



Moving from Remote Teaching to Online Learning

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Objectives

- Identify and discuss the importance of establishing a connection with students through the use of technology
- Discuss the incorporation of engagement into online learning with activities such as TBLs, Case-based learning, etc.
- Explore and discuss opportunities for teaching in a clinical setting remotely

Remote Teaching

- Conversion of face to face to online
- Primarily online lectures
- Very little planning
 - Prevent learning loss was primary goal



Online learning

- Deliver instruction with deliberate planning
- Deliver lectures and other learning activities
- Use technology to facilitate learning gains
- Incorporate opportunities for student engagement



Setting Expectations

We need to move from preventing loss to facilitating learning gains

We need to make this the best experience possible and stop apologizing.

This learning experience is different not inferior.



Connecting with Students

- Introductions
 - Visual
 - Establish credibility: Key in an online environment
 - Connecting a person to the content
 - Research has shown that using an introduction in a online course increases students positive perception of faculty
- Start each lecture with you on camera
- Email students updates and reminders

Connecting with students

- Faculty coaching
 - Reach out to Year 1 students before first scheduled session
- Online office hours
 - Schedule regularly
 - Have large group Q&A and/or individual meetings



Online Learning: Content Delivery

- Lectures
 - Avoid disembodied voice
 - Importance of demonstrations
 - Change up the presentation
 - Remember attending in person may not be an option



Technology Available

- Media services during lectures
 - Mike Fowler



Active Learning Online

Currently being considered at WVSOM

- TBLs
- Case-based Activities
- Q&A Sessions



Online TBLs

- Can be synchronous or asynchronous
- Facilitator(s) and tech support needed
- Same procedures apply as face to face
- Technology allowing real-time data reporting important



Online Case-based activity

- Students divided into online teams of 5 to 10
- Each team assigned a faculty facilitator with a guide to case including prompts and explanations
- Pre-work assigned
- Students expected to work in teams to solve questions and come to a conclusion



Q & A Sessions

- Course director or faculty schedules session in WebEx or Teams
- Prepare 10 to 15 questions and present one at time
- Allow students time to answer
 - To simulate a test environment – allow 1 min per question
 - For practice with content or dissecting MCQs, can allow 2 or more minutes



Q & A Sessions

- Model thinking process of question analysis
- Discuss all answer choices and reasons why the incorrect answers are not correct
- Allow students to email or schedule individual sessions to clear confusions



Q & A Sessions

- Tips for successful engagement
 - Consider using a timer
 - When giving students questions, allow plenty of wait time – don't add extraneous comment
 - Ask students to refrain from using chat box until all have answered



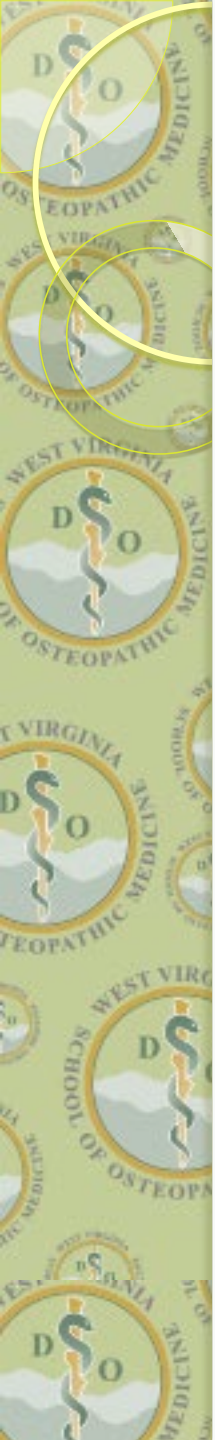
Clinical labs remotely

- Remote Observations (ECE)
 - Live observation of physician with SP
- Remote SP History (CS I)
 - Live encounter with SP for History

Clinical labs remotely

- Remote SP History and Physical (CS II)
 - Live encounter with SP for History
 - Live encounter with SP - anticipate physical findings from history and observation
 - Live encounter with SP - describe physical exam to SP who responds from script

Other Suggestions?



Resource

- https://insidehighered.com/digital-learning/article/2020/05/27/will-active-learning-be-possible-if-colleges-have-physically?utm_source=Inside+Higher+Ed&utm_campaign=92abf6556a-InsideDigitalLearning_COPY_01&utm_medium=email&utm_term=0_1fcbc04421-92abf6556a-234656365&mc_cid=92abf6556a&mc_eid=a631e69bb8
- <https://campustechnology.com/articles/2014/06/11/how-to-make-the-most-of-a-video-introduction-for-an-online-course.aspx>
- <https://teaching.usask.ca/articles/small-group-learning.php>
- https://www.facultyfocus.com/articles/effective-teaching-strategies/encouraging-your-students-through-a-three-column-activity/?st=FFdaily;s=FF200527;utm_term=FF200527&utm_source=ActiveCampaign&utm_medium=email&utm_content=Encouraging+Your+Students+Through+a+Three-Column+Activity&utm_campaign=FF200527