# Inspire During Challenging Times

Engagement Strategies to Ensure Success of All Learners

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02/13/23

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# Opening Reflection

- ❑ Turn to a neighbor. Reflect on your teaching over the past few years during the pandemic.

- ❑ What is one engagement strategy you found to be effective to promote learning with your students?

- ❑ What is one aspect of the learning environment that has drained your capacity to teach?

# Session Objectives

**1**    Compare and contrast large group teaching strategies that promote equitable and inclusive engagement in virtual, in-person, and hybrid learning experiences.

**2**    Identify effective, equitable, and inclusive engagement strategies in the clinical learning environment.

**3**    Discuss strategies that enhance an educator's capacity to be engaged with learners across a variety of teaching settings.

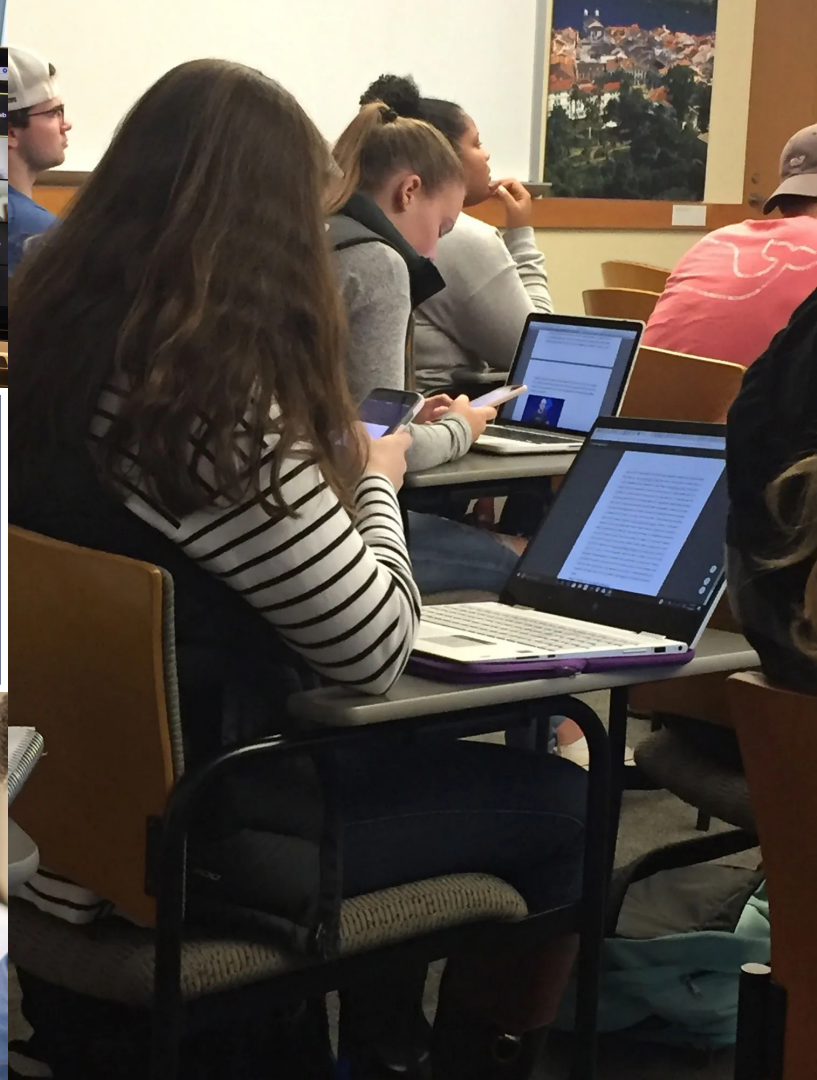Engagement Strategies to Ensure Success of All Learners      Workshop Feb 13, 2023      Developing Medical Educators of the 21st Century      UCSF

# Session Agenda

**1**    Large Group Engagement (Classroom)

**2**    Small Group Engagement (Clinical)

**3**    Faculty Well-Being and Capacity-Building

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# Large Group Engagement

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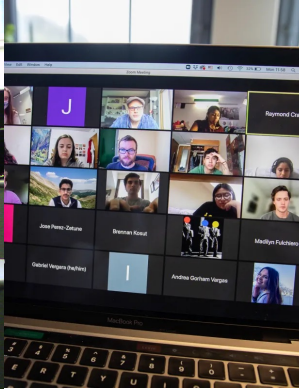
# The World of Instructional Strategies

| In Person | Hybrid | Synchronous |
|-----------|--------|-------------|
| Virtual | Blended | Asynchronous |

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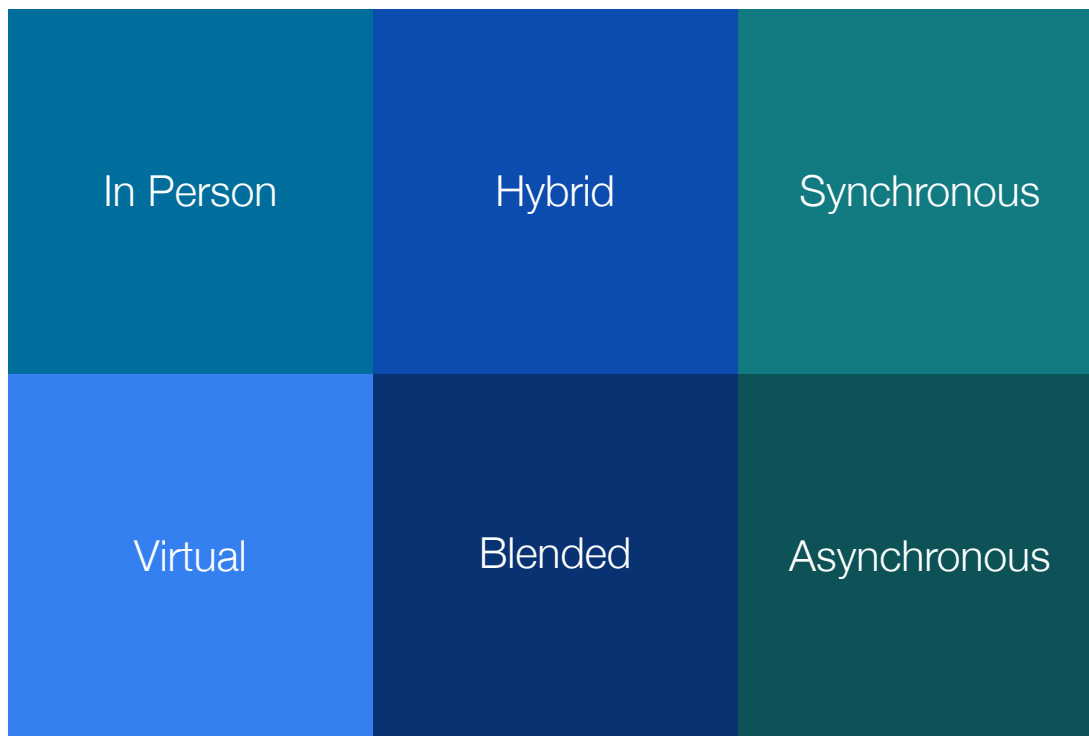
# Opportunities and Threats Post-Pandemic

| Opportunities | Threats |
|---|---|

**Opportunities**
- ❑ Polling
- ❑ Classroom interactivity (chat)
- ❑ Access to information
- ❑ Efficient breakout spaces
- ❑ Access to instructors
- ❑ Equity and inclusion

**Threats**
- ❑ Distraction
- ❑ Virtual fatigue
- ❑ Engagement strategies
- ❑ Socialization
- ❑ Identity formation
- ❑ Equity and inclusion

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# Faculty Burnout and Capacity-Building on Zoom

## Burnout

- ❑ Learners are distracted
- ❑ Cameras are off
- ❑ Minimal interaction and feedback
- ❑ Minimal sidebar conversations
- ❑ Developing new teaching strategies
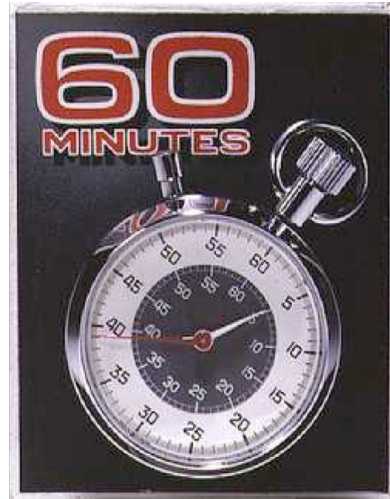
## Capacity-Building

- ❑ Co-teaching
- ❑ Establishing group norms collectively
- ❑ Opportunities for feedback
- ❑ Socialization opportunities
- ❑ Pacing new teaching strategies

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# Engagement Best Practice Principles

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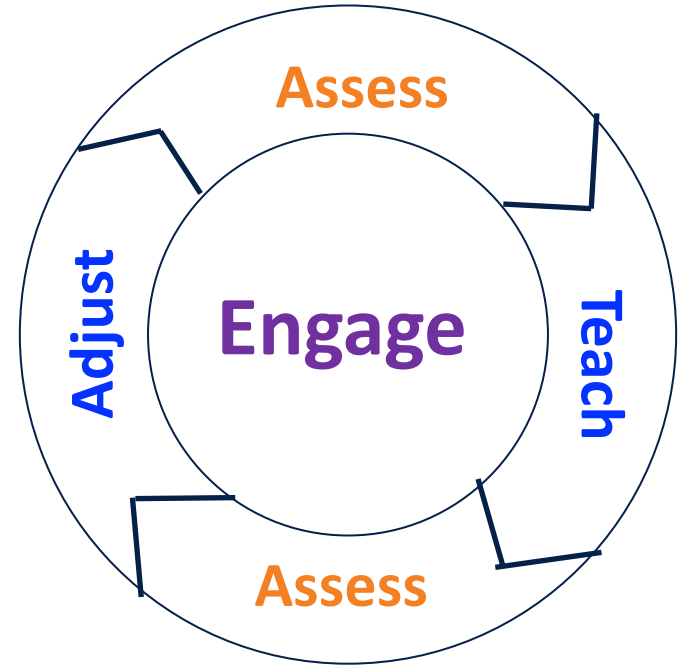# Uninterrupted Talking Time and Lecture Pauses

 vs. 

Pauses allow the audience to:

❑ Process and apply concepts just covered

❑ Rest, recharge, and refocus their attention

❑ Prepare to receive what is coming next

# Effective Engagement = Learning

- Activities clearly tied to objectives
- Real-time assessment
  (readiness, retention, transfer)
- Real-time course correction
- Sustained learner dignity
- Pedagogy: Varying teaching/learning modalities
- Improved learner retention



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Reflect on your teaching between 2020 to today.

What have been some good ways of getting learners' attention during a presentation?
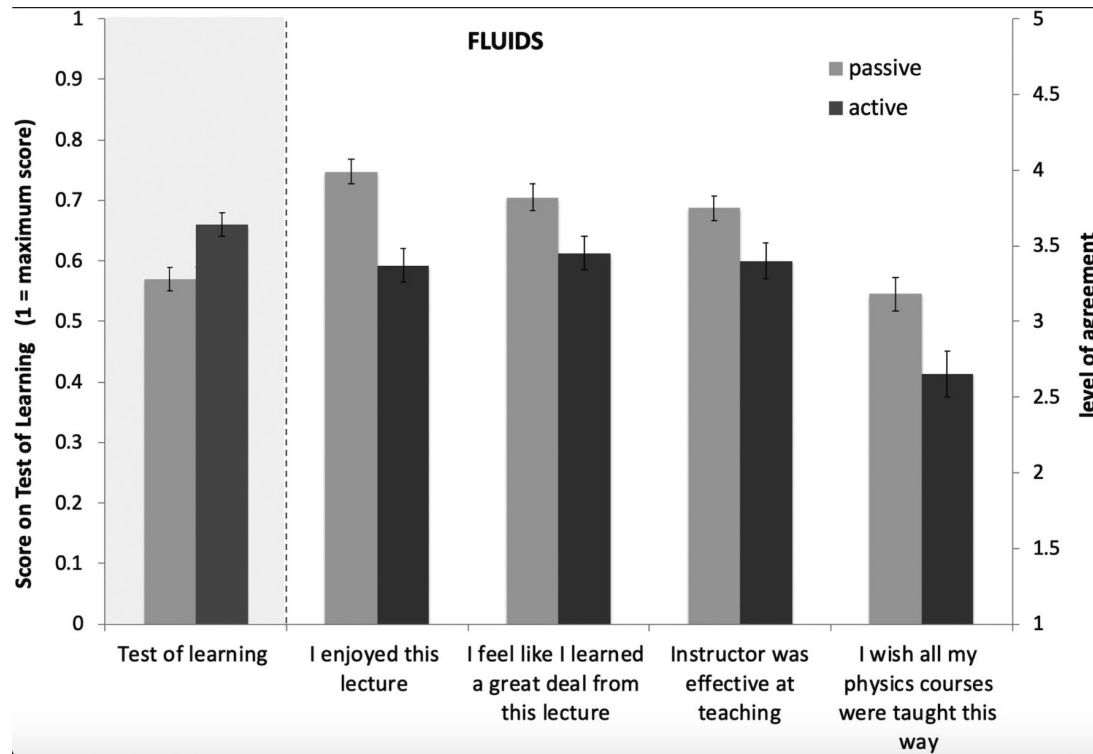
| In Person | Virtual | Hybrid |
|-----------|---------|--------|

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# In Person Engagement Strategies

| | | |
|---|---|---|
| Ask questions (and wait!) | Show of hands | Subdivide into groups |
| Audience response questions | Think-pair-share | Brainstorm |

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# Virtual Engagement Strategies

| Moderator (co-pilot) | Reactions | Chat |
|---|---|---|
| Raise hand | White board | Annotate |
| Poll | Breakout room | Reflection |

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# Measuring Active Learning vs. Feeling of Learning



Deslauriers, 2019

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# Social Learning Theory: Sense of Community



Van der Mer, 2021

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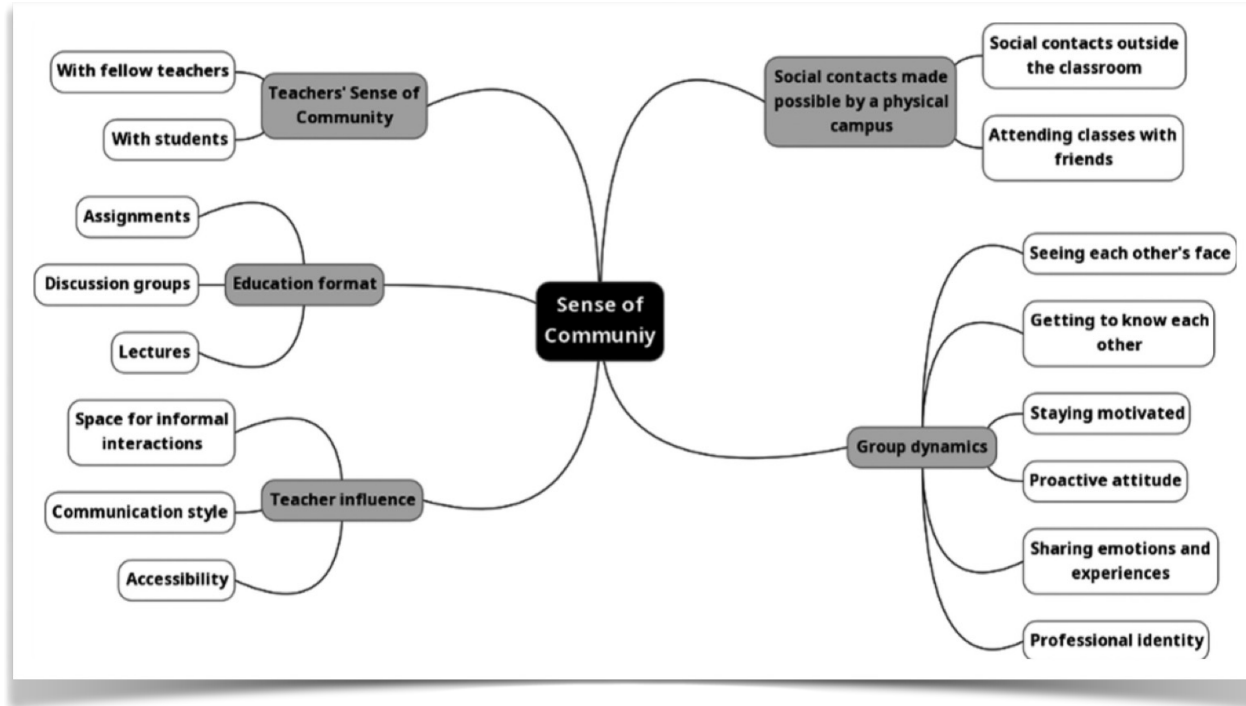
# Practical Guidelines on Building Community



TABLE 2. Challenges and practical guidelines on how to build Sense of Community in online education

| Theme | Challenge | Practical guidelines |
|---|---|---|
| **Theme 1: Social contacts made possible by a physical campus** | | |
| Social contacts outside the classroom | Creating a virtual campus experience | • Provide opportunities for interactions that normally take place outside of the classroom during class<br>• Stimulate students to plan online video breaks with fellow students<br>• Encourage students to go to an online group environment before and/or after class to chat in small groups (3-5 students) |
| Attending classes with friends | Keeping in touch with your friends during education | • Stimulate students to have conversations during education via unofficial means of communication such as What's App |
| **Theme 2: Group dynamics** | | |
| Seeing each other's face | Picking up on nonverbal communication | • Make turning on your camera mandatory<br>• Use online meeting tools that allow you to see most of the group on the screen simultaneously |
| Getting to know each other | Creating an effective introduction | • Avoid traditional formal introductions (such as asking students to state their age and interests)<br>• Invite students who know each other already to tell something about what they have in common<br>• Stimulate an introductory discussion in which people can give their personal opinion |

Van der Mer, 2021

# Content Considerations for Inclusivity

Have you reviewed…?

❑ Language, figures, images, clinical vignettes, anecdotes

❑ Is your language dignity-driven, person-first, patient-preferred?

Have you considered identity?

❑ Do examples show patients/people of a wide range of identities (gender, race, ethnicity, sexual and gender minorities)?

❑ Relevant representation (who and how), stereotypes?

# Design Considerations for Inclusivity

Accessibility (vs. Accommodations)

- ❑ Visual (font size, color, contrast, readers)
- ❑ Hearing (closed captioning, transcript)
- ❑ Cognitive (learning/focus different, biologic)
- ❑ Affective (emotionally charged content)
- ❑ Motor (response time, motor control)
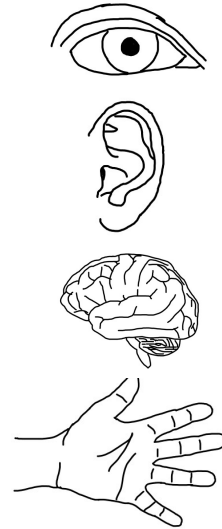
# Let's Hit Pause for All!

## Engagement Techniques

- ❑ Starting pauses
- ❑ Mid pauses
- ❑ Closing pauses
- ❑ Inclusivity for all

**HITTING PAUSE**

65 Lecture Breaks to Refresh and Reinforce Learning

**GAIL TAYLOR RICE**
FOREWORD BY KEVIN BARRY

WHAT
*Inclusive*
INSTRUCTORS
DO

*Principles and Practices for Excellence in College Teaching*

Tracie Marcella Addy, Derek Dube,
Khadijah A. Mitchell, and Mallory E. SoRelle

FOREWORD BY **Buffie Longmire-Avital** AND **Peter Felten**

# Group Activity

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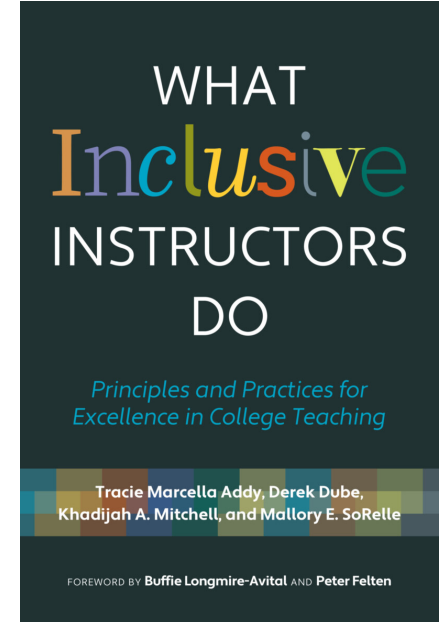
# Small Group Activity
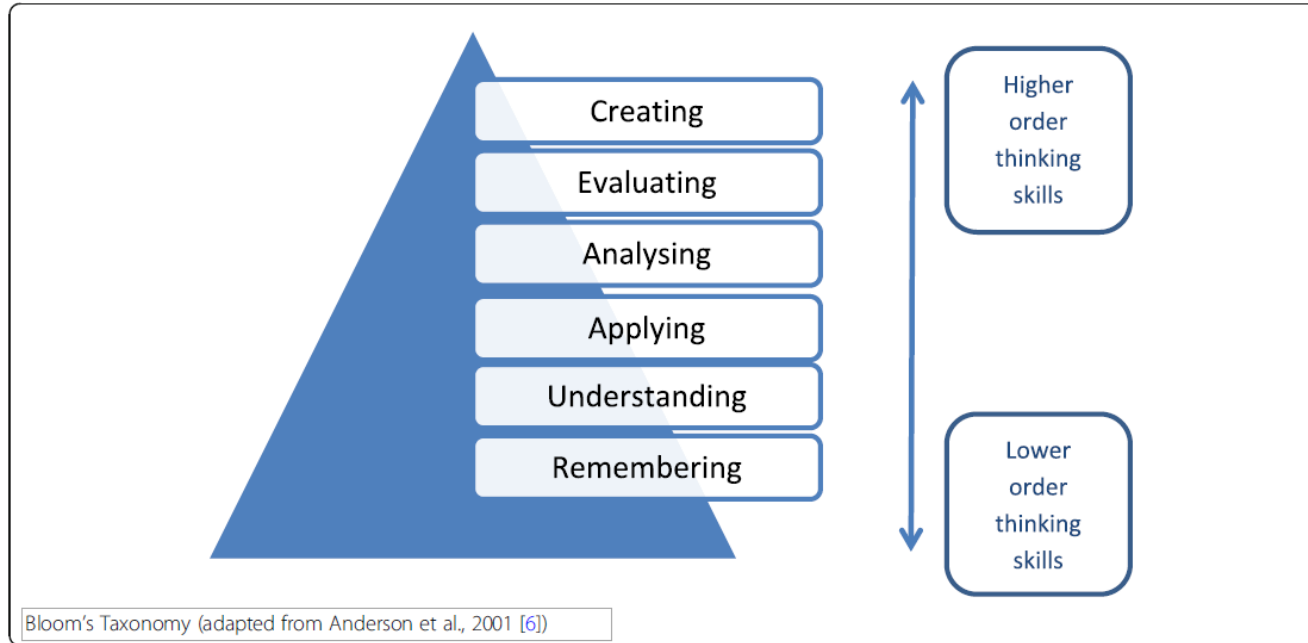
In trios, review one of the case scenarios:

- ❑ In person session
- ❑ Virtual session
- ❑ Hybrid session

Answer the following questions:

1. What engagement strategies would you consider to optimize learning, retention, and transfer?

2. What are one or two considerations that would promote inclusivity for all learners?

3. What strategies would help you minimize potential fatigue or burnout from the teaching session?

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# Small Group Engagement

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# Bloom's Taxonomy



Bloom's Taxonomy (adapted from Anderson et al., 2001 [6])

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Higher order thinking skills

Lower order thinking skills

# The Learning Cycle



The learning cycle

- Identify outcomes
- Plan learning
- Learn
- Observed practice
- Feedback
- Assessment
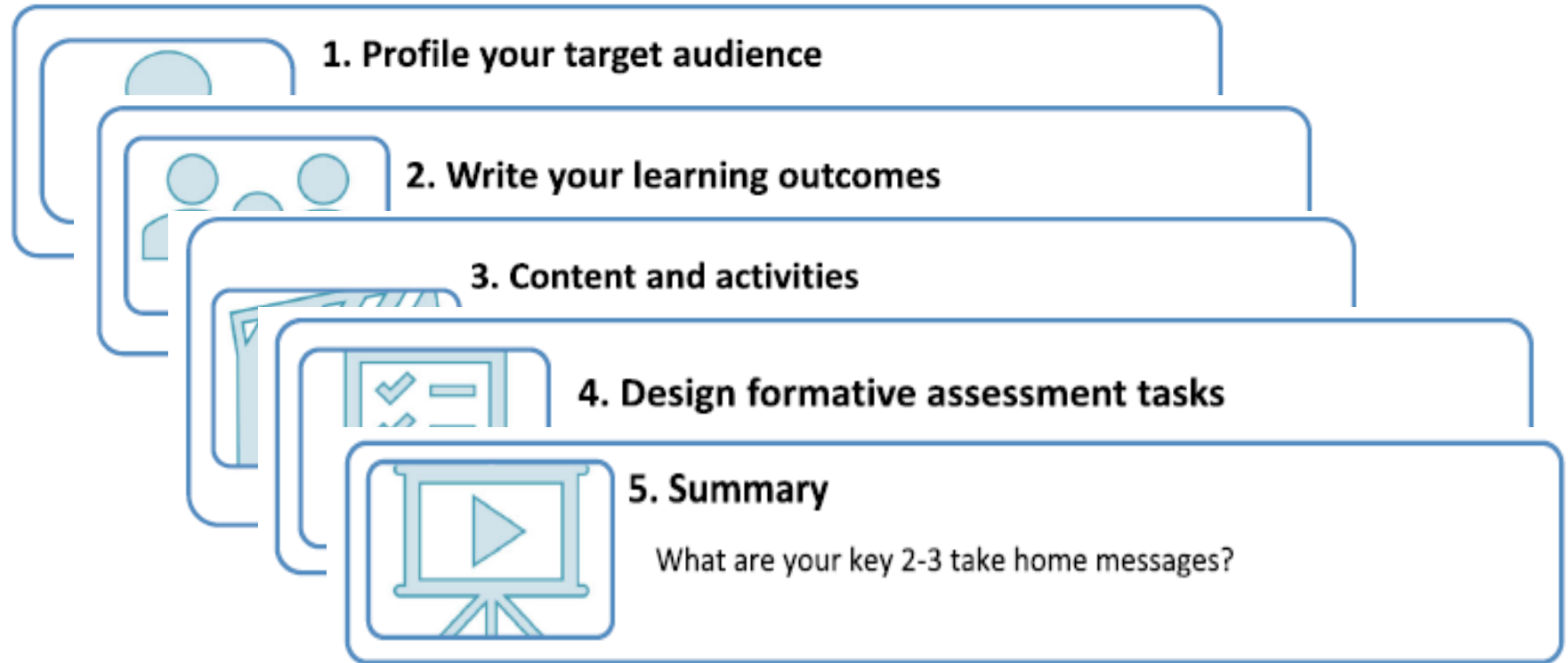
# How to Approach Small Group Teaching

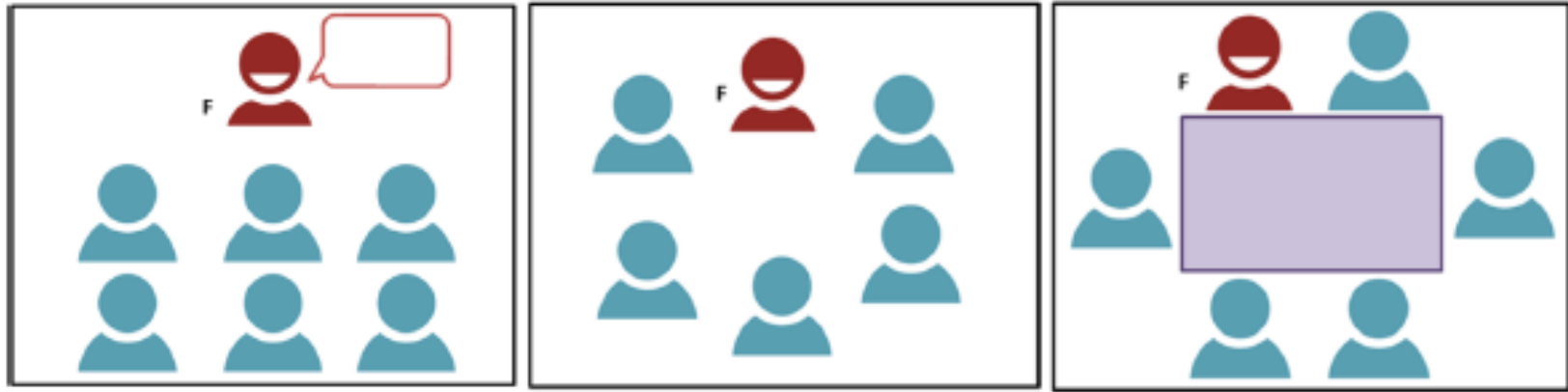- Small group is less about the facilitator but more about socializing the learners and creating interactions that can lead to learning from each other.

- Everyone introduces themselves and includes pronouns and incorporate a small icebreaker.

- Prebrief about microagressions and DEI and small group rules of engagement.

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# 5 Key Steps to Designing Your Small Group Session

1. **Profile your target audience**

2. **Write your learning outcomes**

3. **Content and activities**

4. **Design formative assessment tasks**

5. **Summary**

   What are your key 2-3 take home messages?

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# The Physical Space

Lecture style seating, Group discussion seating, Discussion table seating (adapted from McKimm and Morris, 2009)



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# Learning Strategies

- Problem-based learning (PBL)



- Learning takes place through problem-solving and self-study.

- Students initially meet to discuss the issues requiring further self-study.

- The group reconvenes to discuss and synthesize their learning.

- The facilitator is normally more involved once the group reconvenes.

# Learning Strategies

- ## Case-based learning (CBL)



- Uses an inquiry-based learning format, with facilitation by one teacher.

- Compared to PBL, CBL is less time consuming, and draws the focus of the students to key points of the clinical case.

- A structured and critical approach to clinical problem-solving is encouraged.

- The facilitator is a content expert who directs and redirects the students.

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# Learning Strategies

- Team-based learning (TBL)



- One content expert can effectively facilitate multiple number of small groups (i.e. 12 groups of 6 students in one classroom)

- It uses a 'flipped classroom' technique, and a structured in-class learning format.

- Follows a sequence of steps:
  - pre-class preparation
  - in-class individual test and team-test
  - immediate feedback,
  - problem-solving activities.

# Other creative methods to engage learners

- Paired discussions

- Breakout groups

- Create poster/flowchart

- Brainstorm

- Role play

- 1:1 for 3-5 mins; facilitator can rotate through discussions

- facilitator poses a question/topic; 2-4 learner groups discuss topic then share with everyone

- Work together to create mechanistic flowchart/pathophysiology of a disease

- Generates lot of ideas/engagement/recall of knowledge/promotes interactions.

- Useful to develop skills, i.e. interviewing

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# Procedural or Clinical Skill Teaching

1. **Demonstration:** Instructor demonstrates the skill at normal speed and without additional comments.

2. **Deconstruction:** Instructor demonstrates the skill by breaking it down into simple steps, while describing each step.

3. **Formulation:** Instructor demonstrates the skills whilst being 'talked through' the steps by the learner.

4. **Performance:** Student demonstrates the skill, while describing each step.

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# Feedback Model

Learner reflection reinforces lessons learned

| Ask what went well | Tell what went well | Ask what can be improved | Tell what can be improved | Ask how to improve | Tell how to improve |

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# One Minute Preceptor (more like 5 mins)
*Every clinical encounter is a teaching opportunity*

- **Get a commitment** from the learner to focus on an area that can stretch their knowledge

- Probe for **supporting evidence**

- **Reinforce** what was done well

- Give **guidance** about omissions or errors

- Teach a **general principle**

- Conclusion

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# My example – Lesson in endocrine surgery

- **Introductions/pronouns** and make it a point to **remember their names**. I tell them about me.

- Choice of three general topics.

- Once they choose, give **objectives** (for one hour session, never more than 3).
  - These are then basis for take home points.

- **Case-based learning** and **role playing**

- (We are one giant physician brain in clinic seeing a patient. I make it more or less complex to help 'stretch' them.)

- **Brainstorming** of ideas when they are stuck; Rapid fire, energetic calling by name to give short, creative answers. Call on all of them.

- **Pair share ideas for 1 minute** then report out.

- I then give them didactic details to fill in their choices.

- I always ask them to tell me their **reasoning behind an answer**.

- I end by asking them their **take-home points**.

- Keep it high energy, fun.

# Group Burnout and Teacher Burnout

- What to do when energy is sagging?

  - I call it out. Ask the group why this is?

  - Make a frame shift. You need to break the inertia.

    - Go smaller so they must start to interact: ie. speed interviews

- What to do if your energy is sapped?

  - Break the inertia.

  - Stand up, move our bodies; go outside. Reboot. Reframe.

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# Conclusion

- Successful teaching activities are well structured.

- Small group learning is about higher order thinking skills and active learner interactions.

- You are the facilitator/supporting expert, not the protagonist.

- Set clear inclusive group expectations, outcomes, and alignment of activities and assessment.

- Keep it interesting, tell a story; stay high energy.

- Engage learners through different inclusive strategies.

- Provision of feedback is critical in ensuring learning is effective.

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# Group Activity

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# Small Group Activity

In groups, travel to each of the four world café stations. The moderators will tell you when it is time to move to the next station.

At each station, read the scenario and add your group's responses to the questions posed. Record your responses on the flip chart. Each group can build on the reflections shared by previous groups.

World Café Stations:
- ❑ Team orientation
- ❑ Procedural teaching
- ❑ Feedback scenario
- ❑ Faculty burnout and capacity building

# Closing Reflection

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# Closing Reflection

- ❑ What meaningful ideas or principles stood out?
- ❑ What engagement strategies are you most excited to adopt
- ❑ On an index card (or send a delayed email to yourself), write one practice you intend to adopt after today's session.

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