

Peer Review Debrief

Strengths of lectures as identified by peers and observers:

Faculty member A:

- Utilizes space well, moves around the front of the classroom
- Excellent citations throughout presentation- models respect for EBP and is aesthetically pleasing
- Great at eliciting student feedback and engaging students in meaningful conversation
- Excellent job with pre-materials that set the stage for the presentation
- Good professionalism with a sensitive topic

Faculty member B:

- Great job covering objectives, and great pacing of objectives discussion
- Excellent work soliciting student input about objectives
- Elicits student feedback throughout the presentation through the use of great targeted questions
- Tone is approachable and invites interaction
- Great use of activities (advanced directives, Seinfeld clip, etc)

Faculty member C:

- Focused attention on key elements of disease presentation
- Modeled scholarly aspects of being a clinician
- Tone is approachable and invites interaction

Ideas for opportunities to improve:

1. Case studies
 - a. Infuse case studies earlier in the lecture
 - b. Consider the use of unfolding case studies to promote attention and application
2. Consider good examples of including citations within teaching materials.
3. Everyone could provide additional outside reading materials at the end of the presentation for students interested in further information.
4. Consider infusing boards-style questions throughout the presentations
5. Provide lecture (or broader content area such as block or module) learning objectives prior to lecture. Ensure that lecture/module learning activities align with course objectives and learning assessments.
6. Enhance adherence to copyright policy by removing images from PDFs on BB (instead, insert link). If lecture is being videotaped, embed link in PPT and follow link to show image.

7. "Sanitize" powerpoints before posting them to BB- in addition to removing images, can make the slides simpler to promote student note taking.
8. Ask directed questions- instead of open ended feedback, ask questions that prompt students to think more critically about what they are hearing rather than handing them all the info
9. Betsy notes that the points in lecture when students were most likely to look up from their computers (web browsing, etc) was when the lecturer was engaging the students with a case, a story, or questions. These are valuable pieces of lectures that should continue to be used.
10. Use writing/testing as learning tools (see Cynthia's recent lecture for more details). Betsy described an example of "Time out for Targeted Testing" wherein she asked students to "list all symptoms of x disorder."
11. We discussed the idea that the specialty could consider adapting pre-reading materials as the norm. Betsy offered the idea that she and Tom used – 3/2/1 – students prered materials and emailed their faculty the 3 main concepts, 2 things that were confusing, and 1 question, and then those topics were a springboard at the beginning of class.

Action Item:

Each faculty will identify a personal plan for improvement