Lecture

### GENERAL INFORMATION

### SETTING THE STAGE

### KEEPING THEM ENGAGED

### INSPIRING PRACTICE CHANGE

<table>
<thead>
<tr>
<th>Activity Type/Educational Format</th>
<th>Rationale for Use</th>
<th>Criteria Used for Educational Setting</th>
<th>Related to Objectives</th>
<th>Desired Results</th>
</tr>
</thead>
</table>
| Lecture (cognitive, didactic) Presentations (courses) | - Delivery of basic, complex or new information  
- Update knowledge | - Efficient for disseminating information to large groups  
- Accessibility for those in attendance and when disseminated more widely | - Knowledge  
- Competence | - Update knowledge or concepts with new, evidence-based information  
- Gain a foundation of information on which to build  
- Improve competence in practice  
- Guide to sources |

**Instructional Methods** (link to full document)

**Tips & Guides:**


- Presentation Guidelines, Best Practices, and Assumptions and Principles of Adult Learners

**Reviewed Articles:**

**Article Review:**

1. How to Give a Killer Presentation
2. Use of the Pause Procedure in Continuing Medical Education: A Randomized Controlled Intervention Study

3. Creating and Presenting an Effective Lecture

**References:**
*(NOTE: The links below direct the user to the PubMed abstract. Access to full article is dependent on individual/institutional subscription except in the case of open access articles that are accessible to all)*


