

## EDUCATIONAL FORMATS AND THEIR RATIONALE<sup>1</sup>

FORMAT	RATIONALE
<b>Lecture/ presentation</b>	Provide a large amount of information (knowledge) in a limited amount of time. Allows faculty to talk about a chosen topic.
<b>Panel discussion</b>	Provide an opportunity for experts or a group of learners to present differing viewpoints on a topic, issue, or problem to other panelists and the audience (learners).
<b>Self-Directed Learning/ Computer-aided instruction/Journal</b>	Provides an opportunity for adults to learn the subject at their own pace. An effective method of providing active learning with immediate feedback and re-enforcement.
<b>Group discussion</b>	Provides an opportunity for learners to think together constructively for purposes of learning, solving problems, making decisions, and/or improving human relationships.
<b>Case study</b>	Provides an account of an actual problem or situation an individual or group has experienced. An effective method of provoking controversy and debate on issues for which definite conclusions do not exist.
<b>Problem solving</b>	Provides the opportunity for learners to solve a problem through the collection, application, and assessment of information. An effective teaching method to encourage learners to inquire into, and think critically about, a topic.
<b>Role play</b>	Provides learners with the opportunity to experience common human relations problems, practice communication skills in a secure environment.
<b>Brainstorming</b>	Solicits creative ideas or to identify possible solutions to problems. Allows learners to express opinion and ideas without the threat of being judged by other learners.
<b>Demonstration</b>	Models the correct step by step procedures needed when performing a specified task.
<b>Role Modeling/Mentoring</b>	Provides the learner with one on one access to expert. Learning takes place over time with opportunities to reflect, apply, question.
<b>Journal Club</b>	Provides a format for discussion of journal articles. Useful for a group with similar interests to share opinions and discuss published literature in a organized, face to face fashion.
<b>M&amp;M</b>	Provides a safe venue for presentation of cases by learners with possible untoward outcomes. Allows peer interaction with current problems in practice.
<b>Patient Simulation</b>	Provides a standardized method for a group of physicians to compare their individual skills of diagnosis, treatment and management of a patient with their peers
<b>Games</b>	Provides an interactive and competitive process to validate new learning in a positive emotional situation
<b>Chart Audit</b>	Peer or Self

<sup>1</sup> Adapted from *Effective Adult Learning* by Birkenholz