Effective online medical teaching of >200 learners: mission impossible... or not?
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Objectives

At the end of this symposium you...

- will be able to find ways to become a better online presenter;
- know how to create an effective presentation;
- will know how to choose and use some tools in effective online education;
- will be more confident to plan online education for a big audience.

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Take Home Notes

Small Workshop #1

Tips for a good presenter online:

- **Appearance**
  - business (smart) casual style of presenter’s clothes is the best
  - It is better to use neutral colors of clothes
  

- **Camera position**
  - eye-level camera angle is the best (for a laptop, place on stack of books)
  
  - eye contact with the camera and not the screen
  - Position yourself in the center of screen
  

- **Background**
  - The best background is an actual room, with not so many details (should not be distracting)
  - avoid the doors behind you – somebody can open them
  
**Light**
- overhead lighting preferred to direct light or backlighting.
- use several sources of the light, which are not in the frame and not behind you.


**Sound and Voice**
- Use external microphone (improved quality and reduced background noise).
- Minimize background noise (dogs, kids, sirens, wind).
- Avoid interruptions - turn off phone, mute alerts on computer.
- Change loudness, tempo (be careful, don`t speak too fast), intonation, use modulations, pauses and accents.


**Body language**
- Avoid rolling chairs.
- Minimize hand gestures.


**Technological issues**
- Reliable, high-speed internet.
- Computers are plugged into a power source.
- test everything before the presentation.

Small Workshop #2

Tips for a good presentation:
- Keep it simple
- Make it look good
- Support the message

Ws#2: What are the features of a good presentation?

- **Keep it simple**
- **Informative and easy to remember**
- **Try to interact with audience**
- **Be proficient in the technical side (videos, zoom or other platform...)**
- **Clear but humourous, filled with surveys**
- **Write in short points not long paragraphs**

**Very few words.**
- **Interested, actual pictures.**
- **Be the expert of the thing you are presenting.**
- **Ideas, not sentences**
- **Dual coding - pictures & text**

**not many words, only necessary**
- **Not harder to understand the group**
- **No more than 5 points per slide, no more than 5 words per point**
- **Information should be short and precise**
- **Clear, positive**
- **Addressing audience taste**
- **Interactive; connecting with the audience**
- **Mostly 3 messages; points on each slide. Avoid too many for all, not too small letters.**
- **Informative & scientific value**
- **Explore examples, pictures.**
- **Easy to remember**
- **Not so complex**
- **Simple but not boring**
- **Easy to understand the group**
- **Not harder to understand the group**

**3-4 ideas/slide**

**bibleography**
Ws#2 What would be possible alternatives to a traditional presentation?

- Interactive tools
- Ed-tech tools
- Debates, discussions
- Dialogue between two speakers
- Play games
- Ask people to put on their mic to answer questions or ask questions
- Having mini competitions
- Press conference
- Videos
- Visual aids
- Small games in form of quiz
- Flapped class
- Splitting rooms
- Buzz groups
- Quiz
- Competitions
- Use of film, reading book, playing in groups, competitions
- Small video films can be good; questions to audience.
Small Workshop #3

TIPS for effective online education event for a big audience:
- Choose the format and methods aligned with learning goals
- Choose the tools that you know
- Reserve time for the tech
- Interaction is for reflection
- Assess and improve

Toolkit for effective online education

6 learning types (Laurillard 2012): acquisition, inquiry, practice, production, discussion, collaboration
TAKE HOME NOTES

Online: is it effective even for a big audience?

- Learning online ≥ face-to-face (knowledge and skills)
  - controversy among medical students (Pei & Wu 2019)
- Blended learning > face-to-face
  - may reflect differences in content, pedagogy and learning time. (Vallée et al. 2020)
- the use of a blended approach > a purely online approach
- instructor-directed or collaborative > independent, self-directed instruction
- Inclusion of more media (video, quizz etc.) in an online application does not enhance learning
  
  !But: Online learning can be enhanced by triggering learner activity, learner reflection and self-monitoring of understanding as individuals.
- Team-based learning (TBL) (a)synchronously combined is effective (Malik & Malik 2021, Dost et al. 2020)

Instead of online education per se, BLENDED LEARNING is easily effective!
But you often need to add extra learning time and foster collaboration.
It is not obvious if attitudes and other non-clinical knowledge or skills can be taught effectively online.
Technical Tools We Have Used

- Zoom
- Wooclap
- Jamboard

References


Malik and Malik, https://doi.org/10.1080/0142159X.2021.1910642

