

signs of diseases, major criteria of diagnostics, differentiation of syndrome-like diseases, principles of treatment according to clinical protocols.

Clinical tasks or real situation from life can be a source of material for cases. In any case, educational situation is specially prepared (written, reviewed, constructed) according to the purposes of education and the topics of practical classes. Methodical preparation of specific situations used for discussion or other educational purposes should create clinical and at the same time purposeful, directed atmosphere in the process of discussion. One of the main tasks of a teacher is to follow this idea.

Working with educational clinical situations should teach students to analyze certain information, to follow cause-and-effect relations, to isolate key issues and/or tendencies, to find independent solution. Availability of real, topical information from the point of view of education is a necessary, although insufficient condition of an educational situation.

A careful but not officious control is essential. The role of a teacher is not to follow continuously a real accuracy of student statements, but to assist them to solve problems quickly, to give hints skillfully without interruption of discussion. Mistakes that were made can be discussed during the final stage of case-study method suggesting a comprehensive critical analysis.

There is a great variety in organization of work with case-study method creating the possibility for creativity of the teacher as well.

By means of case-study method students are able to demonstrate and improve their analytical and evaluating skills, to work in the team of doctors, to find the most rational solution of a given clinical problem.

ENHANCING AUDIOVISUALS FOR LECTURES AND PRESENTATIONS IN FAMILY MEDICINE DEPARTMENT

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While the lecture format in the system of contemporary higher medical seems to become obsolete it still remains an important part of transferring knowledge from educator to educated. Pros for lectures include didacticity, transmission of large volumes of information in a short period of time for large auditorium resulting in cost-effectiveness. However, lecture is teacher-active but learner-passive resulting in multiple cons for it. Lecture format requires introductory initiation for attention because large auditorium need time for collection of thoughts. Lecture is teacher centric not student oriented resulting in assertive teaching style. To some extent contemporary computer as well as marketing technologies may significantly alleviate negative sides of lecture.

Audiovisual technologies are widely used in advertising and marketing for the purposes very closely related to education – provision of settled information

database from single or less often data source to multiple receivers who accept this information. From the point of view of higher medical education modern technologies may be used to enhance the effect of lecture presentation, visually reinforce auditory output for students, to clarify complex concepts difficult for explanation. Advertising and marketing industry uses several principles that may be incorporated into lecture presentations as well. The so called Mayer's principles for multimedia design include combination of static or dynamic imagery with verbal, spoken or written information. Design should enhance and stimulate cognitive process for learning and retention. Other principles include assisting learners attending to information, organization of information into cohesive and comprehensive whole, integration with prior knowledge and experience. Poor presentation design usually detracts from learning. The typical learning process has three stages: the sensory learning involving sensorial apparatus and sensory memory. No data analysis is made on this stage of cognition. Working memory or short-term memory is in fact analog to computer processors' cash with limited resources. And the last stage of acquiring knowledge is formation of long-term memory. Generally speaking, during lecture classes the cognitive overload places excessive challenges emphasizing learners attention and mental power.

Application of Mayer's principles incorporates deletion of unnecessary illustrations (tables and pictures), highlighting of more important material with font of color, adequate and timely arrangement of verbal info together with visuals (movies, graphs, text and pictures), conscious use of screen space (avoidance of too much free space and avoidance of too much information squeezed into one slide). However, the fact that the message is more important than the medium is still applicable for the lecture format.