# CONDUCTOR OF INTERACTIVE LEARNING "COIL"

> These EXPANDED versions of each standard describe 3 *foundational* components (C1, C2, C3). They are used both to train faculty, and for peer & self assessment through direct observation, using the Hybrid Rating Scale.

**Standards S8-S16 represent FUNDAMENTAL educational elements that can apply to many types of presentations, regardless of group size and pedagogical approach.**

**They can also be used to establish the baseline for COIL standards S1 – S7.**

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| S8 | **Assigned pre-readings that were relevant to the topic, at the appropriate size, depth and breath, and related to the Goal/s and Learning Objectives.** | The assigned readings correlated well with the goals (C1) and learning objectives (C2), as indicated by the learners' knowledge depth via their willingness/comfort to engage in group conversations (C3). |
| S9 | **Presented and briefly elaborated the Goal/s.** | The Goal/s were presented and elaborated in the beginning of the session (C1). The LO's provided background knowledge to support high order discussion around the Goal/s (C2) and were clearly associated with and captured its depth and breadth (C3). |
| S10 | **Framed session to communicate importance and relevance of topic to the current theme.** | Started with presentation of a big picture (framed) overview of relevance (C1). Followed with short synopsis that elaborated the progression of different (more granular) components (C2) across the learning session and their relatedness (C3). |
| S11 | **Explained relevance of topic in context with previous and/or future exposures.** | Following the framed overview of current relevance, elaborated with explanation of (when relevant) (C1): 1) where and at what level, topics in this session had been experienced previously (C2), and 2) where they may be revisited later to refresh and advance knowledge; perhaps in same course or in a later courses in different contexts (C3). |
| S12 | **Demonstrated good content knowledge that was expressed with enthusiasm.** | Conducted session in an enthusiastic manner (C1) and showed good evidence of a deep knowledge of the material throughout the session (C2). This gave rise, not only to the overt respect that is garnered by an enthusiastic content expert, but an open and comfortable engagement (C3). |
| S13 | **Articulated contextually appropriate interdisciplinary knowledge.** | In addition to contributing the basic content knowledge at the level of an expert (C1), showed good multi/interdisciplinary (broad basic to clinical) science comfort (C2). As situations arose, was able to creatively gauge the situation to promote understanding of the inter-relatedness of basic and clinical science concepts (C3). |
| S14 | **Used information technology creatively and appropriately to augment and reinforce content.** | IT modalities were used appropriately to augment and reinforce (C1), but not to distract (e.g. with text overkill) (C2). As different situations arose during the session shifted to utilize novel and dynamic approaches that were context appropriate and well received (C3). |
| S15 | **Appropriate timing of key components across session allowed for good understanding of depth and breadth.** | The delivery of all components under the Goal/s was captured at the appropriate level as indicated by student understanding or confusion (C1). Interactive discussions were well managed (e.g. not allowed to go way off topic) (C2) so that timing issues did not give rise to a flyby under-representation of important components towards the end (C3). |
| S16 | **Started and finished on time.** | A smooth onset and flow of all components merged towards closing stages (C1) that allowed time for remaining issues to be resolved (C2) often in an interactive Q&A (C3). |