Preparing for a Large Group Interactive Discussion

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Goals of Session

Understand faculty role at SOM - not the primary source of information, but function as a facilitator of the application of the students’ foundational knowledge they acquired from pre-reading.

Utilize session facilitators to help develop your session so it will be consistent with above by identifying 3 take home points and questions to use during your session.

Recognize and incorporate SOM best practices for large group sessions into your session.
Faculty Role at SOM Relative to SOM Philosophy/Guiding Principles

- True to our mission, values, and drivers
- Fully integrated, developmental, four-year science and clinical curriculum
- Integration of health, disease (normal and abnormal), and intervention
- An “adult learner” environment that values independent study and self-directed learning
- Built upon experiential and active small group case-based learning
- Conceptual knowledge in action, not memorizing facts
- Focused on learning rather than teaching
- Assessment drives learning
1. **Read/review all of your assigned pre-work to support foundational knowledge**
   - Students expected/prepare for all sessions. Everything assigned as required should be absolutely necessary to read prior to the session; otherwise label it supplemental.
   - At times, session leaders make reference to the knowledge students should have acquired from the reading- “you should know that….it’s in the reading”-perceived as antagonistic; please refrain from this.

2. **Session expectations**
   - The majority of the session should enable students to use the material learned in pre-reading and apply it to a real case/s or problem set/s.
Goals of Session

1. Understand faculty role at SOM - not the primary source of information, but function as a facilitator of the application of the students’ foundational knowledge they acquired from pre-reading.

2. Utilize session facilitators to help develop your session so it will be consistent with above by identifying 3 take home points and questions for your session.

3. Recognize and incorporate SOM best practices for large group sessions into your session.
Create 3 take home points (goals) for your session that support learning objectives

1. Take out your learning objectives
2. Identify 3 main take home points for your session (GOALS)
   1. Big picture items students should absolutely know by the time the session concludes
How to Create Interactive Questions

Select one of your take home points.

Review the learning objectives that relate to that take home point.

Create a question that requires a student to utilize knowledge of those learning objectives and apply it to your question to develop an understanding of the take home point.

Not a recall question that asks them to recall a fact

An analysis and synthesis question that asks them to use information they have learned and either apply it to a new scenario, compare and contrast it, or make a prediction about another biomedical parameter

A question that promotes an organizational thinking of material
David Example
Take home point: recognize the metabolic effects of insulin in the fed and fasted state under normal and pathophysiologic circumstances

- Is the fed state similar to type 1 or type 2 diabetes?
- How would you compare and contrast them?

Take home point: numerous oral agents for treatment type 2 diabetes: secretagogues, sensitizers, incretins-consider differences within and across classes

How do you conceptualize the classes of oral agents for the treatment of type 2 diabetes?

Why is metformin the first line oral agent for treatment of type 2 diabetes as compared with sulfonylureas or DPP-4 inhibitors?
Think: Devise a question specific to your discipline

Pair: Turn to the person next to you and share your question; leave as is or modify based on discussion of the questions as emulating the interactive style of questioning

Share: Questions developed with larger group
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SOM Large Group Best Practices

- Introduce self to students
- Share 3 take home points for session
- Revisit 3 take home points throughout session
- Include interactive questioning based on content
- Interaction with audience: pause to allow for others, restate so all can hear, affirm before moving on
- Start on time (00 min); end on time (50 min).

- Active learning model-
  20 minutes of content prepared for a 50 minute session
- Plan B for malfunction
- Wear lapel mic
- Avoid hemineglect
- Formally conclude session-
  leave 5 minutes
- Summarize take home points
- Ask for final questions or points of clarification
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- Utilize session facilitators to help develop your session so it will be consistent with above by identifying 3 take home points and Socratic questions for your session.

- Recognize and incorporate SOM best practices for large group sessions into your session.
# Next Steps to Develop Your SOM Session

#1 Review LOs for your session; select pre-reading

#2 Prepare a draft presentation for review by myself (and course director)
   - Include 3 goals, LOs, & content prompts followed by questions

#3 Practice delivery at a convenient location with Alice and Course Directors, as available

#4 Contact Melissa Affa (maffa@nshs.edu) to arrange all meetings to ease review process & location
APPENDIX
The Mechanics: Three Kinds

- **Spontaneous or unplanned**
  - Think aloud in front of the students

- **Exploratory: requires preplanning**
  - What students know or think and probe thinking
  - Can be in group orally or in writing
  - Cannot predict discussion once thought is stimulated

- **Focused: requires preplanning**
  - Probe and issue or concept in-depth
  - Have students sort, clarify, analyze and evaluate
  - Distinguish known form unknown
  - Synthesize relevant factors and knowledge
  - Follow-up questions: think about the likeliest student response
Tips for Making Large Group Discussion Interactive

Large Group Discussion with interactive strategies

- Think-Pair Share
- Brainstorming
- Problem-set
- Prompt: Image/Schematic/Case
- Socratic Questioning
- Crossword Puzzle/Icebreaker
- ARS using Smart Phone technology
Small Group Rooms

- 10 students in a group (pre-assigned)
- 1 facilitator (content expert)
- Case or problem set to discuss/dissect
- Use of a scribe to white board all (walls) of the discussion
- Time keeper to achieve coverage of content
- Introduce -2-3 learning goals/points
- Summarize discussion around learning goals
- Student self-assesses one thing they learned from discussion