

Do you know...

how to plan a teaching session?

DYK 15

No matter where you teach - the classroom, your surgery, outpatients, or the hospital ward - the value of planning should not be underestimated.

Time is a valuable commodity and spending a few minutes planning an upcoming teaching session can make a significant difference.



Here are some general principles to guide learning which have been adapted from *The Masterplan for the Otago Medical Curriculum of the Future (2015)*.

Whatever the setting, for effective learning the teacher should:

- Make learning expectations clear
- Link theory to clinical practice
- Encourage student participation
- Involve dialogue and discussion
- Involve questioning
- Engage the student
- Allow students to identify their own learning needs
- Accommodate variations in student pace of learning
- Acknowledge a variety of preferences by students for learning approaches
- Model good clinical and educational practice.

You can:

- Make your plan as detailed as you like and adapt it for your context
- Choose to include 'word for word' the actual questions that you will ask
- Specify how long each activity in the plan will take.

Write down your plan and try to follow it.

Remember, regardless of the time or the venue, a plan is really, really useful.

Before teaching

Is the class a one-off or part of a series that I will teach?

Where will the teaching take place?

How much time have I been allocated?

What is the topic?

What stage of training is my audience?

What do I know that they already know about the topic?

Where does it (my class, my session, my tutorial, my demonstration etc.) fit with the rest of the course, and what do I already know about the students' course?

What key learning activities do I plan in my session?

What specific resources do I have or do I need?

Will I assess learning, and if so how do I plan to assess student learning (formally or informally)?

Will I evaluate, and if so, how will I choose to evaluate?

After teaching

How useful was my plan?

Was it too restrictive?

As a guide, how much shape and structure did it provide for me?

What (if anything) would I change for my next plan?

The learning environment

What do I want students to learn?

How will I facilitate learning?

How will I check understanding?

How will I evaluate the process?

REFERENCES

University of Otago. (2015). *Masterplan for the Otago Medical Curriculum of the Future*. <http://www.otago.ac.nz/medical-school/otago614757.pdf>

READING

Irby, D., & Bowen, J. (2004). Time efficient strategies for learning and performance. *The Clinical Teacher* 1 (1) 23-28.

For further information and assistance, contact your local education or clinical education adviser:

otago.ac.nz/medicine/staff/support

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