

Strategies for Effective Large Group Learning



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Disclosures

We have nothing to disclose

There might be technical difficulties

Outline

1. Overview of changes to lecture delivery in 2023/2024
2. Strategies for teaching large groups
 - Planning (before)
 - Engaging (during)
 - Reflecting (after)
3. Questions, successes and challenges

Introductions – What would you like to get out of this session?



Artwork by Katerina Mertikas

Poll

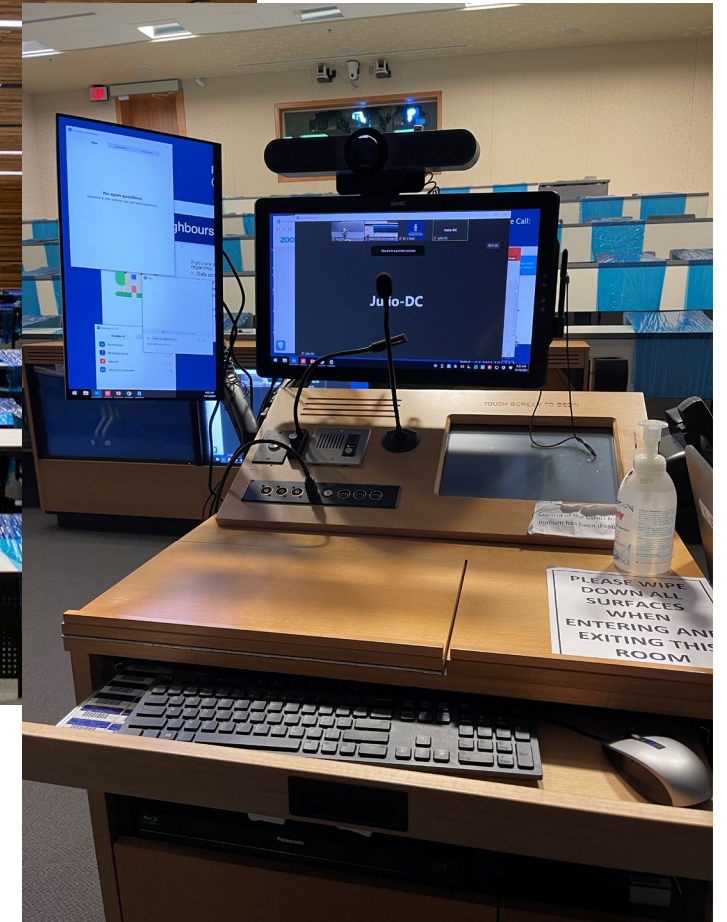
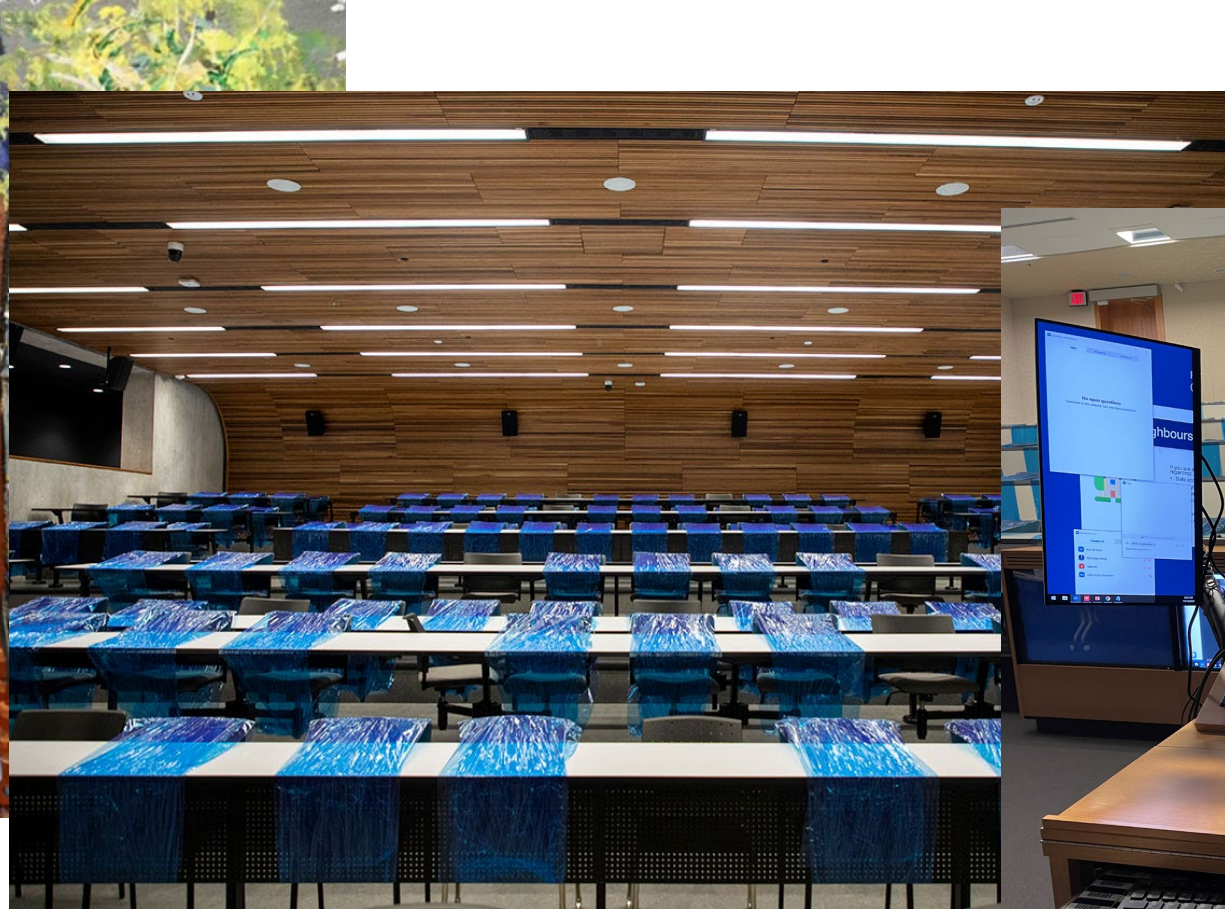
Did you teach last year, and if so, which one of the following would you change?

1. No, this is my first time teaching
2. Yes, and I would make my lecture shorter
3. Yes, and I would incorporate more interactivity
4. Yes, and I would not take questions during the lecture
5. Yes, and I would _____ (Fill in the blank in the chat)

Our Classrooms Over the Years...



Artwork by Katerina Mertikas



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No Pandemic Measures!

- Lectures will be held **In-person**
 - In-person is preferred. But if there are extenuating circumstances or if virtual is the method of delivery, that is an option.
 - Lectures will be delivered virtually only if they are immediately followed by a virtual seminar
 - Integrated Summary and Application Lectures will be virtual only
- There are NO capacity restrictions in the lecture rooms
- We will continue to use polling and Q&A online

Privacy Considerations

- The University's legal privacy requirements apply to the virtual context 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 anonymous patient cases

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Planning (before your lecture)

- Plan your content
- Complete your *Airtable* form
- Optimize your slides
 - See “[Tips for Effective PowerPoint Presentations](#)”
- Planning and using your screen (aka “the board”)

Optimizing your PowerPoint Slides (see handout)

- 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 handout)

- 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

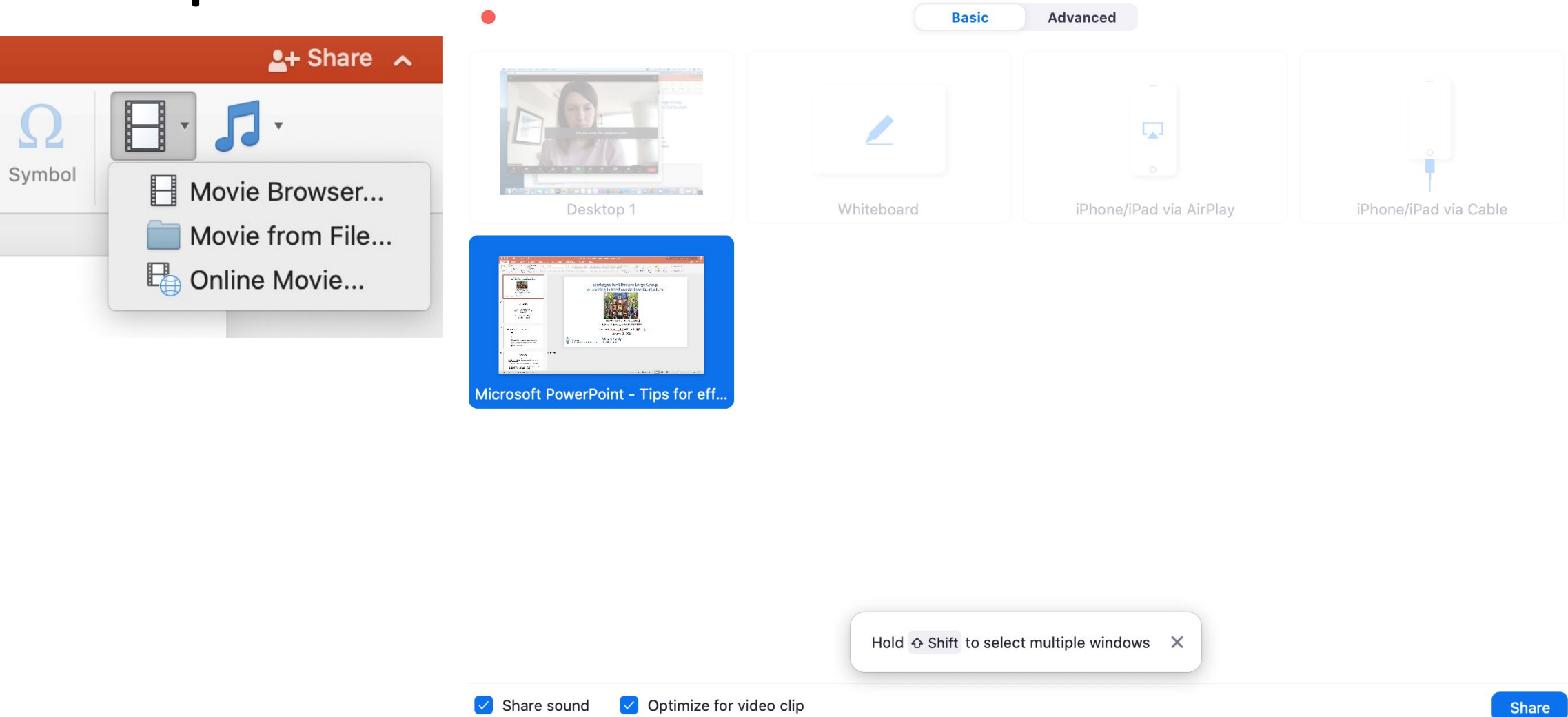
Optimizing your PowerPoint Slides (see handout)

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

Insert video

(If using zoom, Share sound and Optimize for video clip)



The image shows the Zoom sharing options menu. At the top, there is a red bar with a plus icon and the word "Share". Below this, there are two tabs: "Basic" (selected) and "Advanced". The menu is divided into two sections: "Symbol" on the left and "Share" options on the right. The "Symbol" section includes a filmstrip icon for video and a music note icon for audio. The "Share" options section includes "Desktop 1" (a video thumbnail of a person), "Whiteboard" (a blue pencil icon), "iPhone/iPad via AirPlay" (a smartphone icon with a screen), and "iPhone/iPad via Cable" (a smartphone icon with a cable). A blue-bordered window titled "Microsoft PowerPoint - Tips for eff..." is shown in the foreground, partially overlapping the "Desktop 1" option. At the bottom, there are two checked checkboxes: "Share sound" and "Optimize for video clip". A blue "Share" button is located at the bottom right. A tooltip at the bottom center says "Hold ⌘ Shift to select multiple windows".

Basic Advanced

Symbol

Movie Browser...
Movie from File...
Online Movie...

Desktop 1

Whiteboard

iPhone/iPad via AirPlay

iPhone/iPad via Cable

Microsoft PowerPoint - Tips for eff...

Hold ⌘ Shift to select multiple windows

Share sound Optimize for video clip

Share

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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

FAMILY FEUD

Be enthusiastic

Use cases

Do it early and often

Ask good questions

Use gamification

Call on individuals/groups

Use polls

Create a safe space

Use videos

Reward participation



Engaging Learners

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

Use a Case

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

Ask Good Questions

- Encourage active learning and productive struggle
- Promote cognitive integration
- Use contextual variation

Encourage Productive Struggle

- Engage students in **guided discovery** and ask probing questions that encourage problem solving and **understanding**, instead of providing direct instruction
- Maximize **learning in the longer term** versus of performance in the shorter term

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

Practical strategies on how to promote cognitive integration:

[https://ofd.med.utoronto.ca/sites/default/files/assets/resource/document/18_CBL%20Cognitive Integration %20Questions.pdf](https://ofd.med.utoronto.ca/sites/default/files/assets/resource/document/18_CBL%20Cognitive%20Integration%20Questions.pdf)

Use Contextual Variation

- Learners are exposed to the same concept in different contexts
- Ask, "What if..."

Practical strategies on how to use meaningful contextual variation:

https://meded.temertymedicine.utoronto.ca/sites/default/files/assets/resource/document/18_Adventures_in_Teaching_Contextual_Variation.pdf

Managing Questions

- May leave questions for the end of your lecture to reduce complexity
 - ensure there is enough time at the end
 - pause to address any confusion
 - ask students to label questions as “curious” or “confused”
- Lecturer or moderator should read or paraphrase questions
 - many students will be watching the recorded version and cannot see the chat

Responding to Questions/Comments

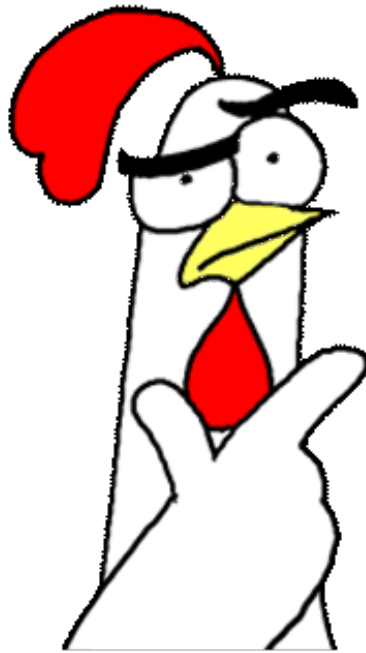
- We must create psychologically safe environments
- A psychologically safe environment is one where learners feel comfortable asking questions, taking risks, making mistakes, and asking for help. They feel respected, and that their efforts and skills are valued (Edmonson, 1999).
- A supportive and safe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

Creating Safer, More Inclusive Spaces

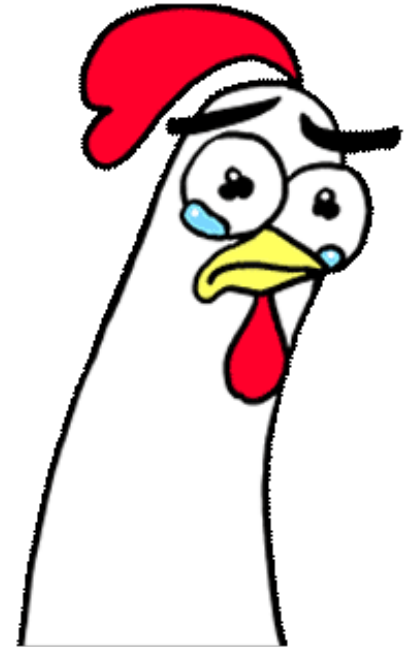
- Invite participation through discussion and dialogue
- Respond through validation and destigmatize failure
- Use inclusive language
- Address unsafe situations involving inappropriate language, comments, or behaviour
- Be trauma informed
- Don't avoid discomfort – support it



1



2



3

Let's do a “chicken check-in!”

How are you feeling about the content so far?

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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

How can I create an equitable, diverse, and inclusive environment?

- Ensure the content, photos and the language used are diverse, inclusive, and appropriate
- Ask a colleague to review your content ahead of time
- Refer to:
 - Queen's University Style Guide: Equity, Diversity and Inclusion <https://healthsci.queensu.ca/academics/edi/style-guide>
 - CAMH Health Equity and Inclusion Framework for Education and Training <https://www.eenet.ca/resource/health-equity-and-inclusion-framework-education-and-training>
 - Misrepresenting Race — The Role of Medical Schools in Propagating Physician Bias NEJM <https://www.nejm.org/doi/full/10.1056/NEJMms2025768>

FAQ: How can I optimize my presentation?

- Start on the hour
- Aim for max 45 mins of content
- Use Slido
 - Slido interactions include multiple choice and open text questions, wordclouds, ranking and rating scales, and quizzes.

FAQs

When do I have to hand in my slides?

- 5 business days prior to your lecture

Is there a slide template?

- Yes, you will receive an e-mail with the template

FAQs

Is technical support available?

- DC will provide preparatory and live support during the lecture
- Is there a DC hotline?
 - No, DC will be on site and listening
- Is there a DC website?
 - <https://dc.med.utoronto.ca/support-md-program>

Other Questions?

Suggestions from Students - Do

- Make confusing concepts clear, be organized
- Use memory aids
- Bring in relevant visuals, videos
- Make the session interactive (i.e. ask questions, use polls)
- Apply concepts to real life situations (i.e. include a story or case)
- Emphasize objectives, what is most relevant
- Include summary slides highlighting key messages, sign posting
- Start and finish on time
- Show enthusiasm

Suggestions from Students – Don't

- **Don't speak too fast**/rush through material when running out of time
- Don't include too much information (on each slide/in general)
- Don't include outdated slides or slides different from those submitted prior to the lecture
- Don't forget about the students on video

Invite students to evaluate the session,
and explain to them why it is important to you

Please Evaluate this Session Now

Your feedback is valuable to the MD Program and to your teachers as we strive to continually improve your learning experience. Thank you.

Desktop

<http://medsis.utoronto.ca/>

Mobile

<http://medsis.utoronto.ca/mobile>

Or point your camera to:



Adventures in Teaching!

Setting up and Optimizing the Virtual Learning Environment:

<https://ofd.med.utoronto.ca/resources/adventures-teaching-setting-and-optimizing-virtual-learning-environment>

Responding to Silence or an Incorrect Answer:

<https://ofd.med.utoronto.ca/resources/adventures-teaching-virtual-teaching>

Sharing Challenges, Successes and Strategies

Thank you!

(And please evaluate our session)

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

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

Schiano, Bill and Anderson 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