

Tips for a Successful Lecture

Part 1 General Overview

1. Slide submission: Please be on time with your slide handout submission and the program staff will post your slides to Entrada in preparation for your lecture

2. Formatting: Either PDF or PPT are acceptable formats. The preferred aspect ratio for presentation slide is 4:3. Slides should contain the bare minimum to outline your talk. Carefully consider optimizing the number of slides, more is not always better. (Try to limit to maximum of 40 slides if possible, 90 is too many)

3. Lecture Recording: Please consider giving consent to record your session. Your site-specific program assistant will be requesting your recording consent as part of the lecture confirmation process.

4. Length of Lecture: Total length of lecture is 50 mins, not 1 hour. Lectures must end at 10 mins to the hour in order to allow time to set up the next lecture. Please consider using the last 5-10 mins for questions and discussion. Limit didactic teaching to 45 mins maximum. Also please consider proper pacing of your lecture; try to avoid rushing the 2nd half of your lecture or assigning unfinished lecture material as self-learning.

5. Real Time Feedback: For real time feedback on your session, please consider using the "Sli.do" polling tool. Please contact your Program Assistant for more information. You can also request to have your session evaluated by faculty. If you are interested, please contact the course co-directors.

Resources including the Land Acknowledgement slide and Sli.do tool and can be found [here](#) under "Lecturers"



Student Feedback

Slides

Students feel they gain the most from lectures by being able to read through your material in advance. This allows for greater audience engagement and depth of questioning/clarification. Many students take notes on lecturers' slides themselves to augment the information therein; having slides in advance avoids students trying to type out slide content as you speak and allows them to be more engaged in your presentation. Slides with sensitive content, such as photographs of patients, are often made available with only the sensitive content removed. We acknowledge the challenge, but appreciate your support in this.

Recordings

Lecture recordings are a key learning resource provided by the vast majority of UBC medical lecturers and instituted routinely in Canadian medical schools. Recordings allow students to review not only the slide content, but also your explanation of the material. Further, recordings accommodate students with a range of learning preferences, needs, and (dis)abilities, and allow students to review your lectures' key concepts at their own pace rather than relying exclusively on outside content in preparation for exams or rotations. We thank you for taking the time out of your busy schedules to instruct us and hope you will allow us to review your lecture in the form of a recording.

Time Keeping

We have a voluntary, student-led initiative to help lecturers keep track of their time if they would like. A student representative will approach you at the beginning of the lecture and will offer to hold up a "5 min" and/or "1 min" sign to inform you how much time is remaining. Again, this is absolutely voluntary and is not an expectation of our lecturers.

Engagement

Calling out students over zoom can be disruptive in the learning environment. Having students raise their zoom hands, or even using sli.do are ways to create safe participation in lectures.

