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 Poll Everywhere) 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
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 the chat – (can make a word cloud)
   2. Save the chat and send
   3. PollEverywhere
Thank You! – Questions & Answers

Email address of Presenter:
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

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>EPITHELIAL TISSUE</th>
<th>CONNECTIVE TISSUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELL DISTRIBUTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXTRACELLULAR MATRIX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASAL LAMINA vs. MATRIX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRONG vs. WEAK CELL ADHERENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VASCULARIZATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLARITY</td>
<td></td>
<td></td>
</tr>
</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 disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hemophilia A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idiopathic thrombocytopenic purpura (ITP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thrombotic thrombocytopenic purpura (ITP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin K deficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Von Willebrand’s disease</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Poll Everywhere

Respond at PollEv.com/medicalschool956

Text MEDICALSCHOOL956 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:

- frustrated
- important
- pressed
- inspired
- great
- grated
- supported
- wonderful
- time
- overwhelmed
- sleepy
- privileged
- proud
- tired
- conflicted
- scared
- ineffective
Try it out: What is your favorite vacation spot?
2.2. Using Poll Everywhere – Multiple Choice Questions

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

- GBM
- Acute Multiple Sclerosis
- Cavernous Malformation
- Lymphoma
- Metastasis

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

Respond at PollEv.com/medicalschoo956
Text MEDICALSCHOO956 to 37607 once to join, then A, B, C, D, or E

- GBM: 0 votes
- Acute Multiple Sclerosis: 9 votes
- Cavernous Malformation: 3 votes
- Lymphoma: 1 vote
- Metastasis: 3 votes
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Think-Share-Pair</td>
<td>A</td>
</tr>
<tr>
<td>Concept Map</td>
<td>B</td>
</tr>
<tr>
<td>Compare-and-Contrast Matrix</td>
<td>C</td>
</tr>
<tr>
<td>Audience Response Systems (Polls)</td>
<td>D</td>
</tr>
<tr>
<td>Categorizing Matrix</td>
<td>E</td>
</tr>
</tbody>
</table>
2.3. Using PollEverywhere – Open Answers

How could we engage the audience during Grand Rounds?

poll

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:
What works for you? Please let me know:
Elisabeth.Schlegel@Hofstra.edu