



Interactive performance: Just do it

How do you ensure the transfer of your performance?

Start >





Introduction (1/2)

You can navigate through this online module by:

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Introduction (2/2)

We would like to welcome you in Utrecht in January 2021. To give you a warm welcome we take you on a tour through Utrecht and a good structure for an interactive performance during a workshop or lecture.

We will introduce you to the ESDC method, these are the basic principles of teaching for interactive performance. *‘Teaching is a planned experience which brings about a change in behaviour.’* For your session at Equip your performance involves also a planned intention to bring about the learning to a desired outcome. Therefore we guide you to 4 stages to make this happen:

- 1. Environment: 3 tips
- 2. Set: 3 questions
- 3. Dialogue: 3 methods
- 4. Closure: 3 steps





Click on the subject you would like to know more about

1

Environment

2

Set

3

Dialogue

4

Closure





E S D C

1. Environment

How do you feel when you enter a training facility?

Before you start your session, you check you arrange the environment. The environment where you are teaching is more important than you think to get to your desired outcome. When for example the temperature is too cold or too hot, it will affect your audience. Also the arrangement of the room influences your session. Therefore, the environment must match your learning goals and performance.

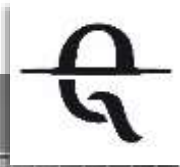
On the next page we give you 3 tips to ensure a pleasant learning environment.

We start our tour at the Central Station of Utrecht. This station is the heart of the railnetwork of the Netherlands. From here you can visit every city within the Netherlands within 2 hours.



Source: Flickr





1. ENVIRONMENT: 3 TIPS

Tip 1: Think about what materials you need, and order them directly

What kind of materials do you need during your performance? Do you need any paper, post-its, pens, flip-overs or medical supplies?

As soon as you know that, order your materials directly to make sure that the materials arrive on time.

So do it now, yes please now.

Tip 2: Reserve time in the program to check your room

To check your environment is important for a good start. Where are you facilitating your interactive performance? How is the arrangement of the room? What fits your session? For example, let your participants work in subgroups during your performance, the seats must be positioned correctly. Communicate your preferences on time.

Tip 3: Check your technical requirements

Do you use video's or audio clips during your performance? Then make sure that you check the technical applications before your start with your session. Nothing is as annoying as non-working technology during your session.

When you tackle issues like this before your session, you make sure you can spend all your time on achieving the learning objective.





E S D C

2. Set

The set is about creating the conditions to maximise achieving your learning goals. It is a short text or presentation at the start of your session. You as the instructor, set the set in the first minutes of your performance. Introduce your participants to create a good atmosphere, motivation, outcomes and roles.

On the next page we introduce 3 questions that will help you preparing a good set of your session. Try to make the SET yourself now. Yes try it, it won't hurt you.

Now we visit the University Library of the University of Utrecht. This building is since 2004 an architectural highlight in the Utrecht Science Park. There are a lot of answers to find, if you know what to achieve...the set is important everywhere.



Source: Wikipedia





2. SET: 3 QUESTIONS

Question 1: What do you want the participants to do differently after your session?

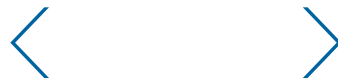
The answer of this question helps you clarify the goal of your performance. You know what to achieve with your performance. When you also make this clear to your participants, the expectations are clear. You start your set by communicating the learning goals to the participants.

Question 2: Why is your topic relevant?

To motivate your learners it is important to explain why our topic is relevant to the learning goal. You will motivate your participants to participate actively during your session because they now know what the content of the session is usefull.

Question 3: Where are you the expert?

Tell them who you are why you are going to help them achieve the learning goal. Also explain the roles during the performance. What do you expect from your participants? Do they have to listen carefully or do they have to participate in discussions? Also tell them when there is room for questions, for example during or at the end of your session. By doing all this, you will set the atmosphere of the session.





E S D C

3. Dialogue

Do you also want to know how the professionals in your audience think about your subject? You can help them embrace your message by having an interactive dialogue.

The dialogue stage is the longest stage of your session and therefore it is important to really think this through in advance. When you choose to only give a presentation, your participants will forget most of it. By using a dialogue method, your participants will remember much more. And isn't that exactly what you want?

On the next page we will give you 3 ideas for methods to use to maximise your interaction with the participants.

The tour continues to the city office of Utrecht. Citizens have different dialogues here to arrange all kinds of things here, like getting a passport, marrying, indicate their children or just asking questions.





3. DIALOGUE: 3 METHODS

Method 1: Start with a question

To avoid the pitfall of telling the important point from your session immediately you can start with a question. By doing so, you force the participants to think for themselves first.

For example: You want to explain how to ride a bicycle, you can explain this process step-by-step. But maybe some of your participant already know a little bit about riding a bike. Therefore you can explain the steps all together to maximise the learning effect.

Method 2: Buzzing

You submit an assignment (for example a case or a challenging proposition) to the participants and they have to respond in pairs of small subgroups in a short time. The participants can apply your content in this assignment.

You can also let the participants first let them think of the solution on their own, and after that let them discuss together in subgroups.

At the end you list some answers of the participants and you give a short follow-up discussion.

Method 3: One-minute paper

To check if your participants understands the content of your session, ask them to write a 'one-minute paper' about for example:

'What is the most important thing you learned during this session?' or 'Which question has not been answered but now has your curiosity?'

Discuss the papers together in a follow-up discussion. You can steer the answer in the right direction (SET) by summarizing.





E S D C

4. Closure

Do you remember leaving a session in chaos while people kept on asking questions at the end? That's where a good closure come in.

The last part of your session is the closure. A closure consists of 3 parts:

1. Questions
2. Summary
3. Termination

On the next page we present the 3 steps that you use during a good closure.

We conclude our tour at the Dom of Utrecht. The most famous building of Utrecht. The Dom consists of 465 steps before you reach the top to enjoy a great view of Utrecht. A good closure consists only of 3 steps, that sounds easy right?



Source: Pixabay





4. CLOSURE: 3 STEPS

Step 1: Ask if there are any questions

Make room for questions from the participants. By doing this you allow any remaining problems to be asked and dealt with.

Step 2: Provide a summary of your session

Remember your set of the session. A summary repeats the learning objectives and the most important points of the session. Make a link to the practical application of your session: how can the participants apply what they have learned?

Step 3: Close your session and refer participants to the next part of the program

Mark the end of your session by thanking your participants for their active contribution and guide them to the next session or part of the program.

Pay attention , next to your verbal closure, to your non-verbal closure. Step a step away from the audience or your presenters desk.





Closure

Thank you for your attention when following this module.

Through a tour of a number of iconic buildings in Utrecht you have learned that an interactive session consists of the ESDC structure, which are the basic principles of teaching for interactive performance.

1. Environment
2. Set
3. Dialogue
4. Closure

The only thing you have to do now is **'just do it'**!

If you have any further questions, please ask them during the 1-on-1 coach sessions. We look forward to seeing you at Schola Medica in Utrecht in January 2021!

