Workshop:
Online Teaching and Learning

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Respect, Teamwork and Civility: Inspiring Personalized Mentoring Relationships
Additional Faculty

• Sara Burns
  • *Office of Online Education*

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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
  • *Assistant Dean; Associate Professor, Biomedical Engineering Director, Office of Academic Computing, JHUSOM*

• 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

Institute for Excellence in Education

Office of Faculty Development
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](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
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/
“Tech is never a solution for poor educational design. But, good educational design can fail because of logistics.”

Roy College of Physicians and Surgeons of Canada
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

Darby, F. The Chronicle of Higher Education
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

1. Who are my learners?
2. What is it I want to teach?
3. How will I teach?
4. How will I know they have learned?