



## INTRODUCTION

Large group teaching is often thought of as the same as lecturing. While the lecture is still a very common teaching method in most medical schools we want to encourage you to think more creatively about how you might best use your time when faced with a large group of students. There are good educational reasons for moving away from the traditional approach of 'lecturing' to groups of passive students to strategies which introduce more active learning. While the solution to this concern may, in part, involve replacing the notion of large group teaching with alternative approaches, such as small group teaching or distance learning, we recognize that other factors may preclude such options. Should this be the case we believe that you can employ a range of techniques in the large group situation which will engage your students enthusiastically in active learning, provide them with immediate feedback and build a productive and scholarly relationship.

Why do we want to support you in this move towards putting students at the centre of your thinking? Because the evidence continues to mount that, although the lecture is as effective as other methods to transmit information (but not more effective), it is not as effective as other methods to stimulate thinking, to inspire interest in a subject, to teach behavioural skills, or to change attitudes. These are among the objectives that many medical teachers aspire to when they lecture. On the other hand, if we seriously wish to foster lifelong learning skills and attitudes among our students, one of the worst things we can do is to encourage and reward the kinds of passivity that the lecture method commonly provides.

This chapter seeks to provide you with practical suggestion on how you might approach the task if asked to give a 'lecture'.



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