



Educational Appetizer II: Large Group Session Template for Knowledge in Action

Micro-Faculty Development brought to you by Elisabeth Schlegel



DONALD AND BARBARA
ZUCKER SCHOOL *of* MEDICINE
AT HOFSTRA/NORTHWELL



Collaboration & Target Group

All faculty presenting in Large Group Sessions

Collaboration with Faculty Development
(Alice Fornari; Elisabeth Schlegel)

- Read, write, discuss, and be engaged in solving problems: Critical thinking/clinical reasoning.
- 3 learning domains: Knowledge, skills and attitudes (KSA): Ensure learners walk away with **practical knowledge/skills/tools**.
- Active learning engages students in two aspects: *Doing things and thinking* about the things they are doing.

Topic: Active Learning for Knowledge
in Action

Stages in a Lecture



Get learners attention



Tell the audience about what is to come-agenda



Present material-use engagement of audience



Summarize what was presented-key learning points



Close strong –application to real world

Review: Flipped Classroom Approach

1. Students received the Learning Objectives in the Pre-work
2. General Opening of the Session (Greeting & Introduction of Topic)
3. Presenter selects key concepts (e.g., through PPT, video, demonstration, ...) and applies Active Learning techniques
4. Popular Active Learning techniques
 1. Think-Pair-Share
 2. PollEverywhere
 3. Case
 4. Categorizing matrix
 5. Compare and Contrast Activity
 6.
 7. Summarize each Active Learning application
4. Close the session – provide Summary (can also review Learning Objectives)
5. Thank You! – Q & A



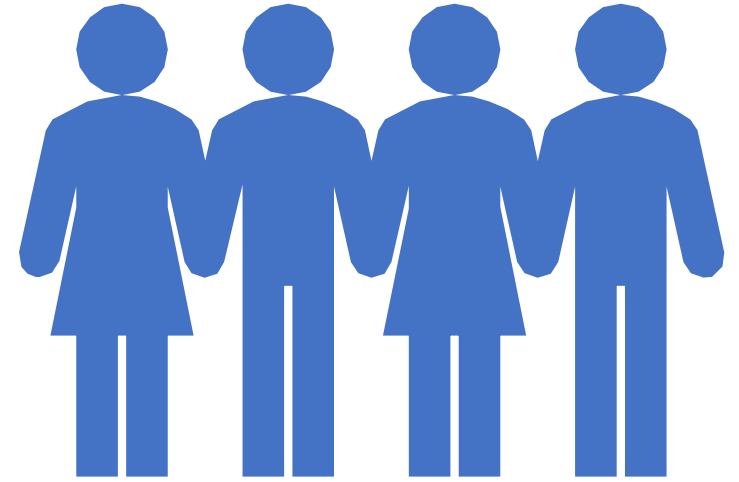
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Template: -Title-

My Name:

Goals:

e.g., At the conclusion of this session, learners will be able to apply the key concepts.....



Learning Objectives:

- 1) E.g., Knowledge in Action: Discuss the proactive approach to Active Learning
- 2) E.g., Identify, explain and apply three Active Learning Techniques
- 3) E.g., Reflect on effective Learning Experiences

General Opening of the Session – (Greeting & Introduction of Topic)

[General Opening]

Key Concept 1

1. Mini didactics - Content
2. Active Learning Activity
3. Summary of Answers for all Learners



Key Concept 2

1. Mini didactics - Content
2. Active Learning Activity
3. Summary of Answers for all Learners



Key Concept

1. Mini didactics - Content
2. Active Learning Activity
3. Summary of Answers for all Learners



Close the session: Why We Care & – Summary (can also review Learning Objectives)

1.
2.
3. Send-off: The most important point learned
 1. Do as PollEverywhere



Thank You! – Questions & Answers

Email address of Presenter:

Appendix:

Active Learning Techniques

Think-Pair-Share; PollEverywhere; Handouts;

1. Think-Pair-Share Activity

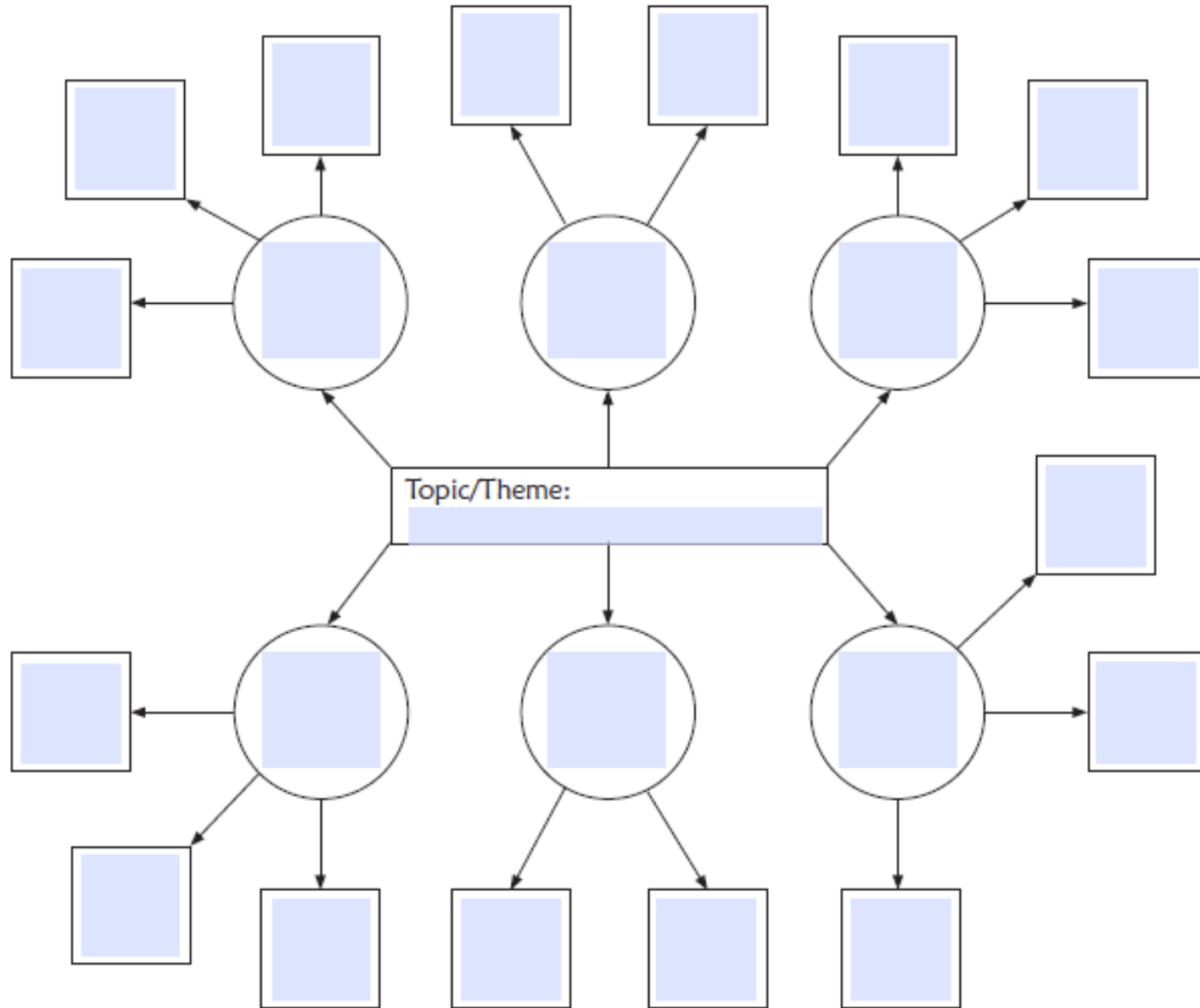
Key Point:

Knowledge in Action: e.g., Discuss the physiology of X in a healthy individual

1. **Think:** Give it some thought - formulate two sentences summarizing.
2. **Pair:** Turn to your neighbor and discuss your thoughts (about 5 min).
3. **Share** with the group.
4. **Presenter: Close with a summarizing slide for the audience.**



2. Concept Maps/Mind Maps



3. Compare and Contrast

CHARACTERISTICS	EPITHELIAL TISSUE	CONNECTIVE TISSUE
CELL DISTRIBUTION		
EXTRACELLULAR MATRIX		
BASAL LAMINA vs. MATRIX		
STRONG vs. WEAK CELL ADHERENCE		
VASCULARIZATION		
POLARITY		

4. Categorizing Matrix

Example

	Platelet Disorder	Coagulation Disorder	Mixed Platelet & Coagulation
Bernard-Soulier disease			
DIC			
Hemophilia A			
Idiopathic thrombocytopenic purpura (ITP)			
Thrombotic thrombocytopenic purpura (TTP)			
Vitamin K deficiency			
Von Willebrand's disease			

Combine with Think-Pair-Share and use as handout!

Practical Techniques for Assessment in the Classroom & Clinical Contexts

Susan Ellis, MA, EdS
Kristi J.H. Grall MD MHPE
FACEP

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College of Medicine

Poll Everywhere

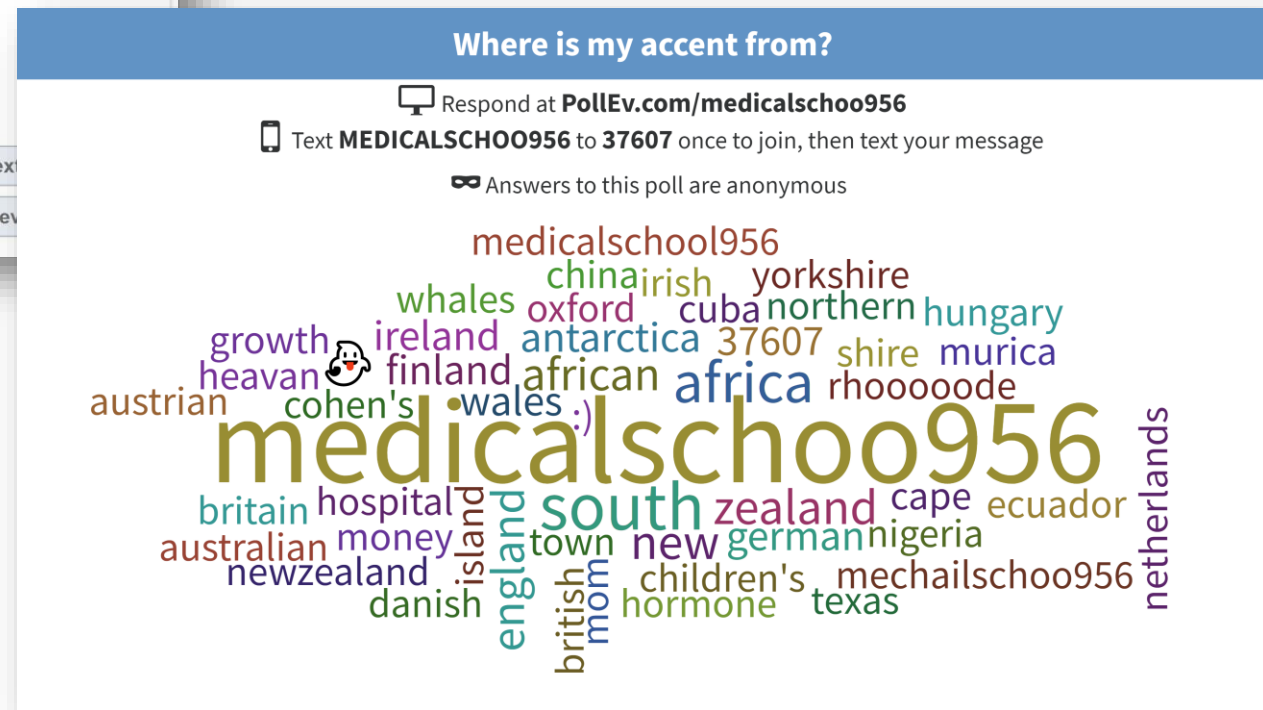
Student login instructions differ between accounts and are displayed on the question slide.



2.1. Using PollEverywhere – Start with an Ice Breaker to Orient Students to the Activity



“What is your favorite vacation spot?”



2.2. Using PollEverywhere – Word Clouds are Fun

Identify Physical Therapy Options for Spasticity:



Respond at **PollEv.com/medicalschoo956**



Text **MEDICALSCHOO956** to **37607** once to join, then text your message



I am a healthcare provider and a teacher, and I feel:



2.2. Using PollEverywhere – Multiple Choice Questions

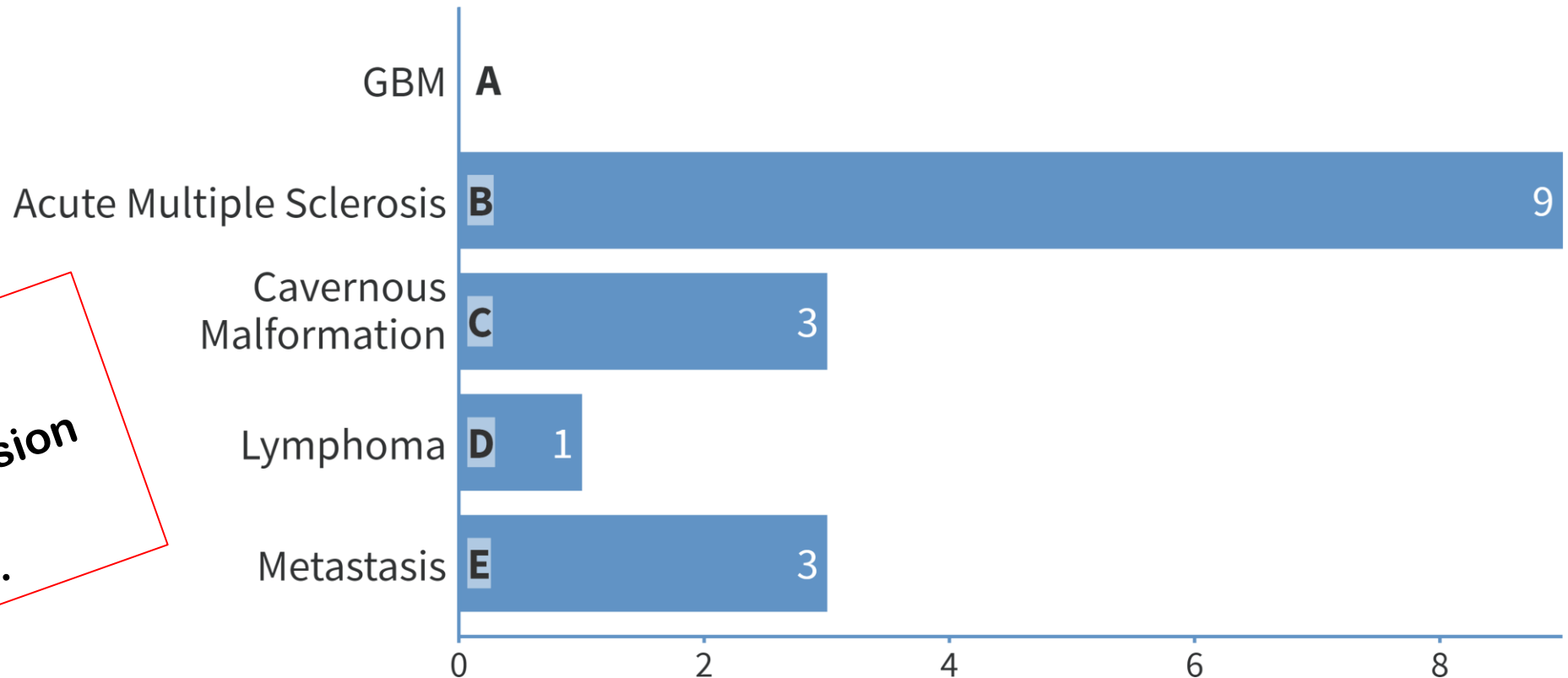
Which of the following is typically NOT a ring-enhancing mass?



Respond at PollEv.com/medicalschoo956



Text **MEDICALSCHOO956** to **37607** once to join, then **A, B, C, D, or E**



Tip: Present question first on slide for discussion with neighbor before polling.

Try it out: Which of these Active Learning techniques sound most feasible for use in your next session?

Think-Share-Pair **A**

Concept Map **B**

Compare-and-Contrast
Matrix **C**

Audience Response
Systems (Polls) **D**

Categorizing Matrix **E**

2.3. Using PollEverywhere – Open Answers

How could we engage the audience during Grand Rounds?



Respond at **PollEv.com/medicalschoo956**



Text **MEDICALSCHOO956** to **37607** once to join, then text your message



Answers to this poll are anonymous

Group work

Think Pair Share

Case-Based Instruction

Case Vignette:

A year-old Caucasian woman, since 2012 (possibly prior) balance issues, weak and at times unsteady legs.

New complaints:

- left foot began to drag after she took a long walk
- severe pain and cramps developed in her left leg, affecting both physical capability and psychological aspects of her life
- bladder involvement

Question 1:

Question 2:

Question 3:

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Ready? For Help, Contact: