

Get Innovative

Students learn best when they are engaged in the learning activity. For some, this is attending a lecture, taking notes, and going back over those notes to study. For others, a lecture where they sit, listen, and take notes does not meet their learning needs. Lectures remain a part of current medical education. So, **how can you make listening to and learning from lecture time more meaningful for your students?**

If you want to try something other than a standard PowerPoint presentation for your lecture, there are many options:

➤ Break up lecture content with mini learning games or activities. The students have attention spans about 15-20 minutes for their lectures but are sometimes sitting in lectures for four hours. Chunk the content of your presentation into 15 minute segments and then have students engage in an activity that uses the knowledge from that portion of the lectures. Learn more about active learning strategies here:

- <https://wiki.usask.ca/display/db/Active+Learning>
- **Physical exercise can increase student engagement**

➤ Practice clinical decision making (CDM) questions with the group. These questions help the students to apply the factual information they are learning in the lecture to a clinically relevant scenario. These scenarios help the students understand WHY they are learning the material. When information is relevant to them, they will be more engaged in the learning.

- **Students get most excited about a course when they see how what they're learning is relevant to their future goals**

➤ Turning the class into more active learning and putting the lecture portion outside of the classroom is known as flipping the classroom.

- The “Flipping the College Classroom” podcast series, has a number of great ideas that can help you get started
- Flipped Classroom, Medical Education
- Flipped teaching, USask

