

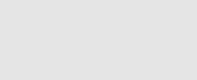


GUIDANCE FOR: NARRATING VIDEOS AND DEMONSTRATIONS

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.

