

# Medical Education Group Newsletter

Lectures: A thing of the past or a mainstay of medical education?

December 2018



## Notes from Meeting

Thank you to all of those who were able to come to our second Medical Education Group meeting!

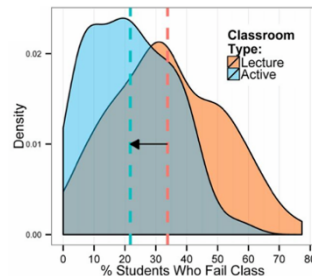


Professor Richard Tunstall began his session with the disclaimer that "this topic is meant to be a controversial one!" And asked the question: "Do you agree or disagree with the following statement: traditional lectures are an ineffective learning tool/method?" He then provided some very interesting meta-analysis data that has shown that in science,

engineering and math's students, that the higher the number of traditional lectures given, the higher the number of student failures there are (Freeman et al., 2014).

So, based on the evidence, Professor Tunstall posed "Why then are traditional/ineffective lectures still used/delivered?". Together the room decided that it was because lectures:

- Give "control" over what is talked about
- It is comfortable for the students/ it feels good for the lecturer
- Fear over doing something different (that may cause negative feedback)
- Workload (lectures are a relatively easy way to deliver content)
- Fear that as a lecturer "if I don't tell them something, then they won't learn it"



Discussion then revolved around WHY traditional lectures can fail:

- They are passive
- People in your audience are learning at different speeds in different ways
- Often does not require students to ACTIVELY challenge their own knowledge
- You attempt to, and feel you must, teach students "everything"

Professor Tunstall went on to describe HOW we can inspire our students, help them achieve course objectives and become self-sufficient learners in a lecture theater setting. This can be done by:

- Using the lecture theater based teaching session to GUIDE students
- AVOID being didactic
- Recognize students will need to go through the process of: feeling dissonance concerning new info → refinement of info → organization of info → needing feedback → consolidation of info
- Acknowledge and remind students it is okay and NORMAL to feel uncomfortable when learning
- You should: challenge, question, inspire, direct to key areas, set limits/boundaries, introduce/explain threshold concepts
- AVOID making lecture slides a reference book
- DON'T treat lectures as a "drop and run" event → lectures should be part of a multifaceted teaching/learning package

It was a great session, one which inspired many of us to think about how we teach!

Please feel free to access Professor Tunstall's full slide set at the following link:

<https://www.dropbox.com/s/f1n537rex1dkph/Lectures%20a%20thing%20of%20the%20past%20-%20Tunstall%202018.pptx?dl=0>

## Upcoming Events

Next meeting:

Wednesday 9<sup>th</sup> January

13:00 - MTC 004 & 006

Dr. Helen Jones

*"The Flipped Classroom in Medical School"*

## Quote of the Month:

*"Moving to a non-didactic, question based, guided learning process in a lecture setting is the goal, and needs wholesale team buy in."*

## Research Article Spotlight:

***"Active learning increases student performance in science, engineering, and mathematics."***

Freeman et al, 2014. Proc Natl Acad Sci, June 111 (23).

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