Checklist for a Healthy Lecture

A good lecture is distinguished by its:

**vClarity:** First, good lectures are distinguished by their “clarity”. Do you:
- explicitly state what the purpose of the lecture is? (objective slide?)
- explicitly state what the 3-5 main take home points are? (summary slide?)

**vInterest:** The lecturer makes the presentation interesting. Do you:
- explain why the content is important for the learners to know?
- use problems or cases throughout the presentation?
- share clinical anecdotes to make the material “real”?
- introduce “mini breaks” or change the activity level every 20 minutes?
- use interactive lecturing techniques to allow the students to interact with the lecturer or the material. (question and answer periods introduced throughout the lecture, buzz groups, class surveys, etc.)?

**vEasy to Take Notes:** A clear and easy to follow structure to the lecture and a well-paced and audible delivery is essential.
- Have you planned on lecturing for 35 – 40 minutes max. This translates into 35 PowerPoint slides. This will leave 10-15 minutes for interactive activities throughout the lecture and respect their 10 minute break between lectures!
- Is your handout helping or hurting? A hand-out should facilitate the students following the structure of your lecture. Interactive handouts contain key points, diagrams and a skeletal outline of the presentation. There is room for the students to add in their own notes and complete the handout. This type of handout aids student recall better than a full handout.

**vThought Provoking:** A good presentation makes a student think and motivates them to learn more. Why not try:
- posing problems and questions throughout presentations.
- comparing and contrasting concepts
- hold a formal debate between different presenters

**vRelevant to course:** First, it is important for the lecturer to have an understanding of the background knowledge that the learners have and explain to the learners how the new material builds upon this knowledge.
- Explain how this material relates to the other material in their course and AVOID overlaps in content
- Do you know what is on the examination?