POSTGRADUATE COURSES – SPEAKER INSTRUCTIONS

Postgraduate courses aim to improve knowledge and skills that will be applied in the daily practice of clinicians, respiratory scientists and healthcare professionals. The information disseminated during the course should introduce the basic concepts and established practices rather than scientific work in progress.

Speakers have 30 minutes for their presentation, followed by an allocated 5-minute time slot for multiple choice questions electronic voting and a 10-minute time slot for discussion. The information should be presented in a logical and coherent fashion, and interactive teaching approaches are encouraged (case discussions, videos, demonstrations, etc). It is important to note that participants are paying an additional registration fee to attend these sessions and therefore will have high expectations.

The role of the speakers

- Attend the course faculty coordination teleconferences, if any.
- Prepare educational materials (see below for more information).
- Allow adequate time for MCQ electronic voting and questions and answers from the audience.
- Be responsive to the needs and level of your audience. Do not hesitate to ask for feedback from the participants to make sure that the key points of your presentation are understood.
- If patient participants are involved in your session, it would be appreciated if you could assist them with any additional questions or requests that they might have.
- Please remember that most of the participants are not native English speakers.

Instructions for the preparation of educational materials

<table>
<thead>
<tr>
<th>PowerPoint presentation should include:</th>
<th>Word document should include:</th>
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</thead>
<tbody>
<tr>
<td>➢ Any faculty disclosures</td>
<td>➢ The specific aims of the presentation</td>
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<td>➢ A brief summary of the presentation (2-5 pages)</td>
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<tr>
<td>➢ Images that can be referred to (e.g. pathology slide)</td>
<td>➢ A list of references</td>
</tr>
<tr>
<td>➢ Figures and diagrams to be discussed during the presentation</td>
<td>➢ 4-6 multiple choice questions and their answers for electronic voting by the audience at the end of the presentation</td>
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When developing your educational materials, please include case discussions or links to videos, many resources can be found on the ERS E-Learning website [www.ers-education.org](http://www.ers-education.org). Please select fonts, colours and diagrams which are easy to read. ERS PowerPoint and Word templates can be found here [www.erscongress.org/information](http://www.erscongress.org/information). Please note that PowerPoint slides need to have 16:9 proportions to be displayed correctly on screen onsite.

Please remember, if you are including information from other sources (which include journals, articles, book chapters, graphs and figures) you will need to contact the copyright owner for permissions. ERS will need a copy of the permission, and is not responsible for requesting the permissions on your behalf. Each participant will be asked to fill out an online questionnaire in order to evaluate the scientific content of the session. The feedback will be taken into consideration when selecting speakers for future ERS activities.

Extended deadline for educational materials:

30 June 2016