

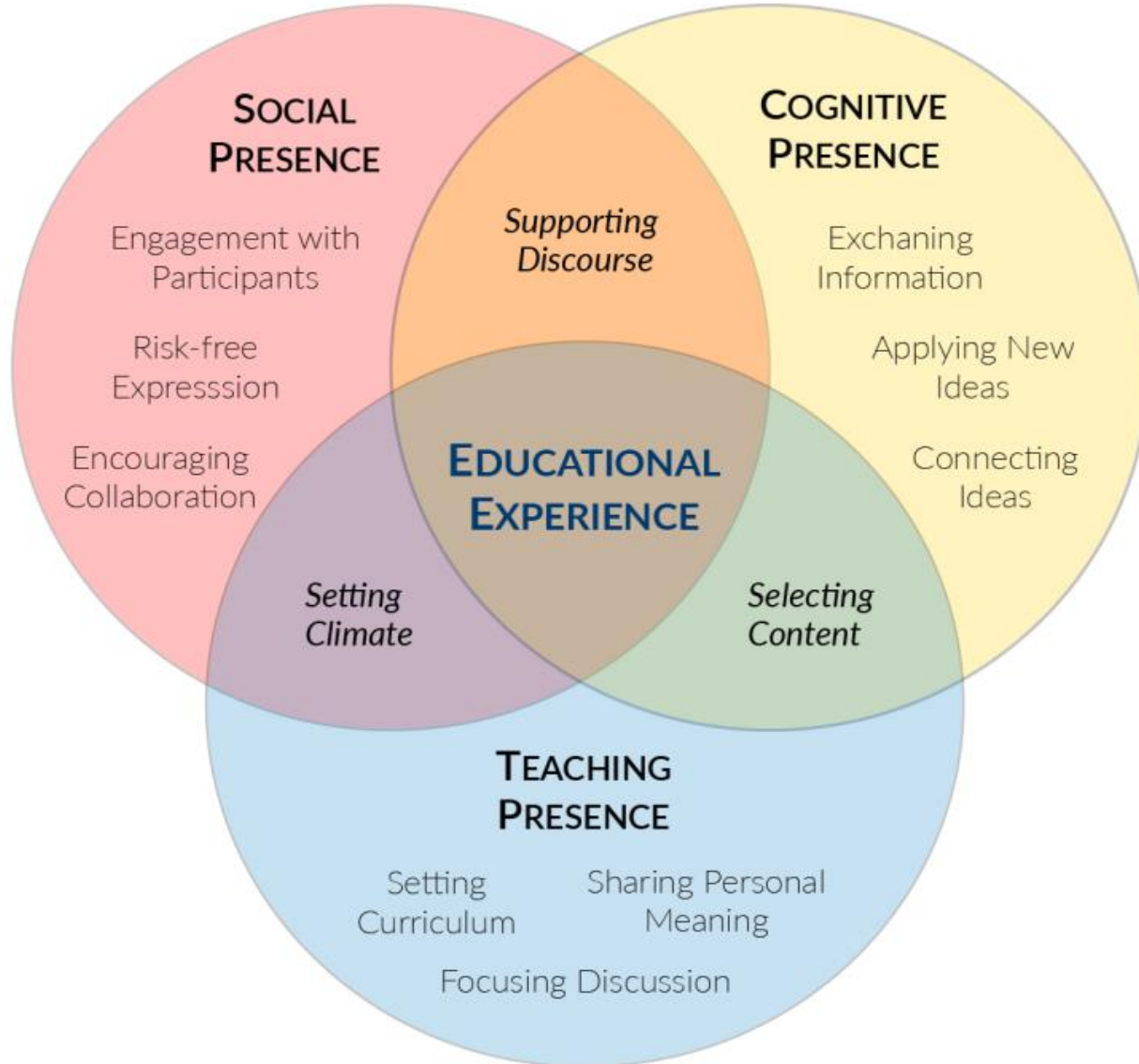
LGS – PPT Template For Knowledge in Action: Face-to-Face and Remote



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ZUCKER SCHOOL *of* MEDICINE
AT HOFSTRA/NORTHWELL

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MSc PhD MBA MS (HPPL)
Update October 2-2020

The Community of Inquiry Model in Remote LGS



Online teaching does not take anything away. It rather combines authentic teaching with engaging offering of the teaching content.

Read my blog here:

<http://elisabeth-fm-schlegel.weebly.com/elearning-bites/previous/3>

Implementing Active Learning for Knowledge in Action

- 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.

Foreword: Stages in a Large Group Session LGS



Get learners attention



Preview what is to come-agenda



Present material-use engagement of audience



Summarize what was presented-key learning points



Close strong –application to real world

Enrich the Stages in an Online LGS

Take Ownership

- Contact participants prior to the session through email, Google docs or Padlets
- Establish rapport through pre-work by starting with a poll summarizing the pre-work
- Dress for success

Ground Rules

- Introduce the tech environment, if necessary
- Have audience mute the mics unless speaking & close unnecessary apps
- Encourage cameras on;
- Engage a co-facilitator for audience chat questions, etc.

Collaboration

- Access the whiteboard in Zoom through sharing
- Use the annotate function through the meeting controls
- Use break-out rooms (and possibly, Google docs/Padlets for shared work)
- Use polling features (in Zoom or PollEverywhere) or the chat function to stimulate discussion.

Answer Five Questions: Why, Who, Where, When and What

- Clarify content and objectives
- Align with audience
- Be mindful of times/time zones

Add Value through Communication

- Provide shared documents in the initial email for introductions
- Digest the session and provide an action list
- Save the chat function and send to the class

General LGS Flipped Classroom Approach

Students received the Learning Objectives in the Pre-work

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

Key concepts for Active Learning techniques



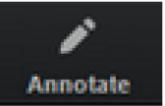
Popular Active Learning techniques

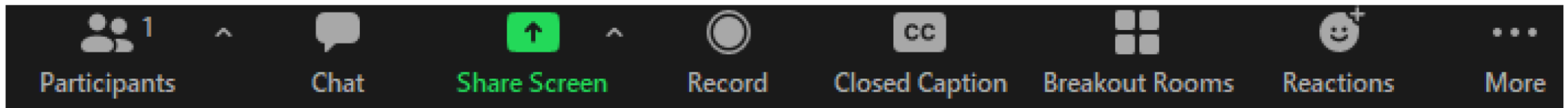
- Think-Pair-Share
- PollEverywhere
- Cases
- Socratic questioning and annotating the screen
- Compare and Contrast Activity
-
- Summarize each Active Learning application

Close the session – provide Summary (can also review Learning Objectives)

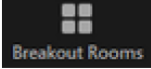
Thank You! – Q & A

SHARE SCREEN (WHITEBOARD + ANNOTATION)

- Open Zoom meeting
- Click the **Share Screen** button located in the bottom meeting controls 
- Select one of these screen share options:
 - Basic: Share your entire desktop, specific application window, or **whiteboard**
 - Click on window you want to share then click on **Share button** on bottom right of screen 
 - When you start sharing your screen, the meeting controls will move into a menu that you can drag around your screen
- To use the **Whiteboard** for a blank white screen, click on Whiteboard after you select Share Screen
- To **Annotate** while sharing screen, click on the Annotate button on meeting controls 
- For more details on sharing screen, click **Sharing Your Screen in a Meeting** for video and step-by-step instructions



CREATING BREAKOUT ROOMS

- Start an instant or scheduled meeting
- Click **Breakout Rooms** 
- Select the number of rooms you would like to create, and how you would like to assign your participants to those rooms:
 - **Automatically:** Let Zoom split your participants up evenly into each of the rooms
 - **Manually:** Choose which participants you would like in each room
 - **Pre-Assigned:** Set-up this option under settings when scheduling meeting
- Click **Create** breakout rooms
- The rooms will be created, but will not start automatically. You can manage the rooms prior to starting by clicking on **Options** and then **Open All Rooms**

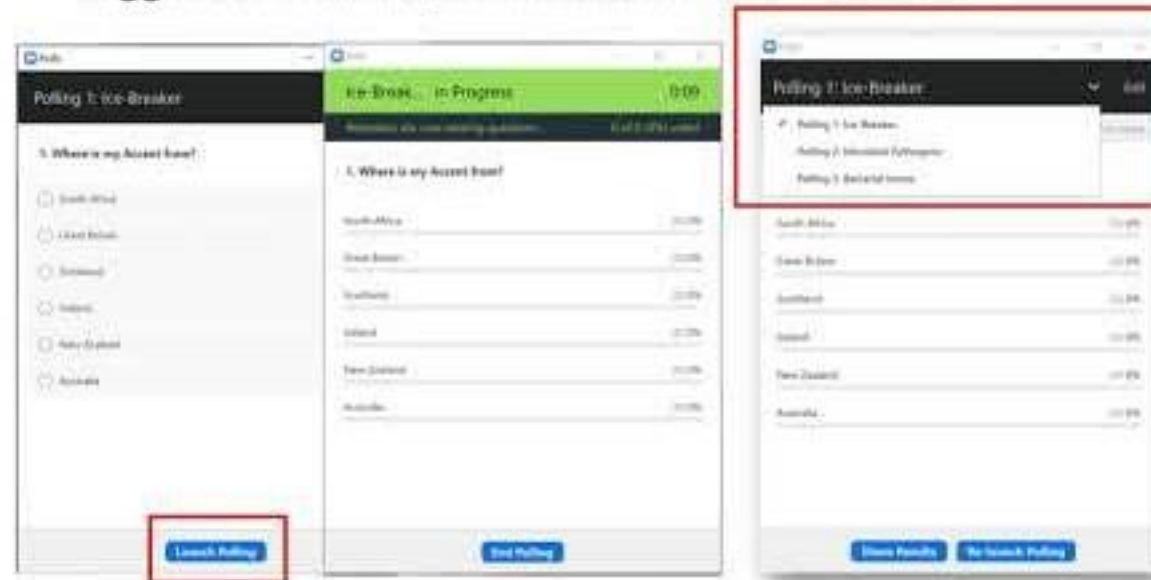
Options:

- **Move all participants into breakout rooms automatically:** Checking this option will move all participants into the breakout rooms automatically. If this option is unchecked, the participants will need to click Join to be added to the breakout room
- **Allow Participants to return to the main session at any time:** If this option is checked, the participants can move back to the main session from their meeting controls. If this is disabled, they need to wait for the host to end the breakout rooms.
- **Breakout rooms close automatically after X minutes:** If this option is checked, the breakout rooms will automatically end after the configured time.
- **Countdown after closing breakout rooms:** If this option is checked, the participants will be given a countdown of how much time they have left before being returned to the main room.

Polling in ZOOM™: Technology-enhanced Active Learning

·
ZOOM™ does not offer the same array of options as Poll Everywhere, but it offers using multiple-choice questions. Let's try!

5. In Class: Launch Polling, Activate Your Questions, and Toggle between Questions when You Need them





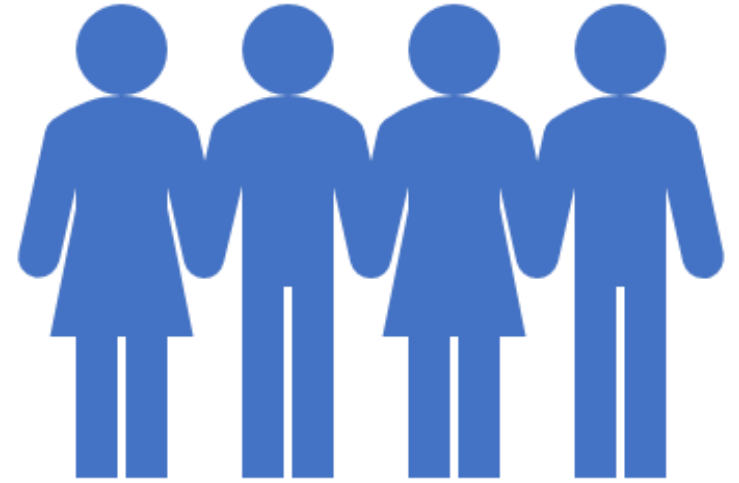
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Template: -Title-

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]

Chunk the Content into Concepts:

Key Concept 1

1. Mini didactics - Content
2. Active Learning Activity: Socratic Questioning; polling; cases and report out;
3. Summary of Answers/Debrief 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: Key Takeaways & – Summary (can also review Learning Objectives)

1.
2.
3. Send-off: The most important point learned
 1. Have participants place a key takeaway into into the **chat**
– (can make a word cloud)
 2. Save the chat and send
 3. PollEverywhere



Thank You! – Questions & Answers

Email address of Presenter:



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Appendix:

Active Learning Techniques

Think-Pair-Share; PollEverywhere; Handouts;

1. Think-Pair-Share Activity (Physical)

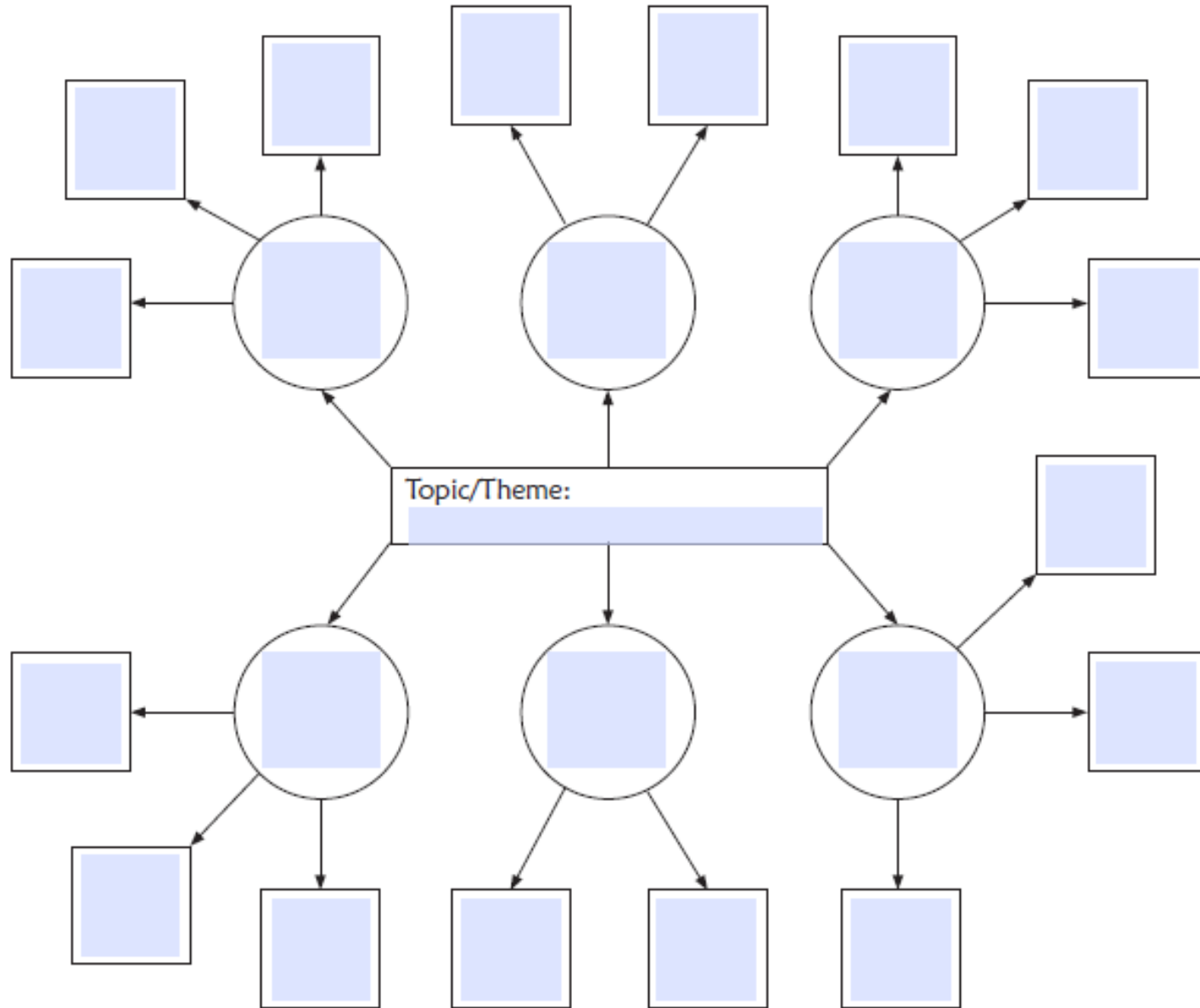
Key Point:

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

January 22, 2014
FID Series No. 6 2013-14



College of Medicine

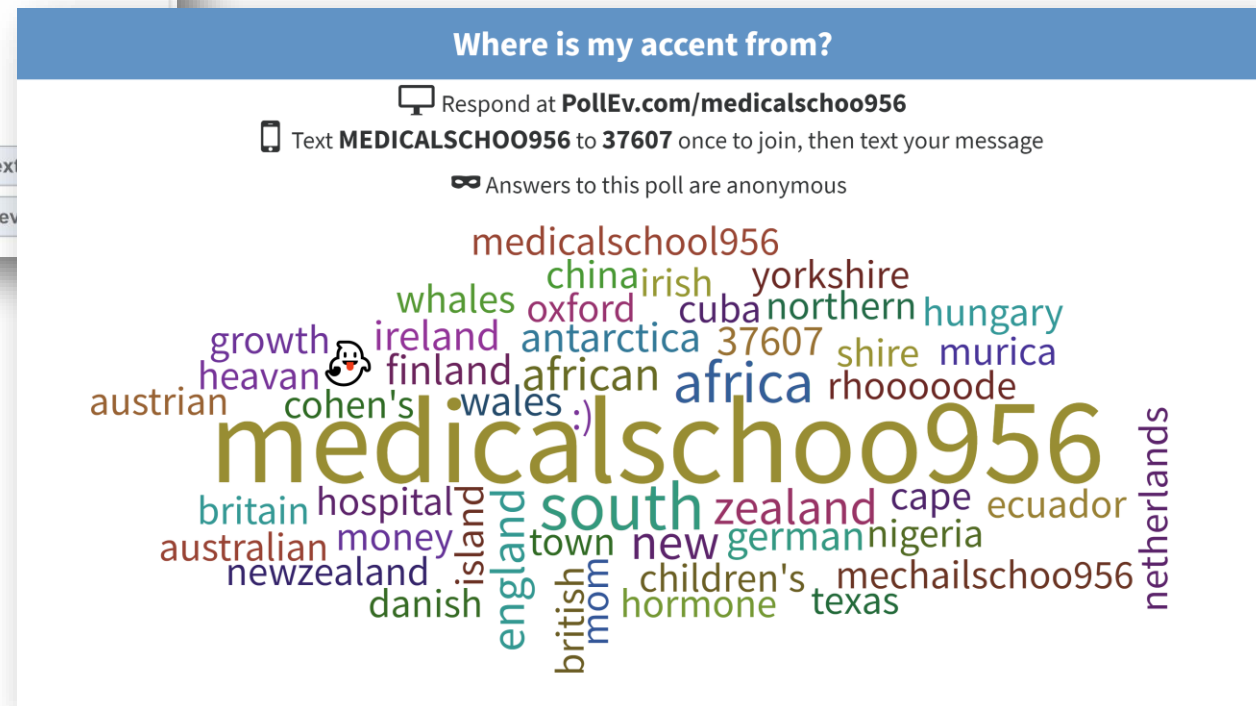
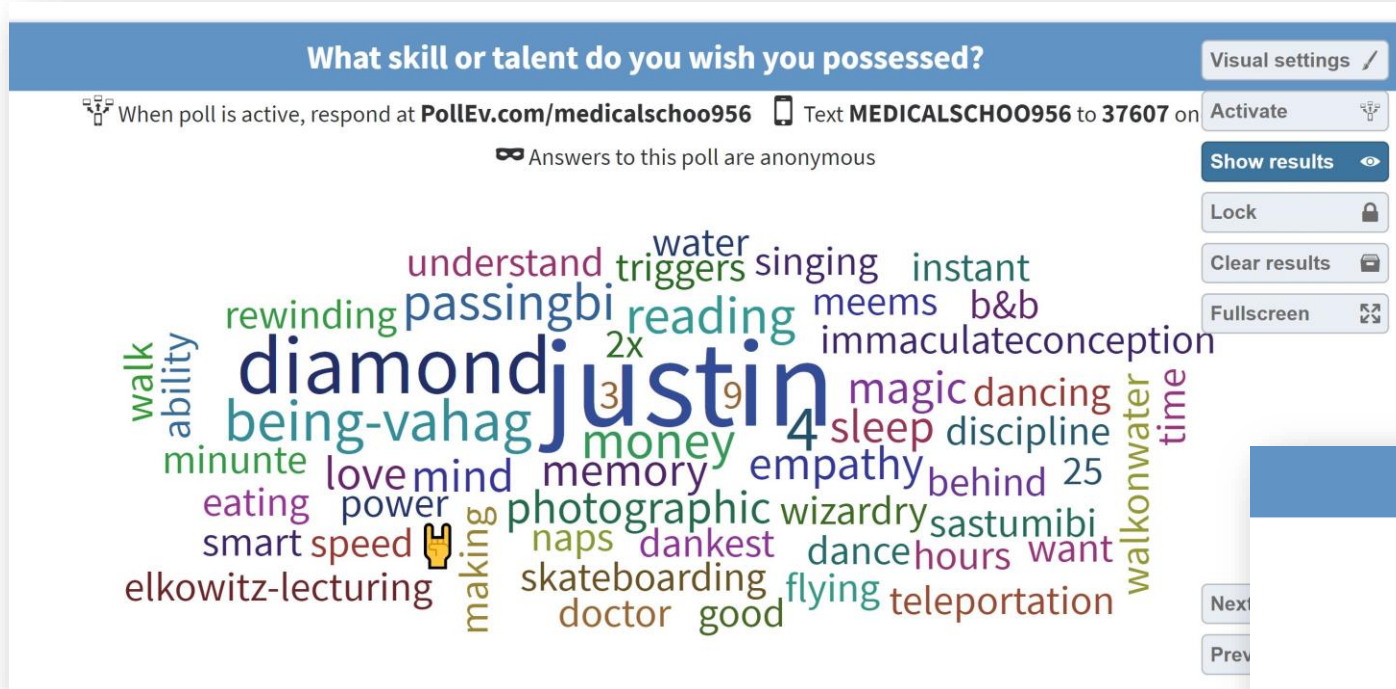
Poll Everywhere

 Respond at **PollEv.com/medicalschoo956**

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



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



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:



Try it out: What is your favorite vacation spot?

2.2. Using PollEverywhere – Multiple Choice Questions

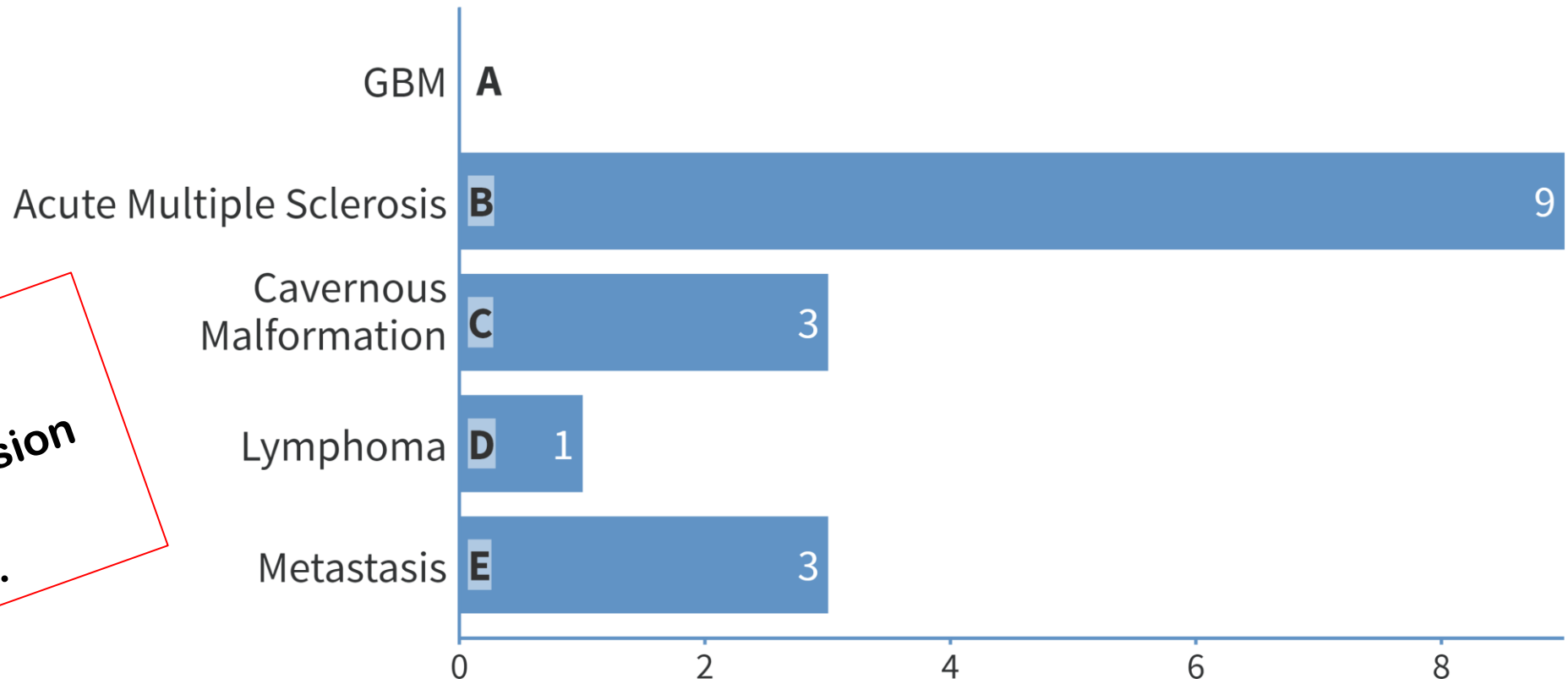
Which of the following is typically NOT a ring-enhancing mass?



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:

