



Workshop: Online Teaching and Learning

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Respect, Teamwork and Civility: Inspiring Personalized Mentoring Relationships



Additional Faculty

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 - *Associate Professor, Medicine; Associate Vice Chair for Education, Department of Medicine; Director, Daniel and Jeannette Hendin Schapiro Geriatric Medical Education Center; Director, Medicine Core Clerkship, JHBMC*
- Harry R. Goldberg, PhD
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- Robert Kearns, MSE
 - *Director of Online Education, JHUSOM*
- Lindsay Ledebur
 - *Office of Online Education*

No classrooms, no clinics: Medical education during a pandemic

STACY WEINER, SENIOR STAFF WRITER

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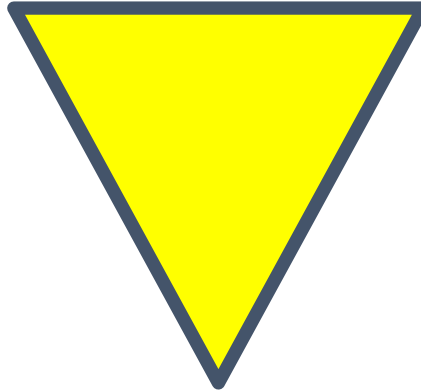
Driven by the COVID-19 pandemic, medical educators quickly built online curricula. Webcams captured hospital rounds, 3D images replaced cadavers, and Zoom classes had students raising virtual hands to debate diagnoses. Is this the future of med ed?



Collaborative Program

JH Faculty
Development Program

Office of Faculty
Development



Institute for Excellence in
Education

Disclosures

- We have no relevant outside financial interests related to this course.

If Stuck/Issue

- https://www.hopkinsmedicine.org/institute_excellence_education/improving-teaching/teaching-camp/camp-schedule.html
 - All Zoom links for all sessions there
- Except for rare workshop, password is **ieecamp** (all lower case)
- If stuck, call or text
 - **Michael Westman at: 443-418-6391**
 - Joseph Cofrancesco Jr. 410-530-7611
 - Rachel Levine: 410-292-1155
 - Note if we are leading a session we may not be able to immediately answer
- #IEEcamp2020



For Today

- We will use zoom functions to engage you throughout
- We may not be able to **monitor chat or “raise hands”**
 - Co-facilitators will try to help out
- We will pause periodically and invite questions
- Please keep **muted** unless planning to talk
- If possible, close other programs
 - Distraction and bandwidth
- **If you have an issue please unmute and stop us**
- If you can and are comfortable, show yourself
- Change name to what you prefer



Introductions



JOHNS HOPKINS
MEDICINE

Objectives

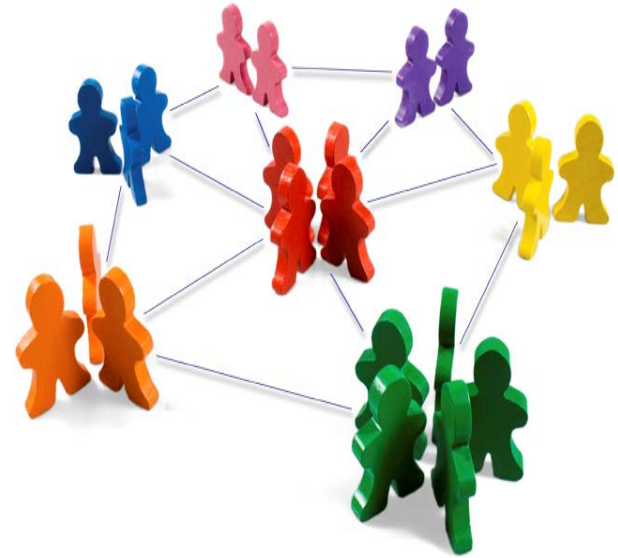
1. List technologies for on-line teaching
2. Determine which technologies work best in designing your on-line teaching
3. Describe online teaching principles to engage learners
4. Create positive learning environments
5. Successfully transition your live teaching to on-line

Agenda

- 2:00- 2:10 Welcome and Introduction (Cofrancesco)
- 2:10- 2:40 Learning Principles (Levine)
- 2:40- 2:50 Overview of technology (Kearns)
- 2:50- 3:20 Three 10 min breakout sessions:
Qualtrics (Kearns)
Blackboard (Ledebur)
Panopto (Burns)
- 3:20-3:30 **Break**
- 3:30- 4:15 Select one:
Teaching in Clinical Setting (DIFFERENT Zoom link)
Teaching in the Classroom
- 4:15-4:30 Wrap up

What to Expect

- Interaction
- Collaboration
- Reflection
- Skills Practice



I am

- Student (medical, biomedical, nursing, public health other)
- Resident/Fellow/Post Doc
- Faculty
- Other



I Teach In (Answer all that apply)

- Classroom
- Clinical setting / primarily inpatient
- Clinical Setting / primarily outpatient
- Laboratory setting
- Other settings



My PRIMARY learners are

- Medical, nursing, public health students
- Graduate students
- Residents/Fellows/Postdocs
- Peers
- Other



On-Line Learning

- Today: Synchronous On-Line Learning
- Asynchronous
 - Visit the IEE Improve Your Teaching Website as an example

https://improveteaching.med.jhmi.edu/

Improve Your Teaching

Problems viewing this site? Click here for solutions.

► Welcome to the IEE Improve Your Teaching Website

► Who can benefit from this website?

► What's Inside?

► About Us

FEATURED

HOW TO CREATE AN EFFECTIVE E-LECTURE

TEACHING METHODS

What's effective?



ASSESSMENT AND EVALUATION

Which ones should I use?



ADULT LEARNING

What to know about adult learners



LEARNERS AS TEACHERS

How do I start?



CONCEPT MAP

See the connections



USEFUL RESOURCES

Check these out



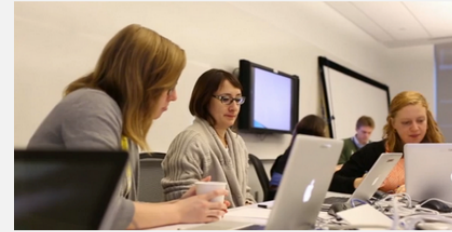
Teaching Methods
Assessment
Adult Learning Principles
Learners as Teachers
Useful Resources

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Medicine
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Home Teaching Methods Assessment Adult Learning Learners as Teachers Useful Resources Concept Map

Team-Based Learning



Comments? Contact IEE.

1. OBJECTIVES

After completing this module, viewers will be able to:

1. Define the essential components of a team-based learning exercise.
2. Compare and contrast team-based learning with other forms of learning.
3. List the 4 S's of team-based learning.
4. Discuss the advantages and disadvantages of team-based learning.
5. Create a team-based learning exercise.

2. PREPARATION IN ADVANCE

Exercise 1 Exercise 2 Exercise 3

Define your concept of "team-based learning" and articulate 3 ways it differs from other small group learning.

3. THE MODULE

1. Overview and Definition
2. Essential Elements of TBL
3. Team Formation
4. Readiness Assurance
5. Application Exercises: The 4 S's of TBL
6. Grading
7. Advantages & Disadvantages

In this module you will learn about team-based learning (TBL) and how to implement it in your teaching. TBL is not another name for small groups, and it's not the same as problem-based learning (PBL). Students can work in teams in any of these, but TBL is different.

So what is it?

Video link to Dr. Brinkley describe TBL in more detail

TOPICS

Teaching Methods Overview
Lectures
Small Group Sessions
Team-Based Learning
The Flipped Classroom
Teaching Procedural Skills
One-Minute Preceptor
Clinical Coaching
How to Give a Great Chalk Talk

HELPFUL LINKS

- Competencies and IPE (eLearning)
- Best Teaching Practices (eLearning)
- Teaching in the Medical Setting (journal article)

Key Literature in Medical Education (KeyLIME)

- “Tech is never a solution for poor educational design. But, good educational design can fail because of logistics.”

How to be a Better Online Teacher

- Show up to class
- Be yourself
- Put yourself in their shoes
- Organize course content intuitively
- Add visual appeal
- Explain your expectations
- Scaffold learning activities
- Provide examples
- Make class an inviting, pleasant to be
- Commit to continuous improvement

Basic Concepts (1)

- **Whether live or virtual:** it is still important to
 - Establish a good learning environment
 - Have clear Learning Objectives
 - Use adult learning principles
 - Design your session(s) properly
 - Engage the learners

Basic Concepts (2)

- Technologies (Zoom etc.) - like PowerPoint- are simply tools to help you
 - Just because an app has a feature doesn't mean you have to use it
 - Proper use of features can enhance the learning environment and learning
- Plan activities and breaks from “screen time”
- There will be technical glitches

Design Your Session(s) Properly: Model for Everyday Teaching

