GUIDANCE FOR:
NARRATING VIDEOS AND
DEMONSTRATIONS

1. PRE-EMPTIVE
   It is imperative that the episode is planned. However it is equally as
   important that steps within the demonstration are verbally
   introduced prior to being implemented practically. There will be a
   natural 'lag time' between the narrative and the ability of the
   students to pay attention and understand what is about to be shown.

2. NARRATED
   And thus, a careful narrative becomes the key to a successful
   demonstration. Time should be built in to allow adequate and
   clear explanation of the technical stages before they are carried
   out. Remember that often this is the first time that the students
   will have seen a procedure. Give them plenty of notice and
   guidance about what to watch, and where on screen. Lengthy
   stages should have the narrative reinforced a number of times.

3. DEFINITE
   Many educators utilise instruments and models to gesture in
   order to complement the narrative. This should be avoided. In
   small fields of view, this can be distracting. Any actions carried
   out under the microscope should be definite and precise,
   otherwise the students fail to pay attention at critical moments.
   Movements should, where possible, be exaggerated with an
   accompanying narrative.

4. VISIBLE
   Despite operative skill, and a well-thought out narrative, the
   episode can fail miserably if the students cannot see effectively
   what is being demonstrated. Overcoming this takes a
   reasonable amount of practice - often it means demonstrating
   a procedure from an angle that is alien to the teacher.
   Perspective is important, and when using instruments, the
   teacher should ensure that the active component of the
   instrument is visible wherever possible at all times. It may also
   be necessary to change the angle of view and repeat the action
   again.

5. ERRORS
   Whilst it is expected that demonstrations under the microscope
   should be flawless and complete, there are occasions where it is
   more useful to demonstrate a mistake or a problem. Our
   students should be able to negotiate their own way to a clinical
   endpoint rather than copy a practical procedure.

6. REPEATED
   The teacher should repeat individual stages as many times as
   possible during the narrative, to reinforce the procedure. This
   may, as mentioned above, involve a subtle change in angulation
   or approach - it may even have to be truly simulated in that a
   surface may already have been cut, shaped or carved - but
   whilst the narrative is repeated, instruments should ideally also
   be working through the procedure to reinforce their mode of
   use.

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