MODULE 11: PRESENTATION SKILLS

Cognitive Goal

At the completion of this module, the student-instructor should be able to:
11.1   Describe four different instructional styles
11.2   Describe the proper use of instructor presence in the classroom setting
11.3   List types of media available for classroom use
11.4   List criteria for successful classroom presentations
11.5   List strategies that can be used to augment classroom presentations

Psychomotor Goal

At the completion of this module, the student-instructor should be able to:
11.1   Demonstrate a brief presentation in each of the following methods:
- lecture
- student centered activity like a role playing scenario, simulation or game

11.2   Demonstrate how to gauge students response to your presentation

Affective Goal

At the completion of this module, the student-instructor should be able to:
11.1   Explain how different classroom presentation strategies enhance learning
11.2   Describe the importance of including varying learning styles in each lesson plan
11.3   Value the importance of diversity in the types of media used to deliver subject matter

Declarative

I.   Why this module is important
   A. The art of teaching often lies in how effectively the teacher is able to present material
   B. The method of presentation will greatly impact upon how successfully the material is learned

II.   Common instructional styles
   A. Traditional lecture
     1. Also called face-to-face (F2F)
     2. Classroom setting
     3. Instructor-centered technique
     4. Standardized approach that works well with expert guest lecturers
     5. Tends to be boring and students are easily disengaged
       a. Best for visual and auditory learners
       b. Poor approach for kinesthetic learners
     6. Behaviorist approach

a. Referred to as the "sage on the stage" because the instructor is the expert who is the center of the learning experience
b. Roots in Socrates and ancient philosophical methods

B. Role playing
1. Student centered learning
2. Scenarios, case studies, rehearsals and practice drills
3. Good for all types of students, especially kinesthetic ones
4. Good for developing psychomotor skills
5. Good for developing higher order critical thinking skills
6. May require additional preparation time if the role-play is elaborate
   a. They do not need to be elaborate to be effective
7. Uses constructivist learning principles
   a. Constructivism: student makes meaning by experiencing things for themselves
8. Students are actively involved in the learning process

C. Collaborative / informal
1. Student centered learning
2. Team activities and open dialogue
3. Good for engaging students but must be monitored closely
4. More passive learners may let more active learners do all the work.
5. Uses constructivist learning principles where the instructor guides coaches and mentors the student

D. Progressive
1. Distance education
   a. Learning is taking place where student and instructor are separated either by time or place
   b. This is not a new method of learning
      i. 1760s first documented case in United States was a correspondence course for learning shorthand
   c. Many forms of distance learning are possible and include a variety of media: print, audiotape, videotape, satellite, technology and multimedia based programs, computer software based programs and Internet based programs

III. Make the presentation
A. Introduce the subject matter early in the presentation
B. Introduction should include:
1. Validity of the instructor's credentials / experience / knowledge
2. Description of the content
3. The importance of the material
   a. You may need to provide motivation to the students
   b. Relevance of the material to their work or personal lives
C. Course outline
1. Briefly describe the content for the presentation
D. Requirements for successful completion of the course or lesson

E. Expected course outcomes
F. Additional rules and regulations
    1. If you are a guest lecturer inform student of any special information that may be different from their normal routine
    2. When breaks will be scheduled
    3. How students should handle questions: wait until the end or interrupt the presentation

IV. Instructor presence in the classroom
  A. You will develop your presentation style as you become more relaxed in the classroom
  B. Anonymous instructor saying: "Students will not care how much you know until they know how much you care"
    1. If you behave like you do not have any respect or tolerance for the students they will quickly become disrespectful of you
  C. Plan to arrive early
    1. You will appear more organized
    2. Check the room and arrange it so it is inviting
    3. Check the AV equipment
      a. Cue up videotapes, audio tapes and other presentations
    4. Make sure AV wires and cords are not a safety hazard
    5. Set up other equipment you will need
      a. Check batteries in equipment
  D. Greet students as they arrive
    1. Make yourself available for questions or make appointments
    2. Take some personal time with each student if possible

V. Appropriate use of barriers when teaching
  A. Many instructors feel more comfortable sitting at a desk or standing behind a podium
  B. Think about where you are in relation to the students
    1. Are you hiding behind objects?
    2. Can the students in the back row see you?
  C. How formal or informal do you appear as you sit or stand?
    1. Do you want to look casual or formal?
  D. How approachable or friendly do you appear by where you are standing?
    1. Generally you want to stand about 8 feet away from your first row of seats
  E. Try to move around the room if you can
    1. Disruptive students are less of a problem if you can move closer to where they are sitting

VI. Speaking in public
  A. Always use appropriate language
  B. Avoid overly familiar terms like "sweetie" or "honey" when addressing students
  C. Do not use obscenities in the classroom, even when amongst your peers

1. It is unprofessional, offensive and may alienate a student
D. Speak clearly and distinctly
E. Use amplification devices where available
F. Humor may fall flat if used inappropriately
   1. Avoid denigrating other professionals
   2. Never use to denigrate a student or to point out their mistakes
   3. Use sparingly
   4. Related to the subject material
   5. Should not conflict with standard practice or course's core material
   6. Do not reinforce short cuts or other bad practices
   7. The profession of EMS is prone to dark humor as a means of dealing with overwhelming tragedy and as a means of stress relief
      a. Be alert to the mood of your students by observing their humor
      b. Always keep in mind that they will model after your behaviors – including your humor
G. Avoiding jargon
   1. EMS terminology is a fact of our profession, but make sure everyone knows what you are saying by defining all terms at least once during your presentation
   2. Never assume your audience knows the terminology – define the terms the first time you use them, if it seems like they understand then you can continue
   3. Catchy and colorful phrases should be used with caution, and should never be used to put down another group or person
H. Eye contact while speaking
   1. Maintain eye contact with class by moving your eyes around the group
   2. Make sure you do not hold anyone's gaze for too long, as this can be uncomfortable for them
   3. Watch for personal blind spots (places you tend to look all the time) because you can ignore students who are not in your normal vision area
I. Appearance
   1. Dress appropriately for the environment you are working in
   2. A uniform may be required for both you and the student – make sure yours is well cared for
   3. Ask your primary instructor what dress is appropriate
   4. Sportswear is generally appropriate for classroom presentations
      a. Think about what you will be doing that day in class
J. Be adequately rested
   1. Lack of sleep affects humor, attitude, demeanor, and judgement
K. Respect personal space
   1. Avoid unnecessary physical contact
L. Treat all students the same
   1. Engage students equally and avoid bias
   2. Avoid gender bias in dialogue and practical exercises
   3. Watch your class closely and make sure you advocate for students who are "outsiders" from the group

4. Avoid picking favorites
5. Do not pass judgement on students
   a. You can easily decide a student who is sitting with their eyes closed is sleeping, but they may be concentrating on what you are saying
   b. Just because a student appears to be taking notes does not mean they are paying attention- they may be writing a letter or doing something unrelated

VII. Use of audio-visual equipment
   A. Preview all AV equipment and resources before use
   B. Have a back-up
      1. Classroom may not accommodate use of planned materials
      2. Equipment may fail
   C. Writing surfaces
      1. Black board / white board
         a. Commonly available
         b. Usually non-portable
         c. Time consuming to use
      2. Flip charts / poster board
         a. Portable
         b. May be difficult to adhere to wall surface
      3. You must turn away from the student to write on the board
         a. Avoid talking to the writing surface while you are writing on it
   D. Overhead projector
      1. Portable
      2. Inexpensive
      3. May require minor repair (bulb)
      4. Allows for colorful display
      5. May be time consuming to use and poor handwriting makes it difficult to read
      6. You may be blocking student's view when you are standing next to the machine to write on it
   E. Slide projector
      1. Portable
      2. Inexpensive
      3. May require minor repair (bulb)
      4. Wide range of presentations available
      5. Costly to produce personal slides
   F. Digital and computer technology devices
      1. Digital projector
         a. Initial purchase may be expensive.
         b. Resolution needs must be considered with purchasing
            i. Different resolutions offer different quality of images projected
         c. Requires additional computer equipment to interface with it
         d. Compatibility issues when you are a guest lecturer so always take presentation on a disk in addition to on your hard drive

2. CD (in class and out-of-class)
   a. Easily created with a variety of software packages (auto-run and non-auto-run)
   b. May be a learning curve to using the software
   c. Publishers offer a wide variety of standard presentations
3. DVD (in class and out-of-class)
   a. Expensive to create
   b. Some publishers offer standard presentations
4. Internet (in class and out-of-class)
   a. Requires an Internet connection
   b. Relies on the speed of the Internet connection
      i. Modem
      ii. LAN (Local area network)
   c. Allows display of large multimedia files
   d. Provides students with increased freedom to schedule course work.
5. Audio
   a. Microphone (wireless and wired)
   b. Audiotape and videotape
   c. Cue up to the place you need
   d. Make sure they are appropriate to the setting you will use them in

VIII. Gauging students response to your presentation
   A. Observe students to see if any are having trouble following the presentation
      1. May be embarrassed to speak-up about a disability or problem
   B. If you detect a problem you may be able to move students around (by doing an activity) so that the student with the problem can move closer
      1. This technique also works when you want to separate students who are acting out or not paying attention
   C. Other barriers to learning to be aware of
      1. Non-English speakers (as primary language)
      2. Hearing impaired
      3. Sight impaired
      4. Other disabilities

IX. Designing lesson plans to meet the needs of varying learning styles
   A. Lessons should be designed to incorporate a variety of methods for delivery of subject matter
   B. Students have a variety of learning styles and preferences
   C. Educational psychologies are categorized by describing modes of thinking, processing thoughts and the student's individual preferences in how they learn
   D. Reevaluate lessons periodically to review the effectiveness of teaching styles

X. Lessons should include a variety of methods for augmenting lecture material
   A. Methods include:
      1. Case studies

2. Scenarios
3. Simulations
4. Personal experiences
5. Games / entertainment

B. Case studies
1. Written situation is simplest type
2. Elaborate multimedia presentation with photos of the patient and participation by the members of the health care team who provided patient care
3. These may be presented to an individual or group of students

C. Scenarios
1. Hands on practice where the students simulate being the practitioner
2. Scenarios work best with preplanning on the part of the instructor
3. Discuss with the students the ground rules and your expectations
4. Scenarios can also be written down (allowing for short answer responses) or can be done in small groups as discussions

D. Simulations
1. Use of moulage, victims, and equipment to role-play scenario
2. Simulations can be observed by the student (like a demonstration) or the student can participate

E. Personal stories of clinical situations
1. Also called "war stories"
2. Can help students develop concrete cognitive images of subject matter
3. Must not allow students to digress into non-purposeful discussion (one-ups-manship)
4. War stories can sew the seeds for some great discussion opportunities and can be a means to work on critical thinking skills
5. They should enhance the educational experience, not detract from it

F. Games / Entertainment
1. Most adult students enjoy playing games, but they should have relevance to the course
2. They can provide break from the routine and may serve to reenergize the students
3. Will not be advantageous to some learners

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