From the Flipped Classroom to Zoom:
Tips for Facilitating
Case Based Learning Online

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Disclosures

We have nothing to disclose

… except that this is still new for all us.

If we can do it, you can do it!

Expectations

- Mute your mic, but get ready to jump in
- This session will be recorded
- There might be technological difficulties

Objectives

By the end of this webinar, you will be able to:

1. Describe general strategies for teaching online

2. Describe tips for engaging student online, including asking good questions

3. Share strategies, successes and challenges around facilitating CBL online

Outline

1. Introductions
2. Tips for teaching online
3. How to engages students and ask good questions
4. Share strategies, successes and challenges

Introductions
with Ice Breaker

Artwork by Katerina Mertikas

Poll

Have you facilitated a CBL session in the past, and if so, have you facilitated online?

a) No, this is my first time
b) Yes, for the last 1-5 years, but never online
c) Yes, for the last 6-10 years, but never online
d) Yes, for the last 1-5 years, and online last spring
e) Yes, for the last 6-10 years, and online last spring
f) other

Use the Chat!

What are you hoping to get out of this session?

Annotate!
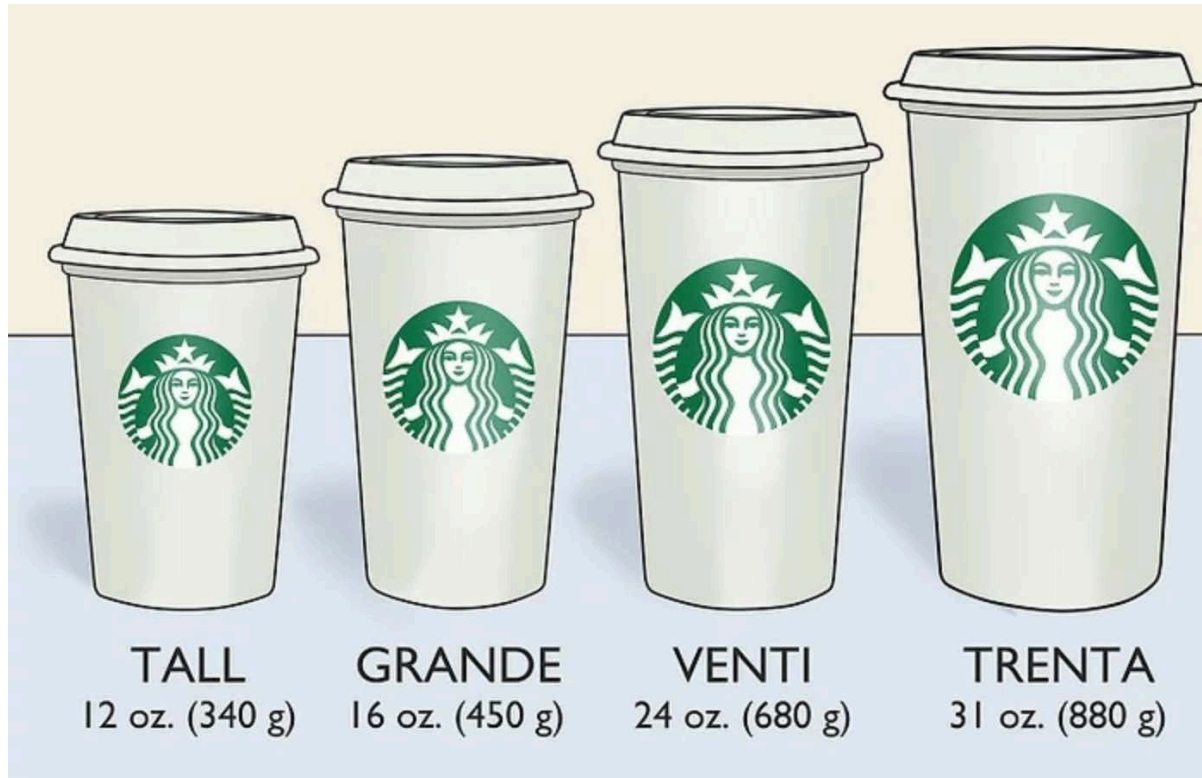
How are you feeling about teaching online?

Our Old Classroom

Artwork by Katerina Mertikas

The Flipped Classroom

Artwork by Katerina Mertikas

Our NEW Classroom

Artwork by Katerina Mertikas

Teaching Online

Asynchronous Time

- Use this time for watching recorded lectures, reading a case, playing simulations, responding to questions

Synchronous Time

- Use the time together to engage as a group and with the material

Schiano and Anderson (2017) *Teaching with Cases Online. Harvard Business Publishing*

Possibility #1: Pandemic measures allowing remote and in-person delivery

Virtual Curriculum with limited in-person experience

- zoom-based live lecture broadcast from STG or MAM
- lecturer will need to manage polling and Q&A using a separate laptop
- offers some in-person learning and ability to speak to lecturers after
- limited capacity (50-65 at STG, 15 at MAM) for students to sign up
- students attending in person or remotely will use Zoom features to interact and must mute their microphones and speakers
- webinars will be recorded and posted on Elentra with closed captioning

Possibility #2: Pandemic measures allowing remote delivery only

Contingency if university closed or access to clinical sites restricted

- zoom-based lecture broadcast utilizing poll and Q&A

- lecturer will broadcast from remote location

- webinars will be recorded and posted on Elentra with closed captioning

How does CBL fit into this?

- The Foundations Curriculum will continue to have the same number of academy-based small group tutorials. These include Portfolio, Heath Science Research tutorials, Case-Based Learning (CBL), Clinical Skills sessions, Health in Community tutorials and workshops.

- Between September and December, small group sessions will be delivered via Zoom with your academy tutors. We will assess the hospital capacity and public health guidelines towards the end of the year to determine if these sessions can resume at the academies for the 2021 winter term.

Planning and using "the board"

- Shared screen with slides or live typing

- What is it going to look like?

- Ensure you are able to share your screen ahead of time
  - change privacy settings to allow for screen recording

Schiano and Anderson (2017) *Teaching with Cases Online. Harvard Business Publishing*

Setting up your environment

- Check microphone and camera are working

- Set the camera so you are looking into it

- Reduce noise
  - turn off notifications

- make sure you have light from the front toward your face

- consider your background
  - make it neutral

Schiano and Anderson (2017) *Teaching with Cases Online. Harvard Business Publishing*

Teaching Online

- set clear expectations
- build community
  - Introduce yourself and have students introduce themselves
  - Show and tell: describe an object and why it's important to you
  - Two truths and a lie

Schiano and Anderson (2017) *Teaching with Cases Online.*
Harvard Business Publishing

Engaging Students

- engage students early and often
- ask good questions
- call on individuals or groups
- reward student for building on the points of others
- be enthusiastic

Schiano and Anderson (2017) *Teaching with Cases Online. Harvard Business Publishing*

Asking Questions

- make it clear
- evoke emotions
- put students in a role
- polarize
- ask follow up questions
- mix it up
- set bounds for questions and discussions

Schiano and Anderson (2017) *Teaching with Cases Online.*
Harvard Business Publishing

Using a Case

- Plan ahead: think about questions you would ask to introduce or motivate discussions

- Debrief
  - have students summarize (both the case and learning points)
  - provide a summary yourself
  - leave them with a question instead

Schiano and Anderson (2017) *Teaching with Cases Online. Harvard Business Publishing*

Any other general tips?

Close your eyes and think….

about a moment when your students were most engaged.

Engaging student in CBL – Do's and Don'ts

Set Ground Rules

Students should be actively contributing to the group learning experience… listening and participating, and should not be using computers or phones for activities unrelated to CBL

Turn off notifications to minimize distractions

Encourage Participation

Create a supportive and safe environment to allow everyone to feel comfortable participating. Validate student responses, gently correct misconceptions. Provide positive and supportive feedback ("Yes, AND…")

DON'T – Shame, patronize or silence students

Model Clinical Decision Making

Guide the student discussion to help students achieve an appropriate level of understanding. If needed, share your approach to how you would think about the answer (i.e. how would you organize a differential diagnosis and arrive at a diagnosis).

Share real clinical examples.

Encourage Productive Struggle

Ask probing questions to encourage critical thinking instead of providing direct instruction in a didactic manner

Promote Cognitive Integration

Cognitive Integration involves looking at basic and clinical sciences in an integrated and causal way

Encourage students to make connections to the patient case, and guide them in understanding how basic science applies to clinical situations

Check for Understanding

Ask students for their rationale for their answers and challenge their reasoning to probe for understanding. Having the right answer to the questions does not mean they have a good understanding.

Identify and clarify any misconceptions, both from the verbal answers shared in the group session and the written responses you have reviewed.

Ask, "does everyone understand? Does everyone understand why?"

Don't - Ask impossible or "read my mind" questions

Stick to the Program!

Do – Reassure students that you have covered all the material in the tutor guide. They should leave feeling prepared for their assessments and future clinical practice future.

Don't – Go rogue or allow students to go on tangents

Have fun!

- Stretch
- Dance
- Play music
- Talk about wellness

Artwork by Katerina Mertikas

How can we foster this structure, cognitive integration, and productive struggle in a "Zoom" CBL format?

1. Use the chatbox function!

- Encourage your students to use this at the start of the session!
- Prior to CBL session, ask your students to display questions in the chatbox!
  - Stratify: "Confident, Confused, Curious"
- Set the stage: encourage students to use the chatbox to ask additional questions, use "raise hand" function, and highlight any technical difficulties

Using the chatbox function

Using the chatbox function

2. Using the screen sharing function

- Collate a selection of individual or group student responses and display to your group!
- Collate a series of key slides from modules and lectures
  - Display and discuss to highlight key concepts!
- Draw on the whiteboard
- Use the Annotate function
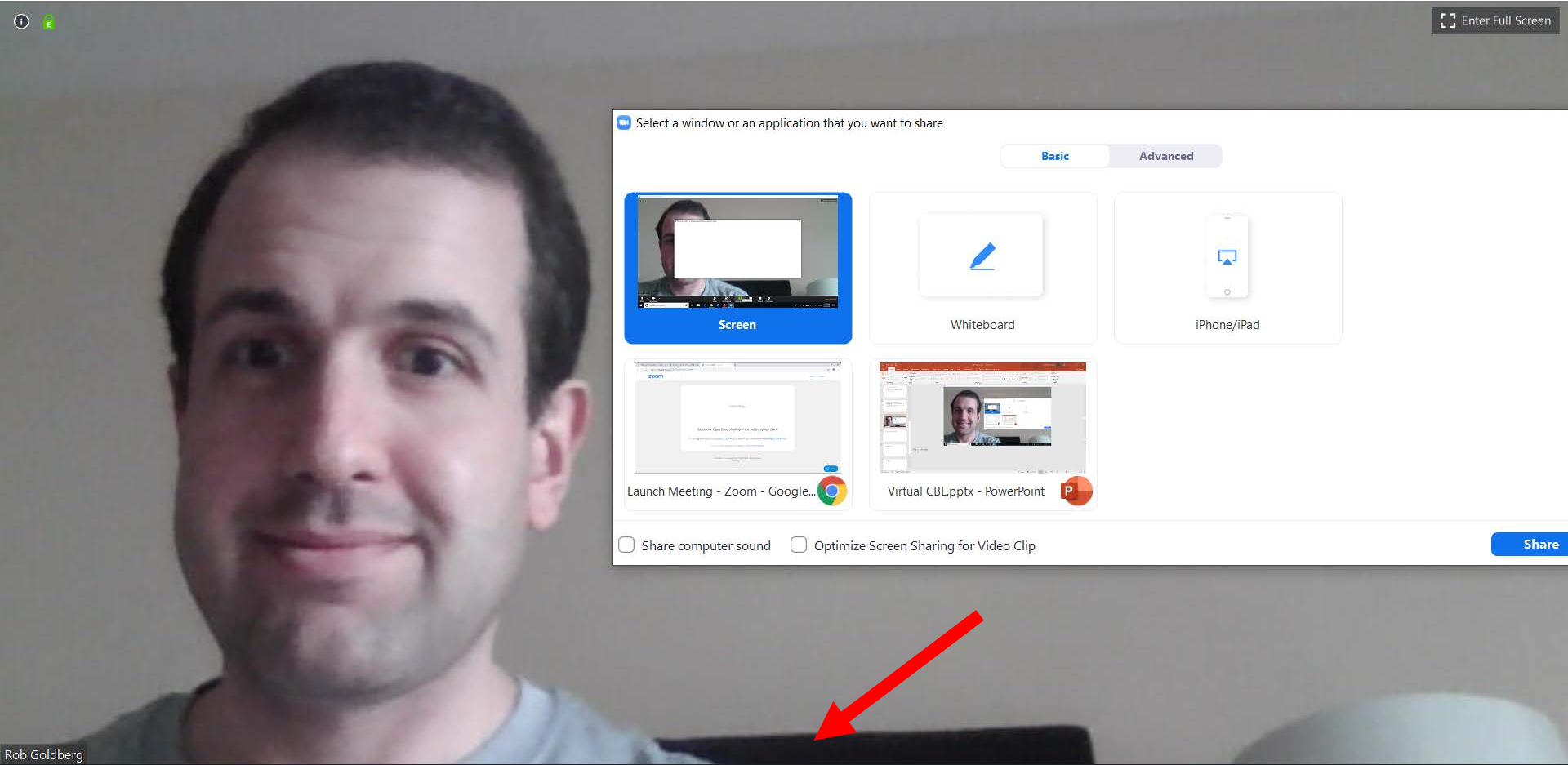
(Group) Q4. What are the two recommended tools for assessing 10-year fracture risk? How and why are they used?

CAROC (Canadian Association of Radiologists and Osteoporosis)

- Uses femoral neck T score and age to classify as low, moderate, or high risk of fracture
- There are separate charts for men and women
- Cannot use this tool if an individual is under 50 or over 85
- The patient is moved to the next risk category is they have had a fragility fracture after the age of 40 or have a history of prolonged corticosteroid use
- If the patient has a T score of less than -2.5 at any site, the patient is automatically at moderate risk
- If the patient has experienced a prior hip or vertebral fragility fracture or more than 1 non-vertebral fragility fracture, they are automatically at high risk
- At low risk, pharmacologic therapy is not indicated
- At moderate risk, risks/benefits should be discussed with patient and consider other reasons to initiate therapy
- At high risk, the patient should be treated with pharmacologic therapy

FRAX (fracture risk assessment tool)

- Specific for Canada
- More accurate than CAROC, especially when individuals have 1+ risk factors for fracture
- The questionnaire includes: age, sex, weight, height, femoral neck T score
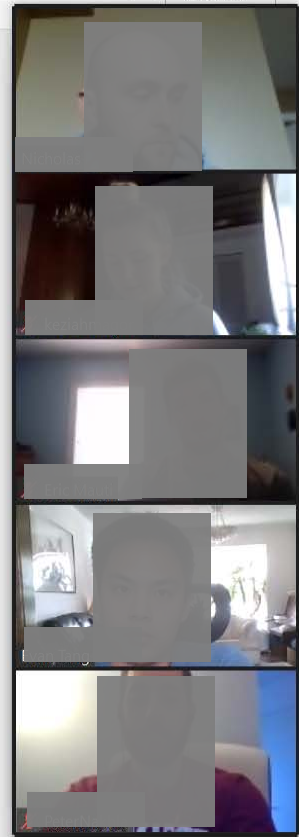
3. Ask questions!

- Incorporate additional opportunities for interactivity every 5-15 minutes
- Be enthusiastic!

4. Debrief!

- Students are experiencing uncertainty and anxiety around the online learning environment

- Acknowledge and identify how you can support them

- The links for the zoom sessions remain active throughout the week and offer another way for you to potentially connect with students if desired

CBL General Structure: "BEFORE"

Teaching plan	Estimated time
Orientation and Setting the Stage	5-10 minutes
Summary of the Virtual Patient Case	5 minutes
Discussion of Assignment Questions	90 minutes
"What if" scenarios	20 minutes
Closing	5-10 minutes

CBL General Structure: "AFTER"

Teaching plan	Estimated time
Orientation, setting the stage, re-introduction to features in Zoom that students may be encouraged to use (chatbox, "raising their hand", participation)	5-10 minutes
Summary of the Virtual Patient Case	5 minutes
Discussion of Assignment Questions using screen mirroring to display student answers and highlight key concepts	90 minutes
What if scenarios	20 minutes
Debrief	5-10 minutes

Challenges and Successes

- What strategies and technologies have you used in CBL (both in person and online)?
- What works and what doesn't?
  - Use chat function, and label:
    - what works
    - What doesn't
  - raise your hand

the iSpot / Ken Orvidas

TEACHER WELLNESS

Teaching Through a Pandemic: A Mindset for This Moment

https://www.edutopia.org/article/teaching-through-pandemic-mindset-moment

Mindset

- Expect trial…and plenty of error
- Acknowledge the extraordinary
- Reduce the workload (for yourself and your students)
- No person is an island
- Everyone thinks they can't – before they can
- Mind the gap

https://www.edutopia.org/article/teaching-through-pandemic-mindset-moment

Learner Environment

- We must create psychologically safe environments
- A psychologically safe environment is one where learners feel comfortable asking questions, taking risks, making mistakes, and asking for help. They feel respected, and that their efforts and skills are valued (Edmonson, 1999).
- A supportive and safe environment MUST be created to allow students to feel comfortable participating. Encourage critical thinking while validating student responses, gently correcting misconceptions, and avoiding shaming.

Resources

CFD Virtual Teaching & Learning
- https://cfd.utoronto.ca/virtualteachinglearning

Harvard Business Publishing Education – Moving Your Classroom Online
- https://hbsp.harvard.edu/teaching-online-resources/

MedEd PORTAL – Virtual Learning Resources
- https://www.mededportal.org/collection/virtual/

PIVOT MedEd - Faculty Resources
- https://sites.google.com/view/pivotmeded/home

Schiano, Bill and Espen Anderson. "Teaching with Cases Online." Harvard Business Publishing. May 25, 2017.
- https://s3.amazonaws.com/he-product-images/docs/Article_Teaching_With_Cases_Online.pdf

Questions?

(Ask your Generation Z kids,
nieces and nephews)

Or e-mail us

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Thank you!