

LETTERS

Response to Letter Regarding TED Talks

We thank Dr. Cocchio for his timely comments regarding our Viewpoint “What Can We Learn From TED Talks?”¹ The piece (as are most Viewpoints) was intended to generate discussion, raise awareness, and spark interest; hence, the perceived oversimplification of our comparisons. A more complete Review paper would more appropriately and comprehensively elaborate on our observations, analyze existing literature, and expand on the initial thoughts presented.

We wholeheartedly agree with Dr. Cocchio’s salient points regarding student engagement, particularly in the context of an academic lecture. All too often faculty members settle for lectures that provide little

more than a “data dump,” commonly with PowerPoint slide presentations as the sole medium. We further agree that the TED platform has mastered the art of topic selection and delivery. Faculty members might point out that they are not always “free” to select the topic(s) they instruct. The underlying matter, however, as Cocchio alludes to, is to creatively transform the topic into an educational experience that illustrates, challenges, and engages learners.

Frank Romanelli, PharmD, MPH
University of Kentucky College of Pharmacy

REFERENCES

1. Romanelli F, Cain J, McNamara PJ. Should TED talks be teaching us something? *Am J Pharm Educ* 2014;78(6):Article 113.