ICC BREAKFAST CLUB SERIES

SNAPPY PRESENTATIONS

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"What we do and teach matters, we can give better presentations"

SESSION OUTCOMES:

- Recognize design principles of multi-media learning theory to reduce cognitive overload in presentations
- Discuss the P-cubed mdoel as an outline for presentations
- Discuss how to design a presentation as an interactive learning session

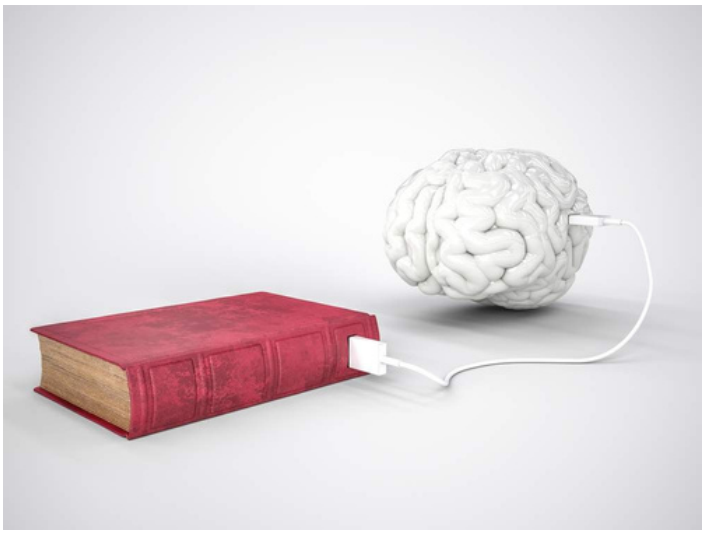
Cognitive Load - cognitive processing demands placed on a learner in the context of the limitations of the working memory.

Cognitive Load Theory- is a theory of learning that is b ased on what we know about how learners process new information and construct knowledge in long-term memory.

a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Medicine

Office of
Faculty Development
& Educational Support

TYPES OF COGNITIVE LOAD



1. Intrinsic cognitive load - refers to the cognitive processing that is needed to comprehend the message new information
2. Extraneous cognitive load - refers to information processing that is not needed or irrelevant to comprehend new material
3. Germaine cognitive load - linking and organizing old information with new information

Pcubed = P1 X P2 x P3 by Ross Fisher https://ffolliet.com/

P1 - message

- What is your why? Why does your audience care?
- We remember stories, not a data dump

P2 - the supportive media

- How to create a sexy slide?
- JP Phillips Death by Powerpoint - 5 principles How to avoid death by powerpoint
  - 1. One message per slide
  - 2. Working memory - read over listen
  - 3. Size matters - minimum 28
  - 4. Contrast
  - 5. Sex (6) items/slide

P3 - the delivery

- Practice
- Energy

References/Resources

Article/Books

Cognitive load in internal medicine: What every clinical teacher should know about cognitive load theory European Journal of Internal Medicine 60 (2019) 4–8 https://www.sciencedirect.com/science/article/abs/pii/S0953620518303571

Cognitive Theory of Multimedia Learning Harvard Edu Waxman & Goldie

Presentation Zen Design - Simple Design Principles and TEchniques to Enhance Your Presentations Garr Reynolds https://yoniekomputer.wordpress.com/wp-content/uploads/2016/07/presentation_zen_design__simple_design_principles_and_techniques_to_enhance_your_presentations.pdf

Richard E. Mayer & Roxana Moreno (2003) Nine Ways to Reduce Cognitive Load in Multimedia Learning, Educational Psychologist, 38:1, 43-52, DOI: 10.1207/S15326985EP3801_6 https://doi.org/10.1207/S15326985EP3801_6

Does PowerPoint enhance learning? Penciner CJEM 2013;15(2) 109-112 https://caep.ca/periodicals/Volume_15_Issue_2/Vol_15_Issue_2_Page_109_-_112_Penciner.pdf

Sweller, J., Chandler, P., Tierney, P., & Cooper, M. (1990). Cognitive load and selective attention as factors in the structuring of technical material. Journal of Experimental Psychology: General, 119(2), 176-192. https://doi.org/10.1037/0096-3445.119.2.176

Mayer, R. E. (2020). Multimedia learning (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108894333

Websites

Ross Fisher Pcubed
Presentationsteknik.com
https://mcdreeamiemusings.com/

Videos/Talks

How to avoid death by powerpoint JP Phillips TEDx talk 2014
Cognitive Load Theory - Easy Explanation

Podcast

Letovsky, E, Penciner, R, Helman, A. Presentation Skills. Emergency Medicine Cases. April, 2016. https://emergencymedicinecases.com/presentation-skills/. Accessed [date].
Podcast: https://emergencymedicinecases.com/presentation-skills/

Module: Presentation Design, Organization & Engagement for Effective Teaching UBC Faculty of Development
https://facdev.med.ubc.ca/resource/presentation-design-organization-engagement-for-effective-teaching/