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**How we implemented a workshop on effective and interactive lecturing for faculty development in medical education using peer observation of teaching**

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**Background:** Whereas much has been written about the strategies, barriers and facilitator factors of effective and interactive lecturing in medical education little has been written about the effective and interactive lecturing skills educational programs for medical teachers based on peer observation of teaching

**Summary of Work:** Here we would like to present a workshop on effective and interactive lecturing using peer observation and feedback. We combined interesting and applicable subjects such as effective use of body language, gesture, pacing, interactive lecturing techniques (e.g. small group, questioning, and flash cards), vocal cords health, and problem learners with an opportunity to practice and peer and professional feedback on performance during a 3 day workshop for faculty members of Tehran University of medical sciences in 2014. The process of self-assessment, peer and expert review of video recorded lectures during workshop presentations is described.

**Summary of Results:** Overall, the workshop received a rating of 5-4 (excellent - good), written comments highlighted the benefit of the small-group activities, in particular the opportunity to rework their lectures and receive feedback from colleagues. Participants indicated that following this workshop they intended to try more interactive techniques, spend more time in preparing their lectures, reflect on their presentation experiences, record their lectures and see it again in order to enhance their skills, ask from peers and colleagues for feedback, and change the content of their lectures to enable them to be more interactive and effective. They also noted they were very excited about the problem learner presentation and requested consecutive meeting on this topic.

**Discussion:** This creates a positive reaction toward faculty development programs and we hope they use their learning in their practice. Critical to the success of any educational intervention is the assessment of competence. Although we have not explored the impact of our workshop on participants' presentation skills yet, but to address this, we are exploring the results and longtime effects of the workshop on participants

**Conclusion:** We think providing rich learning opportunities to practice and giving constructive feedback on performance creates a positive reaction toward faculty development programs and enhances the probability of using learning in practice.

**Take Home Messages:** 1. Group feedback discussions can be used to stimulate reflection of teaching practice. 2. The effective and interactive lecturing

workshop should permit self-reflection and an opportunity to see the performance like a mirror.