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

Micro-Faculty Development brought to you by Elisabeth Schlegel
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.
Stages in a Lecture

1. Get learners attention
2. Tell the audience about what is to come - agenda
3. Present material - use engagement of audience
4. Summarize what was presented - key learning points
5. 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
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

Step 1: Goals & LOs
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

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>EPITHELIAL TISSUE</th>
<th>CONNECTIVE TISSUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELL DISTRIBUTION</td>
<td></td>
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<tr>
<td>EXTRACELLULAR MATRIX</td>
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<tr>
<td>BASAL LAMINA vs. MATRIX</td>
<td></td>
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<tr>
<td>STRONG vs. WEAK CELL ADHERENCE</td>
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<tr>
<td>VASCULARIZATION</td>
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<td>POLARITY</td>
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</tbody>
</table>
## 4. Categorizing Matrix

<table>
<thead>
<tr>
<th></th>
<th>Platelet Disorder</th>
<th>Coagulation Disorder</th>
<th>Mixed Platelet &amp; Coagulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernard-Soulier</td>
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<tr>
<td>disease</td>
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<td></td>
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<tr>
<td>DIC</td>
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<td></td>
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<tr>
<td>Hemophilia A</td>
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<tr>
<td>Idiopathic</td>
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<tr>
<td>thrombocytopenic</td>
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<tr>
<td>purpura (ITP)</td>
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<tr>
<td>Thrombotic</td>
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<tr>
<td>thrombocytopenic</td>
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<tr>
<td>purpura (ITP)</td>
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<td>Vitamin K</td>
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<td>deficiency</td>
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<td>Von Willebrand’s</td>
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<td>disease</td>
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</table>
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 Poll Everywhere – 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:

- inspired
- great
- important
- pressed
- important
- frustrated
- ineffective
- conflicted
- tired
- scared
- proud
- privileged
- supported
- gratified
- inundated
- overwhelmed
- time
- wonderfully
- sleepy
2.2. Using Poll Everywhere – Multiple Choice Questions

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBM</td>
<td>A</td>
</tr>
<tr>
<td>Acute Multiple Sclerosis</td>
<td>B</td>
</tr>
<tr>
<td>Cavernous Malformation</td>
<td>C</td>
</tr>
<tr>
<td>Lymphoma</td>
<td>D</td>
</tr>
<tr>
<td>Metastasis</td>
<td>E</td>
</tr>
</tbody>
</table>

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

Respond at PollEv.com/medicalschool956

Text MEDICALSCHOOL956 to 37607 once to join, then A, B, C, D, or E
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>Think-Share-Pair</td>
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<tr>
<td>Concept Map</td>
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<tr>
<td>Compare-and-Contrast Matrix</td>
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<td>Audience Response Systems (Polls)</td>
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<tr>
<td>Categorizing Matrix</td>
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</tbody>
</table>
2.3. Using PollEverywhere – Open Answers

How could we engage the audience during Grand Rounds?

- Respond at PollEv.com/medicalschool956
- Text MEDICALSCHOOL956 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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