



# LARGE-GROUP TEACHING

*as a Guest Lecturer in the MScPT curriculum*

WHO	<i>Departmental faculty, guest speakers, and around 110 MScPT students</i>
WHAT	<i>Actively engage students with foundational, evidence-informed PT content</i>
WHEN	<i>For one or more guest lectures within in-class component of the curriculum</i>
WHERE	<i>Traditional classroom setting</i>
WHY	<i>To ensure students achieve entry-to-practice mastery of disciplinary knowledge</i>

## KEY RESPONSIBILITIES...

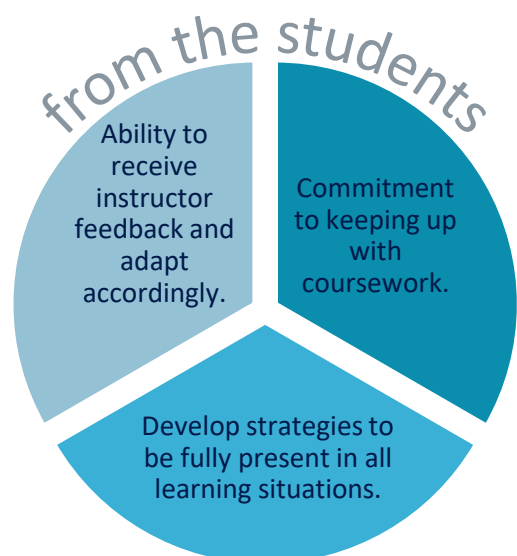
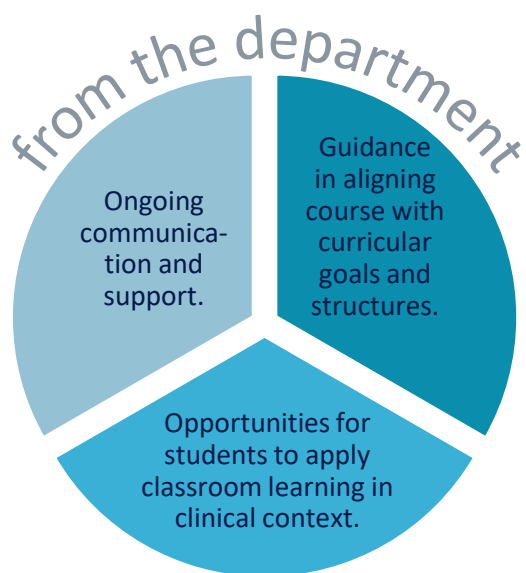
### OF LARGE-GROUP TEACHERS:

- *Cover key foundational concepts as appropriate.*
- *Develop and share clear learning outcomes for student success.*
- *Provide opportunities for students to actively engage with content.*
- *Meaningfully integrate pre-session work within the session.*

### OF STUDENTS:

- *Be active and engaged learners.*
- *Behave professionally.*
- *Be respectful, collaborative, and cooperative with peers.*
- *Arrive at class having completed assigned pre-session work.*

## WHAT CAN I EXPECT?





## **CRITICAL THINKING AND LARGE-GROUP TEACHING**

In addition to clinical reasoning, critical thinking also encompasses critical appraisal and critical reflexivity. Critical appraisal asks students to engage in a systematic process used to examine research evidence in order to inform decision making. Critical reflexivity requires the examination of PT practice in light of one's own values, beliefs, perspectives, and social traditions.

### ***STUCK? WHY NOT TRY THIS TO ENGAGE CRITICAL THINKING?***

One way to engage student interest, get a sense of what students are thinking, and spark critical thinking is to use the [Believing or Doubting](#) activity:

- Identify a controversy or disputed opinion that relates to course content, and provide students with an article, newspaper story, or excerpt from a larger text that persuasively argues a single viewpoint.
- Ask students to first read the text empathetically, attempting to identify with and support the author. Solicit points in favour from the class (either orally, by collecting brief written responses, or by having students tweet using a class hashtag) and compile a cumulative list.
- When you feel most students understand this perspective on the issue, have the class re-read the text from a skeptical viewpoint, seeking to critique the author. Add the points against this viewpoint to your master list.
- This provides a great opening for further instruction on the research and evidence that underlies the issue or controversy.

## **INQUIRY MINDSET AND LARGE-GROUP TEACHING**

Inquiry mindset asks students to take the initiative, to direct their own learning, to think creatively and flexibly, and to exhibit persistence and resilience.

### ***STUCK? WHY NOT TRY THIS TO ENGAGE INQUIRY MINDSET?***

A simple way to help students identify and track their own learning strengths and challenges is through the use of informal, low-stakes [Quizzes](#):

- At the beginning of class, have students complete a brief, ungraded quiz on the session's key content.
- Have students retake the quiz at the end of the class, and encourage them to identify what they learned and what they still need to focus on. These quizzes can also be collected and used to inform future course instruction.

## **PROFESSIONALISM AND LARGE-GROUP TEACHING**

Large-group settings are a great environment in which to model and discuss key components of professionalism, including core humanistic values, accountability, a commitment to excellence, and adherence to legal and ethical practice.

### ***STUCK? WHY NOT TRY THIS TO ENGAGE PROFESSIONALISM?***

Contextualize course content in the larger PT context by highlighting aspects related to professionalism using the **What's Missing?** strategy:

- Present students with a list, diagram, or series of steps related to clinical decision making and challenge them to identify what is missing.
- As suggestions arise, use the opportunity to identify and discuss aspects of professionalism. For example, biomechanical analysis might lead to discussion of equity issues in practice or the need to maintain up-to-date clinical skills.



# HOW DOES *YOUR* LESSON PLAN MEASURE UP?

An excellent lesson plan has the following characteristics:

Clarity of session outcomes	Level of active engagement	Accessibility and value of supporting materials
Clear, specific, measurable <a href="#">outcomes</a> for the lesson are shared with students near the beginning and are reinforced at key transitional moments. Outcomes are effectively supported by learning activities throughout the session. Students are able to easily self-assess their success in achieving outcomes.	Students have multiple opportunities to actively engage with content (e.g. via reflection, writing, discussion, q&a). <a href="#">Engagement strategies</a> include <i>all</i> students, are facilitated effectively, and enhance independent student learning.	Audio-visual aids (slides, handouts, videos, etc.) enhance learning for <i>all</i> students and are <a href="#">AODA compliant</a> . Aids contribute directly to learning outcomes and serve to present content in multiple formats.

*"As you enter a classroom ask yourself this question: "If there were no students in the room, could I do what I am planning to do?" If your answer to the question is yes, don't do it."*

*-General Ruben Cubero*