8 Minute Micro-Teach: An Alternative Method for Delivering Regular Teaching

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Introduction

The delivery of teaching during a placement is essential to meet the continuing professional development/educational needs of the members of the team. Often teaching is confined to a few long in-depth talks which are tailored to the needs of those setting the departmental teaching rota. These talks are often poorly attended as team members are called away to fulfill on-call commitments. We feel that shorter more informal teaching sessions lead to greater attendance and addressing the trainees educational needs.

The ‘micro-teach’ used in the Training the Trainers course is well recognised and known to surgical trainees from many specialties. The format was adapted to provide regular departmental teaching.

Romanelli, 2008 has employed a similar format alongside didactic lectures and a written assignment in the education of Pharmacists. Participants reported high levels of agreement with the statement confirming acquisition of new skills as per the course objectives.

Methods

Trainees were asked to deliver 8 minute teaching on an ENT subject to cover their own educational needs. A teaching schedule was created to cover the learning objectives form the 2012 Intercollegiate Surgical Curriculum Project (ISCP) Otolaryngology syllabus. A proforma/guidance notes was created to standardise the format and ensure adequate coverage of the subject. The session was recorded onto a A2 flip chart with marker pens. Emphasis was placed on the use of diagrams. The teacher was also required to end the session with “take home messages” aimed at each of the main groups within the team i.e. Core Surgical trainees, GPVTS, Foundation year 1 doctors.

Results and Discussion

A shorter more informal teaching session delivered using limited visual aids leads to greater attendance, improved teaching skills and high levels of satisfaction by trainees as assessed through participant feedback. The majority of participants (77%) preferred the micro-teach format.

Sessions can be delivered wherever and whenever the team are gathered together, after a ward round or just before clinical governance meetings.

In our experience the sessions often lead to more in-depth discussions regarding the management of particular cases/scenarios encountered by senior staff.

References

2. Training the Trainers: Developing Teaching Skills. Course Material, Royal College of Surgeons of England
4. Intercollegiate Surgical Curriculum Project. https://www.iscp.ac.uk