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Authors

Stetson, Geoffrey V

Dhaliwal, Gurpreet

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Author: Stetson Geoffrey V. MD; Dhaliwal Gurpreet MD

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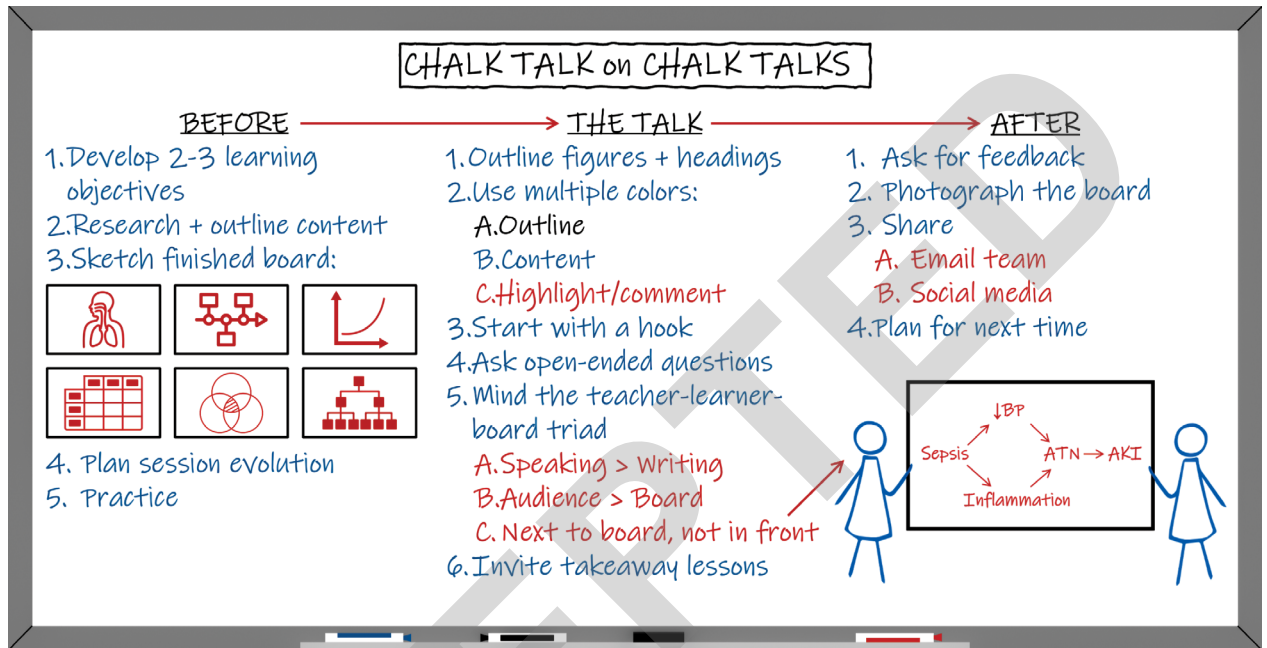
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Chalk Talks in the Clinical Learning Environment

Geoffrey V. Stetson, MD, associate professor of medicine, University of Illinois at Chicago, College of Medicine, and Gurpreet Dhaliwal, MD, professor of medicine, University of California, San Francisco, and San Francisco VA Medical Center

Chalk talks are didactic sessions in which a teacher utilizes a blank writing surface (e.g., white board, chalk board, tablet) to organize text and visual elements in real time. In the clinical setting, a chalk talk is a short (10-20 minutes), interactive, small-group (< 10 people) activity. Chalk talks employ a cognitivist approach by organizing and sequencing information in a way that optimizes comprehension and future application.¹ Compared to slide presentations, chalk talks reduce the amount of material that is covered, are flexible (e.g., the instructor can switch directions without the constraint of the next slide), and facilitate connections among the concepts that unfold during the talk.²



BEFORE	THE TALK	AFTER
<ol style="list-style-type: none"> 1. Develop 2-3 objectives based on key concepts and questions encountered in the clinical learning environment. 2. Research your topic and outline the content, mapping the information onto your learning objectives. 3. Sketch the finished board. Focus on images, tables, graphs, and flow charts that organize the content. Remove information not directly related to learning objectives.^{3,4} 4. Plan how the learning session will evolve. What will be outlined on the board before starting? What questions will inspire audience participation?³ 5. Practice out loud using a board, ideally in the space you will be using for the talk. 	<ol style="list-style-type: none"> 1. Outline basic diagrams or section headings on the board before starting. The content will layer onto this structure.^{3,4} 2. Use colors to demarcate different categories of information: a dark color for the outline, another dark color for the main content, and a bright color for highlighting or comments. 3. Start with an introduction that hooks the audience and grabs their attention: transport them to a challenging clinical situation, share a story, or give a contrarian fact or opinion.³ 4. Ask open-ended questions that target each learner's level and invite explanation rather than recitation (e.g., "how would you determine if this patient had infectious colitis or IBD?"). 5. Mind the teacher-learner-board triad. Speak more than you write. Focus attention on the audience, and only interact with the board when necessary.⁵ When not writing, speak from a location that allows the entire board to be seen.³ 6. Invite each trainee to share 1 learning point they are taking away from the talk. 	<ol style="list-style-type: none"> 1. Ask attendees for feedback, particularly about parts that were difficult for you. 2. Photograph the board and keep the picture in your records with the talk outline.^{3,4} 3. Share your content. Email the picture and pertinent resources to your team. Consider presenting to a wider audience via social media (e.g., tweet the picture using #MedTwitter and #MedEd). 4. Plan for next time. Review the picture, incorporate feedback, and outline an improved version of the talk. There is a learning curve for chalk talks.^{2,5}

Disclosures: None reported.

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Author contact: gstetson@uic.edu; **Twitter:** @GStetsonMD