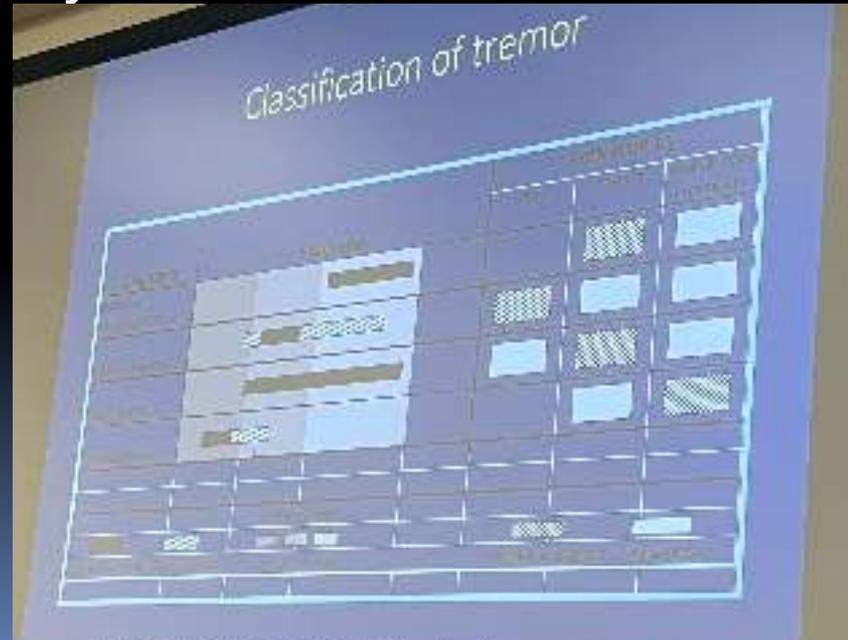
Too many words!

- At most: 6 lines – 6 words per line
- Can't fit it all – make a new slide!



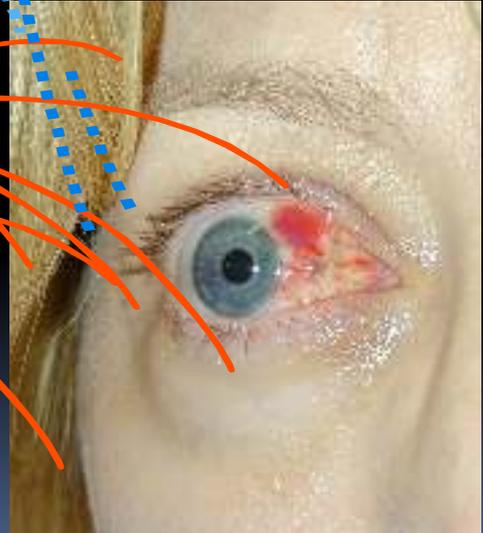
Color error

- low contrast is difficult to read, especially from the back of the hall
- use high contrast for better visibility



Busy backgrounds are distracting

- all the stuff distracts you from my message and the picture
- you are having trouble seeing this
- keep it simple



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Simplicity Is The Ultimate
Sophistication.

Leonardo Da

Vinci



One Picture Is Worth A Thousand Words



Participants in the LALES with a Positive Diagnosis by Self-report or Clinical Examination Stratified by Eye Disease

Eye Disease	Respondents to Survey Questions	Undergoing Clinical Examination	Diagnosed with Disease by Self-report	Diagnosed with Disease by Clinical Examination	Diagnosed with Disease by Self-report and Clinical Examination
Cataract	6106	5913	494	1068	287
AMD	6028	5825	48	574	17
Glaucoma	6095	6095	183	283	70
DR	1040	998	136	516	108

Patty L, Wu C, Torres M, Azen S, Varma R. Vality of Self-reported Eye Disease and Treatment in a Population-based Study: The Los Angeles Latino Eye Study. *Ophthalmology* 2012;119:1725-1730

Self-report vs Clinical Examination (LALES)

Disease	Surveyed	Examined	Disease, Self-report	Disease, Clinical Exam	Disease, Self-report + Clinical Exam
Cataract	6106	5913	494	1068	287
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DR	1	494	1068	108
		48	574	
		183	283	
Ophthalm		136	516	

Animation Schemes

- use for emphasis
 - occasionally
- don't torture your audience
- useful for questions
 - and answers
- not just because you can

Evoked previous knowledge

Determine learners knowledge

Identify false assumptions

Connect new knowledge with old one



Symposium ten-minute presentations

One-hour resident grand round

Two days workshop



Symposium ten-minute presentations

- Hand rising.

One-hour resident grand round

- Small group discussions
- Response answering systems

Two days workshop

- Small group discussions
- Response answering systems
- Online discussion forums



Interactivity

- Questioning
 - Ask questions of the entire group
 - Target a question to a specific student.
 - Use students' names
 - Provide positive reinforcement
 - Never intimidate/embarrass



**Do you use electronic
answering systems like this
one?**

Name	Link	Pros	Cons
Kahoot!	kahoot.com	<ul style="list-style-type: none"> - Fun, game-based learning - Wide range of question types - Highly engaging for all ages 	<ul style="list-style-type: none"> - Can be less formal, not suited for all settings - Limited question types in free version
Poll Everywhere	polleverywhere.com	<ul style="list-style-type: none"> - Integrates with PowerPoint, Google Slides, and Keynote - Real-time feedback 	<ul style="list-style-type: none"> - Free version has participant limits - Can be complex to set up for beginners
Mentimeter	mentimeter.com	<ul style="list-style-type: none"> - Easy to use with a clean interface - Variety of question types and interactive options 	<ul style="list-style-type: none"> - Limited features in the free version - Requires internet connection
Slido	slido.com	<ul style="list-style-type: none"> - Smooth integration with presentations - Great for Q&A sessions 	<ul style="list-style-type: none"> - Features like branding are behind a paywall - Limited customization in free version
Turning Technologies (TurningPoint)	turningtechnologies.com	<ul style="list-style-type: none"> - Offers both hardware clickers and mobile responses - Detailed reporting and analytics 	<ul style="list-style-type: none"> - Hardware can be expensive - More suitable for institutions than casual users

How to Improve

- Try some of the tips from today
- Feedback from participants
- Self assessment
- Video-tape & critique
- Be Prolific (lose anxiety)

Rehearse, Rehearse



Summary

- There is a method & structure to lecture design
- Engage the audience
- Avoid audiovisual errors
- Practice, Practice, Practice!





THANK YOU FOR YOUR ATTENTION!