

# **7 Steps to Creating and Delivering Effective Lectures**

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# Session objectives

After completing this session the learner should be able to:

- Develop an effective lecture
- Design visually effective PPT slides
- Identify opportunities to create supplemental materials

# Step 1: Create an outline

- What is the main goal for the lecture?
- Create 3-5 objectives for the lecture. These will describe HOW you help the learner reach the goal
- Create an outline for the key concepts required to understand these objectives
- Create a timeline for the session

**RULE: Keep only the “Need to Know” and move the “Nice to Know” to a supplemental handout**

# Step 2: Create a timeline

- For a 50-minute lecture, plan to use no more than 20 – 25 slides.
- Break the slide deck into three sections
- Start by orienting learners
- Use a case or compelling statistic to engage learners

# Additional timeline tips

- Spend no more than 10 minutes showing slides and then offer a “cognitive break”
- Keep the “break” relevant
- To promote engagement, use cases, in-class polls, video clips, etc.

# Sample Lecture Timeline

TIME	ACTIVITY
5 mins	Welcome and review of previous session
5 mins	Formative assessment (e.g., Audience Response System quiz)
10 mins	New content and slides
5 mins	Application activity (case, problem, video) and Questions
10 mins	New content and slides
5 mins	Application activity (case, problem, video) and Questions
5 mins	New content and slides
5 mins	Review, Questions, and preview next session
<b>50 Minutes</b>	<b>End promptly and invite questions via email</b>

# Step 3: Draft your slides

- For a 50-minute lecture, plan no more than 20 slides
- To avoid Death by PowerPoint, do this:
  - Provide an outline slide
  - Use short phrases
  - More graphics, less text
  - Move tables and dense text to a separate handout

# Step 4: Use effective design

- Black type on white background
- Sans serif fonts
- 32 to 44 point font for slide titles
- 20 to 32 point font for slide body content
- One graphic per slide
- Limit animations and transitions



# Step 5: Test all media

- Test all links to internet content
- Test all videos or applications in the room where you will teach
- Test the presentation on the computer in the room
  - Verify the computer has necessary software and applications
- Do a sound check! Confirm which console or remote controls sound output

# Step 6: Practice!

- Practice. Out loud. Practice again.
- Use a timer. Talk through the slides. Can you discuss each one without picking up your notes or text?
- If you embed media, practice the transitions to the files or web site
- Anticipate questions. Practice your response.

# Step 7: Be confident

- Talk to the audience, not the slides or podium
- If you walk while you talk, don't block the screen
- Make eye contact with learners in different parts of the room, not just the front row
- Talk clearly; not too fast, not too slow
- Use humor judiciously. Keep it professional.

# Summary

- Plan for your lecture
- Follow principles of effective media design
- Reduce the number of slides
- Use handouts to supplement the lecture
- Practice
- Seek and use feedback

**Already lecture savvy?** Check out the next slides for references on how to Flip your Classroom

# For further reading

Angelo T, Cross P. Classroom Assessment Techniques: A Handbook for College Teachers. 2nd ed. John Wiley and Sons Pub (Jossey-Bass), 1993.

Bligh DA. What's the Use of Lectures? Jossey-Bass, New York, 2000.

De Yager P. Creating effective PowerPoint presentations: Stop annoying your audience. Educause. 2002. <http://net.educause.edu/1020899>  
Accessed 10.05.14

Jeffries WB, Huggett KN: Flipping the Classroom. *in* An Introduction to Medical Teaching, 2<sup>nd</sup> Ed., KN Huggett and WB Jeffries, eds, pp 41-55, Springer, 2014.

# For further reading

Jeffries, WB: Teaching Large Groups. *in* An Introduction to Medical Teaching, 2<sup>nd</sup> Ed., KN Huggett and WB Jeffries, eds, pp 11-26, Springer, 2014.

Premkumar K. Rules of engagement: 12 tips for successful use of clickers in the classroom. *Med Teach* 2008; 30:146-149.

Prober, CG, Heath, C: Lecture Halls without Lectures – a Proposal for Medical Education. *N Engl J Med* 2012; 366;18.

Wilson K, Korn JH (2007). Attention during lectures: beyond ten minutes. *Teaching of Psychology* 2007; 34(2), 85-89.