Preparing for a Large Group Interactive Discussion

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Goals of Session

- Understand faculty role at SOM- *not the primary* source of information, but function as a facilitator of the application of the students' foundational knowledge they acquired from pre-reading
- Utilize session facilitators to help develop your session so it will be consistent with above by identifying 3 take home points and questions to use during your session
- Recognize and incorporate SOM best practices for large group sessions into your session

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Faculty Role at SOM Relative to SOM Philosophy/Guiding Principles

- True to our mission, values, and drivers
- Fully integrated, developmental, four-year science and clinical curriculum
- Integration of health, disease (normal and abnormal), and intervention
- An "adult learner" environment that values independent study and self-directed learning
- Built upon experiential and active small group case-based learning
- Conceptual knowledge in action, not memorizing facts
- Focused on learning rather than teaching
- Assessment drives learning

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Faculty and Student Responsibilities in Traditional Curriculum vs. at SOM

1. **Read/review all of your assigned pre-work to support foundational knowledge**
   - Students expected/prepare for all sessions. Everything assigned as required should be absolutely necessary to read *prior* to the session; otherwise label it supplemental.
   - At times, session leaders make reference to the knowledge students should have acquired from the reading- "you should know that….it's in the reading"-perceived as antagonistic; please refrain from this.

2. **Session expectations**
   - The majority of the session should enable students to use the material learned in pre-reading and apply it to a real case/s or problem set/s.

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Create 3 take home points (goals) for your session that support learning objectives

1. Take out your learning objectives
2. Identify 3 main take home points for your session (GOALS)
    1. Big picture items students should absolutely know by the time the session concludes

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How to Create Interactive Questions

- Select one of your take home points.
- Review the learning objectives that relate to that take home point.
- Create a question that requires a student to utilize knowledge of those learning objectives and apply it to your question to develop an understanding of the take home point.
  - Not a recall question that asks them to recall a fact
  - An analysis and synthesis question that asks them to use information they have learned and either apply it to a new scenario, compare and contrast it, or make a prediction about another biomedical parameter
  - A question that promotes an organizational thinking of material

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David Example

Samara Example

- Take home point: recognize the metabolic effects of insulin in the fed and fasted state under normal and pathophysiologic circumstances
  - **-Is the fed state similar to type 1 or type 2 diabetes?**
  - **-How would you compare and contrast them?**

- Take home point: numerous oral agents for treatment type 2 diabetes: secretagogues, sensitizers, incretins-consider differences within and across classes
  - **How do you conceptualize the classes of oral agents for the treatment of type 2 diabetes?**
  - **Why is metformin the first line oral agent for treatment of type 2 diabetes as compared with sulfonylureas or DPP-4 inhibitors?**

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Think, Pair and Share

- **Think**: Devise a question specific to your discipline
- **Pair**: Turn to the person next to you and share your question; leave as is or modify based on discussion of the questions as emulating the interactive style of questioning
- **Share**: Questions developed with larger group

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SOM Large Group Best Practices

- Introduce self to students
- Share 3 take home points for session
- Revisit 3 take home points throughout session
- Include interactive questioning based on content
- Interaction with audience: pause to allow for others, restate so all can hear, affirm before moving on
- Start on time (00 min); end on time (50 min).
- Active learning model- 20 minutes of content prepared for a 50 minute session
- Plan B for malfunction
- Wear lapel mic
- Avoid hemineglect
- Formally conclude session- leave 5 minutes
  - Summarize take home points
  - Ask for final questions or points of clarification

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Next Steps to Develop Your SOM Session

#1 Review LOs for your session; select pre-reading

#2 Prepare a draft presentation for review by myself (and course director)

- Include 3 goals, LOs, & content prompts followed by questions

#3 Practice delivery at a convenient location with Alice and Course Directors, as available

#4 Contact Melissa Affa (maffa@nshs.edu) to arrange all meetings to ease review process & location

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APPENDIX

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The Mechanics: Three Kinds

- **Spontaneous or unplanned**
  - Think aloud in front of the students
- **Exploratory: requires preplanning**
  - What students know or think and probe thinking
  - Can be in group orally or in writing
  - Cannot predict discussion once thought is stimulated
- **Focused: requires preplanning**
  - Probe and issue or concept in-depth
  - Have students sort, clarify, analyze and evaluate
  - Distinguish known form unknown
  - Synthesize relevant factors and knowledge
  - Follow-up questions: think about the likeliest student response

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Tips for Making Large Group Discussion Interactive

- **Large Group Discussion** with interactive strategies
  - Think-Pair Share
  - Brainstorming
  - Problem-set
  - Prompt: Image/Schematic/Case
  - Socratic Questioning
  - Crossword Puzzle/Icebreaker
  - ARS using Smart Phone technology

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Small Group Rooms

- 10 students in a group (pre-assigned)
- 1 facilitator (content expert)
- Case or problem set to discuss/dissect
- Use of a scribe to white board all (walls) of the discussion
- Time keeper to achieve coverage of content
- Introduce -2-3 learning goals/points
- Summarize discussion around learning goals
- Student self-assesses one thing they learned from discussio

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