

Teaching Techniques Learned during the McMaster EBCP Workshop

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- Start with a scenario
- State objectives - teach - return to the objectives
- Pick ONE thing to teach; don't try to do everything
- Make it interactive
- Engage deliberately; ask questions - require answers - tease it out of them
- Ask students to raise one hand; assess knowledge level by asking questions; if they don't know, they lower their hand
- Distribute cards before hand; ask students to write 3 things that they know about a topic. At the end, ask them to write 3 things they learned on the other side. Variation: ask them to talk to their neighbor and exchange ideas
- Ask for volunteers to: read a scenario, to write on a flipchart, the board or a white board, to role play
- When role playing, get the audience to tell you what they saw
- Divide students into small groups; assign a task to complete in a short time; ask each group to report back
- Use the board, NOT PowerPoint
- Use figures or visuals
- Use common day language and examples; work through a concept or data calculation, then ask a student/resident to use what they just learned in a sentence
- Try to tell a story to illustrate a concept
- Keep it timely and pertinent
- Expand on a topic or concept, then ensure that there's closure
- Keep tone safe and respectful
- Teachers don't know what students don't know - try to find out what they don't know
- Don't hide what you don't know; admit that you don't know and pursue the answer with your students or on your own and report back
- Minimize the hidden curriculum
- Coach learners: "sounds like you're asking..."
- Nonverbal language important; look students in the eyes, be interactive and inclusive
- Balance process and content
- Ask students/audience what they're taking home from the session