

# Strategies for Effective Large Group eLearning in the Foundations Curriculum



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# Disclosures

We have nothing to disclose  
... except that we do not consider ourselves  
to be tech-savvy.

If we can do it, you can do it!

Disclaimer:

This info is current as of today.

Things may change.

# Expectations

- Mute your mic, but get ready to jump in and participate
  - Use the chat to ask and answer questions at anytime
- This session will be recorded
  - Your face, name, or comments will not be recorded
- There might be technological difficulties

# Objectives

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

1. Describe tips for teaching large groups online, including engaging learners
2. Describe tips for optimizing PowerPoint presentation for eLearning
3. Share strategies, successes and challenges around teaching and learning online, and lessons learned

# Outline

1. Overview of changes to lecture delivery in 2020-21
2. Strategies for teaching large groups online
  - Planning (before)
  - Engaging (during)
  - Reflecting (after)
3. Questions, successes and challenges

# Introductions



# Poll!

Did you teach last year, and if so, did you incorporate eLearning strategies?

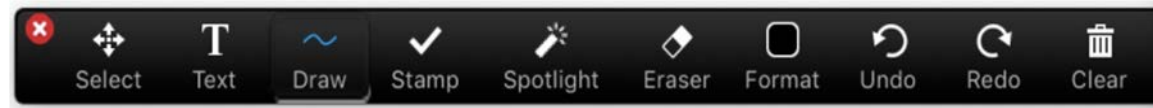
- A. No, this is my first time
- B. Yes, but I did not incorporate eLearning
- C. Yes, and I incorporated eLearning

# Use the chat!

What would you like 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 videos, reading a case, responding to questions

## **Synchronous Time**

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

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# 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
- a second person with some content knowledge (can be the week lead, or a fellow recruited by the lecturer) will help with Q&A, unless the lecturer is very comfortable with managing on their own
- 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



# In-person lectures with patient or expert panels

## **Virtual Curriculum with limited in-person experience**

- Same as above except co-presenters (patients or experts) can either be at STG or MAM or at home.
- 1 main presenter needs to be on-site

## **Contingency if university closed or access to clinical sites restricted**

- all presenters (patients or experts) will be at remote location

# Privacy Considerations

## **Going virtual does not change our usual legal privacy requirements**

- The University's legal privacy requirements apply to the virtual context and to virtual activities just as they do to our normal in-person and virtual activities
  - Freedom of Information and Protection of Privacy Act (FIPPA) continues to apply
- Okay to use patients with consent

## **Virtual teaching methods must accomplish institutional purposes and minimize privacy risk**

# Privacy Considerations

## **Virtual teaching methods may require giving students advance notice**

- Students in a recorded seminar or asking questions in a larger lecture would be notified that their participation is to be recorded, and will be available to subsequent groups/classes viewing the recording

## **Virtual teaching methods may amplify risks and simplify mischief**

- Consider that your course material could be collected and misappropriated

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# Planning (before your lecture)

- Plan your content
- Environment and Appearance
- Call a friend
- Planning and using “the board”
- Optimize your slides
  - 13 tips

# Plan your Content

- Teaching online takes more time, you may not be able to cover everything you typically do
- Consider shortening your presentation to leave additional time for questions
- What is essential?
- What can be covered asynchronously, before or after the lecture?

# Environment and Appearance

- Wear solid colored clothing and avoid busy patterns
- If at home/in your office set up the camera so that your face and upper body are visible and you are looking up towards it
- Direct lighting towards your face, and minimize backlight
- Choose an appropriate background (i.e. neutral, virtual)
- Minimize noise and distractions (i.e. turn off notifications)
- If delivering from home, use a headset
- Stay hydrated!

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

-USCF Faculty Guide for Conducting Live Lectures Using Zoom

# Call a Friend

- Discovery Commons will be providing full support around audio, video, recording and posting
- Is it feasible to have a chat moderator?
  - Week lead
  - Colleague involved in the week's content
  - Resident / fellow with interest in medical education



# Planning and using “the board”

- Shared screen with slides vs 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
  - select only the PowerPoint presentation or material to be presented
    - \*if showing a video, you will may need to share your desktop

# Optimizing your PowerPoint Slides (see attachments)

- Develop a logical flow for the material, considering the topic, learning goals and objectives
- Use sound and video only for educational purposes
- Provide relevant 'learning cues'
- Select a standard sans serif font,
- *Size Headings: 42 point Main text: 36 point*
- Choose predominantly lower case letters

# Optimizing your PowerPoint Slides (see attachments)

- The rule of six
- Use the Build Feature
- Pictures are remembered better than word
- Pictures and art should enhance presentation message (not provide a distraction)
- If an item can be removed without compromising the message, then minimize or remove it

# Optimizing your PowerPoint Slides (see attachments)

## **What Makes Messages Stick?**

- Simplicity – stick to the key point
- Unexpectedness – ask questions that expose gaps in knowledge
- Concreteness – give real examples
- Credibility – support your claims
- Emotions – use vivid images and tell stories
- Stories – great presentations tell a story

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Family Feud - Re-Created by Lora O'Neill 4/28/2008  
Music and graphics from original game file authored by Kerry Rasmussen

What are the  
**TOP 10 TIPS**  
to  
**ENGAGING LEARNERS**  
in the virtual environment?

# FAMILY FEUD

Be enthusiastic

Use cases

Do it early and often

Ask good questions

Use gamification

Call on individuals/groups

Use word clouds

Create a safe space

Use polls

Reward participation





# Engaging Learners

- Early and often
- Use cases and ask good questions
- Use polls, gamification and breakout groups
- Call on groups or individuals
- Reward for building on the points of others

# Using a Case

- Select a case that resonates with the learners
  - reflect learner and patient identities, and cultural diversity
  - use a multipart case
- Think about questions you would ask ahead of time
- Debrief

# Asking Questions

- Make it clear
- Evoke emotions
- Put participants in a role
- Polarize
- Ask follow up questions
- Mix it up
- Set bounds for questions and discussions

# When delivering your lecture...

- Establish a personal connection with your viewers – look directly into the camera!
- Have the camera at eye level
- Speak in a conversational tone
- Be enthusiastic in a way that is genuine for you

# Increase interactivity

Work with zoom features available to you

- Polling questions
  - DC is available to create the polls ahead of time and launch during the lecture
- Word Cloud
  - Via screenshare apps such as Mentimeter
- Annotate
  - Must request that this function be enabled ahead of time
- Whiteboard (via zoom or ipad)

# Managing questions

- May leave questions for the end of your lecture to reduce complexity
- Lecturer or moderator should read or paraphrase questions
  - Keep in mind: many students will be watching the recorded version and cannot see the Q&A

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# Reflecting (after your lecture)

- What went well?
- What didn't go so well?
- What will you do differently next time?
- Make edits to your plan or slides right after
- Share your feedback
- If something worked well (or didn't), approach your week lead or course director



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# Frequently Asked Questions

Will we need to redo the entire lecture?

- No, but optimize your presentation for eLearning using the following tips...

# Optimizing your presentation for synchronous eLearning

## Pre COVID

- Start at 10 minutes past the hour
- Polls and MCQs with TurningPoint
- Wordcloud with TurningPoint
- “Chalk and talk”

## Now

- Start on the hour
- Aim for max 45 mins of content
- Use zoom polling feature
- Use whiteboard or annotate
- Use whiteboard or connect an ipad with a stilet to write/draw

# Optimizing your presentation for synchronous eLearning

## Pre COVID

- Videos
- Audience reactions (read faces)
- Taking questions after the lecture

## Now

- Be prepared to summarize if it doesn't play, ask students to watch before or after the lecture
- Check for understanding frequently (ask, "does this make sense?", elicit reactions, insert MCQs, stop and take questions from Q&A)
- Summarize and answer questions via weekly google doc (via student representative)

# FAQs

- Will we have to wear a mask?
- Who will clean the podium?
- What if I don't want to go in?
- What if I don't want to leave my camera on?
- When will we be allowed to lecture from MSB
  - tentatively, September 1st

# FAQs

When do I have to hand in my slides?

- 5 business days prior to your lecture

Which zoom features will be available?

- large group lectures will be set up as a “webinar”
  - Q&A, poll, and chat functions will be enabled
  - May request that the Annotate function is enabled
  - No breakout rooms

# FAQs

Is technical support available?

- DC will provide preparatory\* and live support during the lecture (e.g., to help if a lecturer has trouble with the Q&A function)

\*may schedule a zoom test with DC a few days before

- Is there a DC hotline?
  - DC will be on zoom with you

# Tips from CPC2 and CNC, Spring 2020

- “Having a facilitator (MD or staff member) to watch the Q&A box is really helpful, to act as a voice for the student and give the presenter someone to interact with on audio.”
- “That facilitator may interrupt the presenter within the first 60 seconds of them speaking (after giving the presenter the heads-up before the session). It helps set the tone to a more conversational one vs a didactic lecture, and when I've tried it, and promote student interaction.”



# Tips from CPC2 and CNC, Spring 2020

- “Run Zoom polls quickly, and tell students they have 15-20 secs to answer. It helps to keep things moving.”
- “If a question is to be answered in the Q&A, give students some advance warning and indicate this on the slide. This allows those who are reading ahead to think about their answer and potentially even start typing a response. This helps to improve reactions time.”

# Possible Challenges

1. Students not engaged (i.e. not participating in polls), leaving the webinar
2. Students give the wrong answer to your question
3. Tech difficulties – MCQ polls not working, audio is lost, screen freezes
4. You run out of time (eLearning takes more time)
  - use ISAL time, post supplementary material that can be introduced asynchronously before or after your lecture



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>

# 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.

Thank you!

# Questions?

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# Resources

Edmondson, Amy. Psychological Safety and Learning Behaviour in Work Team, 1999  
[http://web.mit.edu/curhan/www/docs/Articles/15341\\_Readings/Group\\_Performance/Edmondson%20Psychological%20safety.pdf](http://web.mit.edu/curhan/www/docs/Articles/15341_Readings/Group_Performance/Edmondson%20Psychological%20safety.pdf)

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Reynolds G. *presentationzen: Simple Ideas on Presentation Design and Delivery, Second Edition*. Berkeley, California: New Riders, 2012.

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