



Discussion Teaching: Facilitating Learning in Large Group Settings

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Objectives

By the end of this session,
participants will be able to:



Compare and contrast passive vs. active learning



Identify 3 strategies to increase active learning in a large group setting



Practice one technique for active learning in large group setting



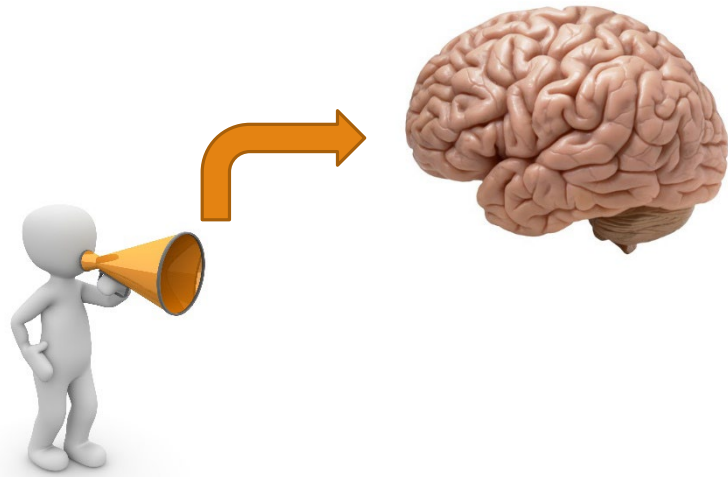
Describe the flipped classroom technique



Reflection

What are some differences you've noticed between information-imparting instructors, and lectures given by instructors with a background in active learning strategies?

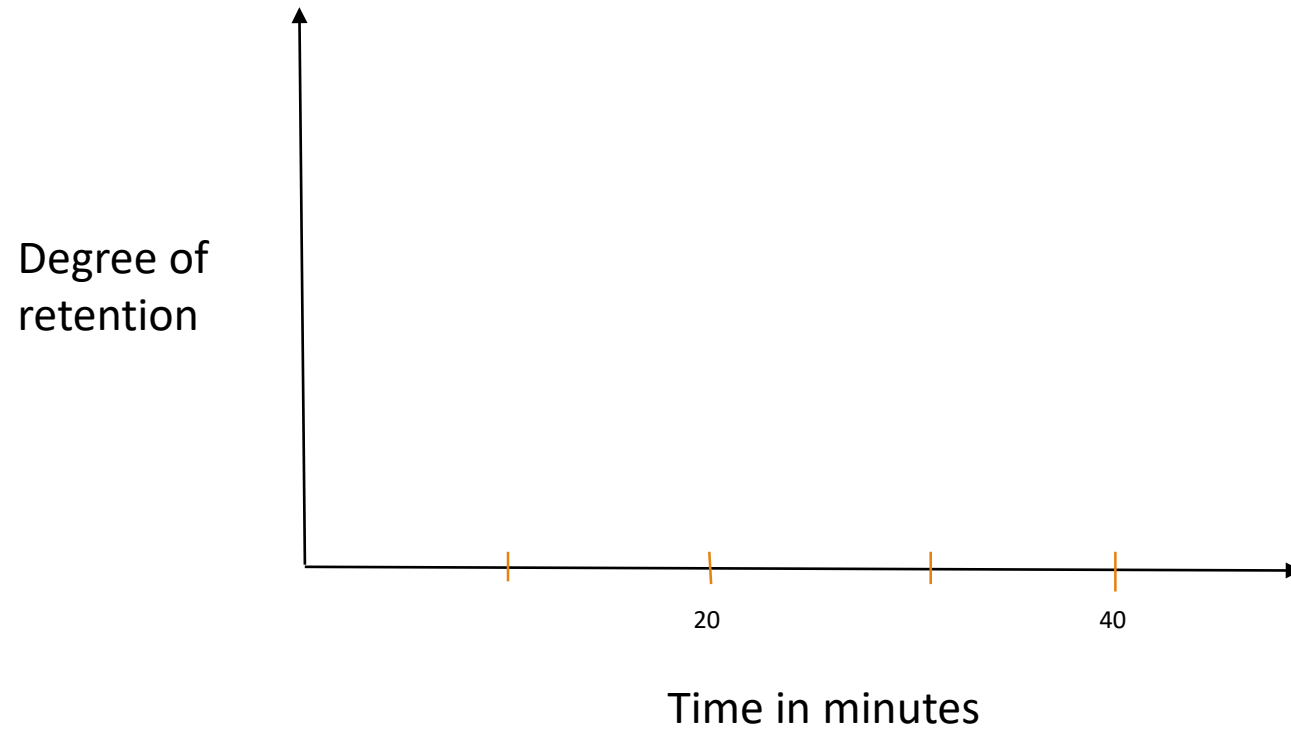
PASSIVE



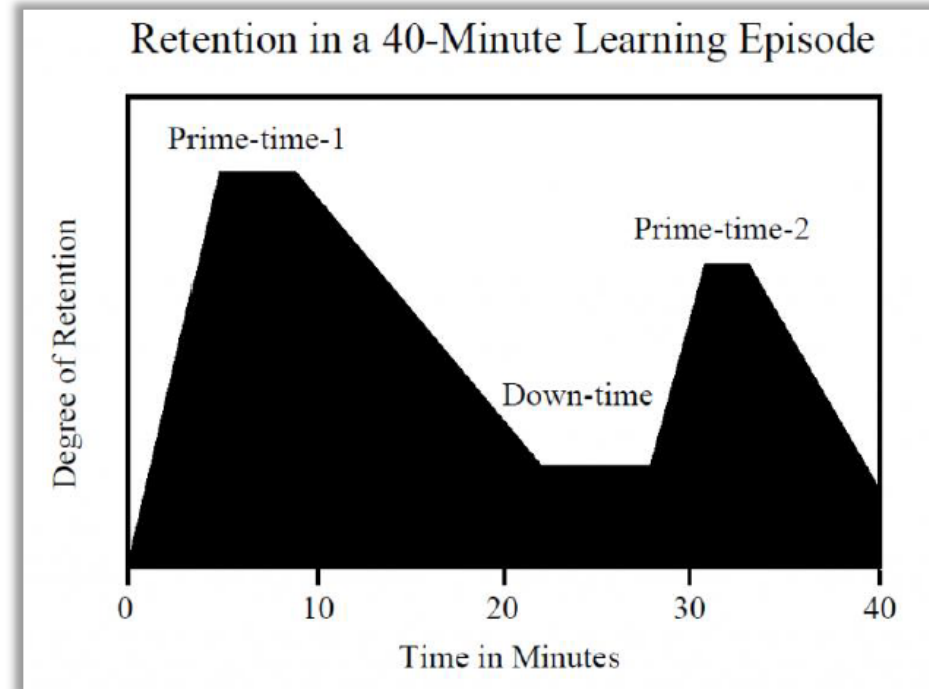
ACTIVE



Draw retention curve in 40-minute lecture

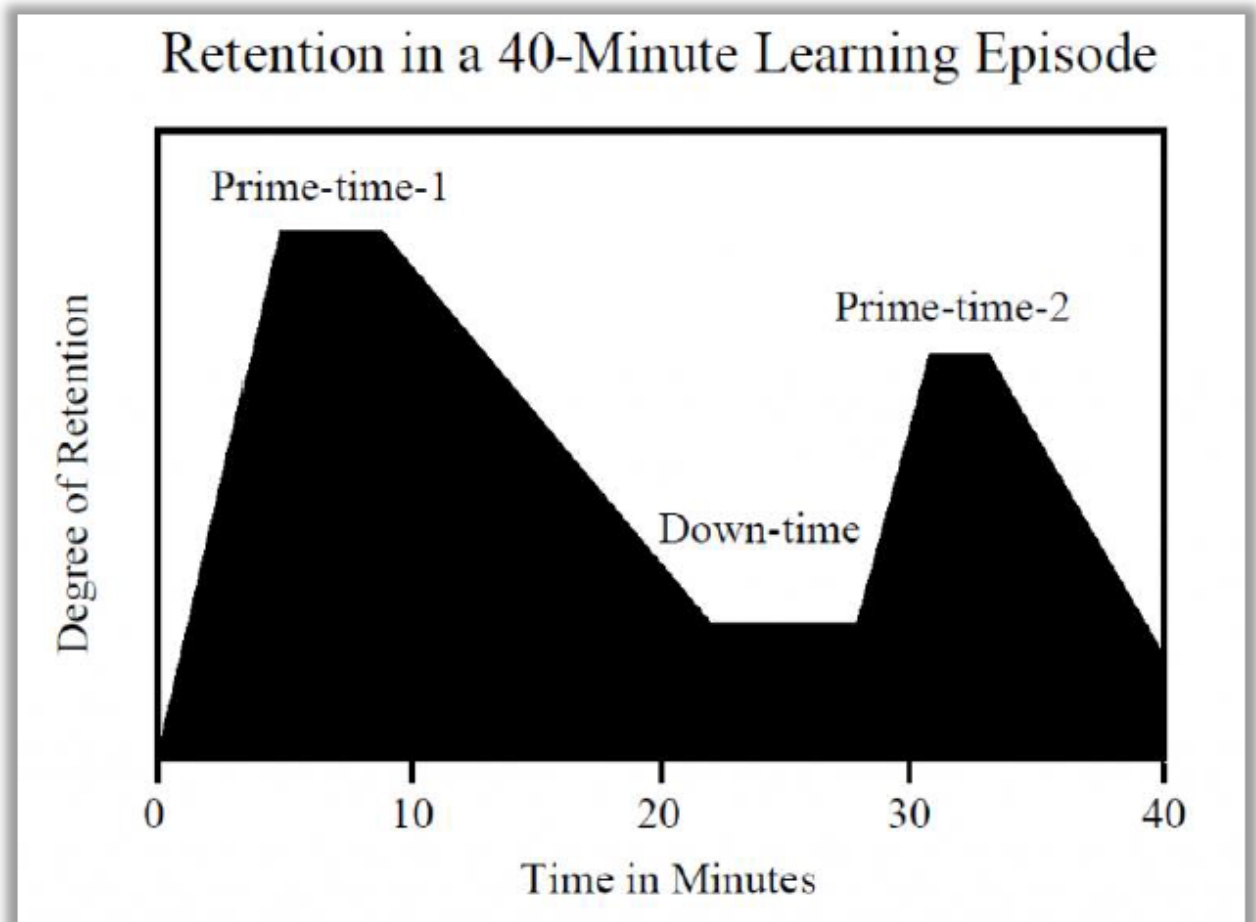


The Retention Curve



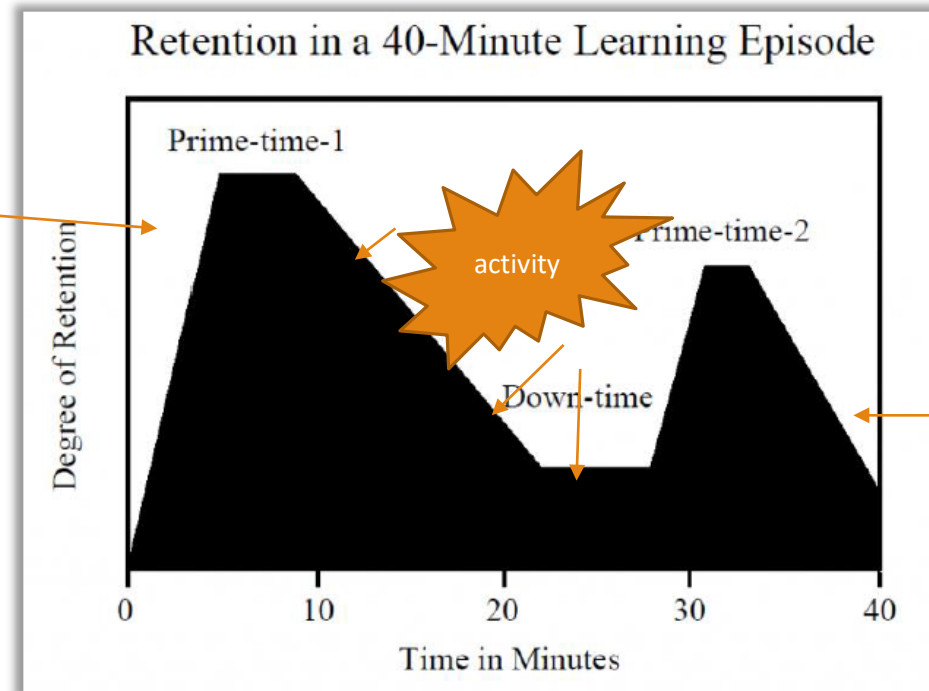
Sousa, DA. How the Brain Learns. 4th ed. Thousand Oaks, CA: Corwin, 2011

How can we promote retention?



How can we promote retention?

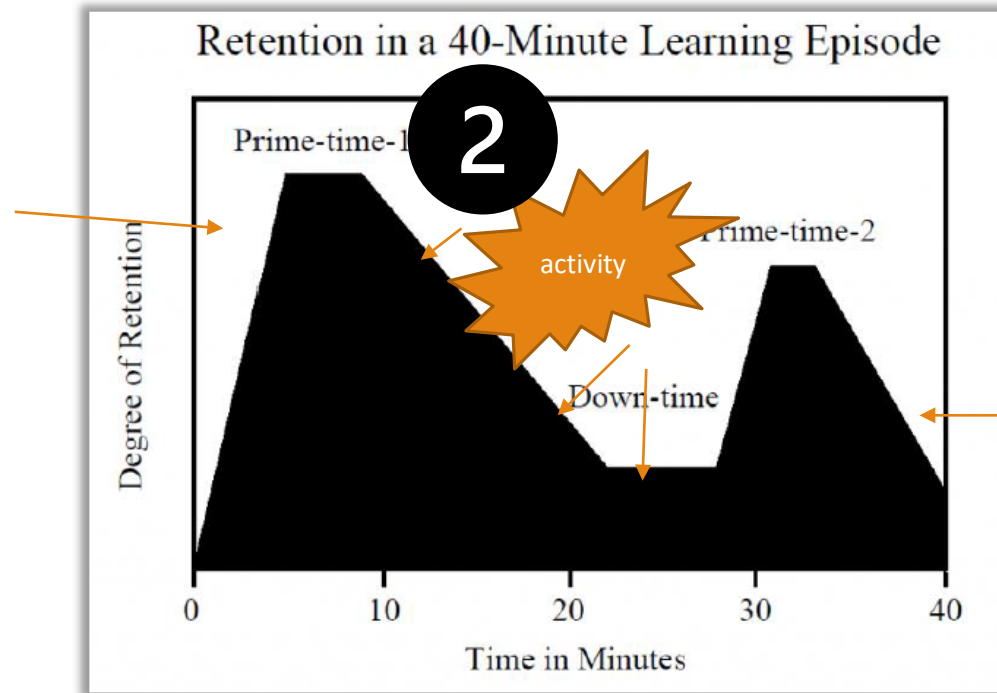
Hook, explicit
teaching



Ask questions,
summarize, and
wrap up

How can we promote retention?

1
Hook, explicit
teaching



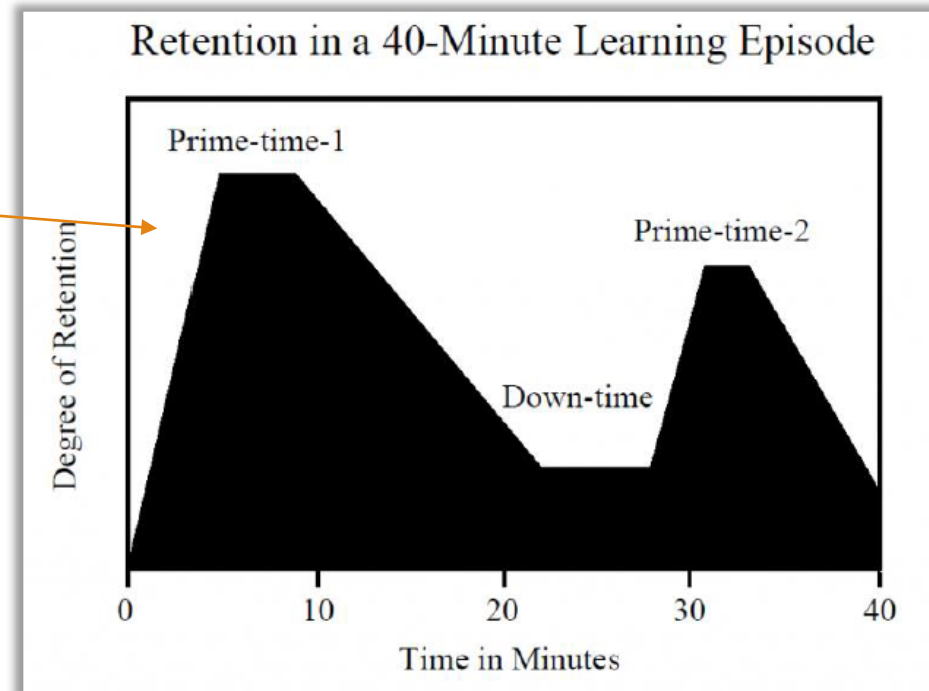
3

Summarize, wrap
up, questions

How can we promote retention?

1

Hook, explicit teaching



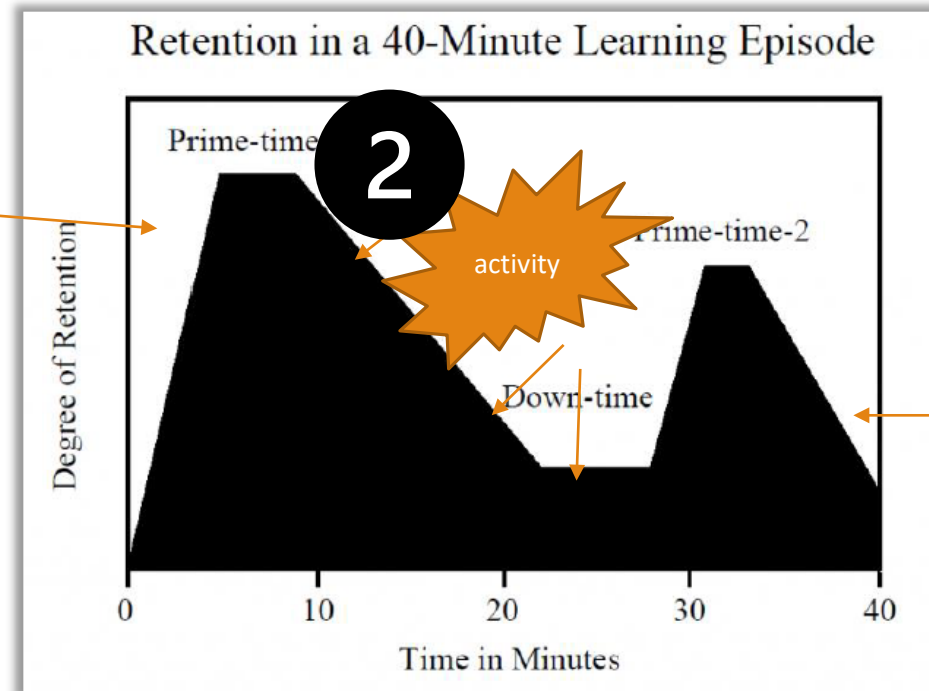


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The Hook

How can we promote retention?

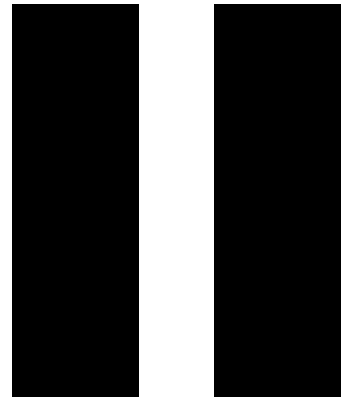
Hook, explicit teaching



Summarize, wrap up, questions



Think- Pair- Share

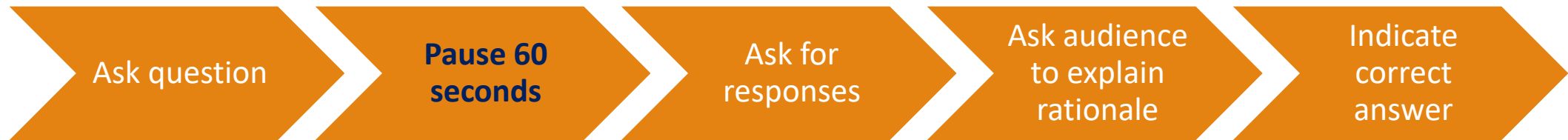


Pause Procedures

Audience Response Systems

WHAT ARE SOME
BENEFITS OF USING
ARS?

ARS – How To





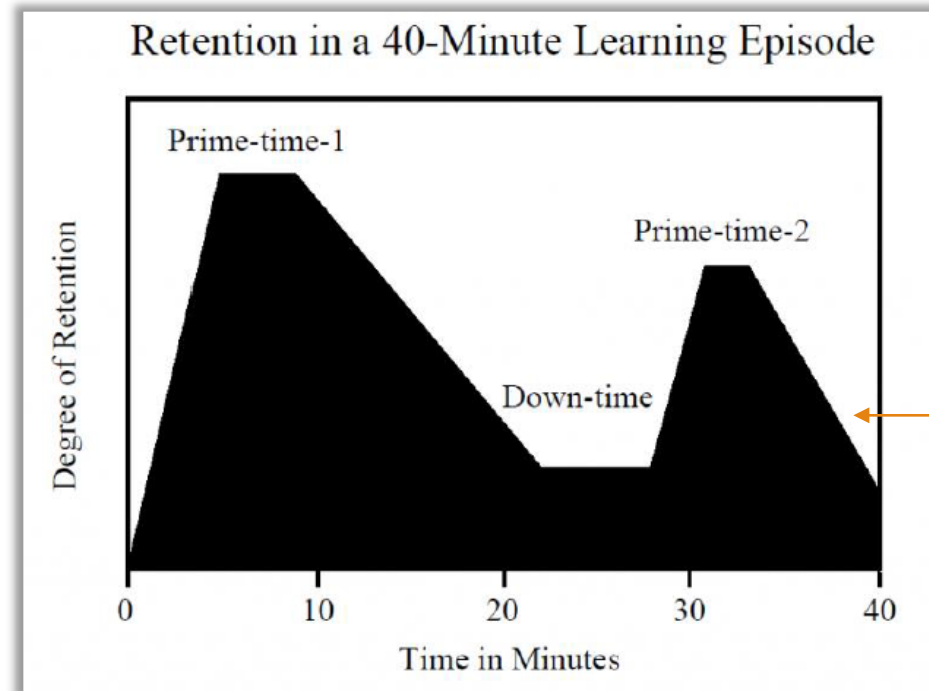
ARS -
Slido



Think- Pair- Share

SUMMARIZE ONE LEARNING POINT FROM
THE LECTURE SO FAR, AND DISCUSS WITH
YOUR PARTNER

How can we promote retention?



Summarize, wrap up, questions

3



Closure

One Minute Paper



WHAT INTERVENTIONS SHOULD
BE DONE FOR PATIENT X, Y, Z



WRITE A LEARNING OBJECTIVE
FOR WHAT WAS JUST PRESENTED



WHAT WOULD YOU HAVE LIKED
TO LEARN ABOUT THIS TOPIC,
BUT DIDN'T?



One-minute paper

Use the next few minutes to answer the following question:

What will your process be to incorporate active learning into a traditional lecture?

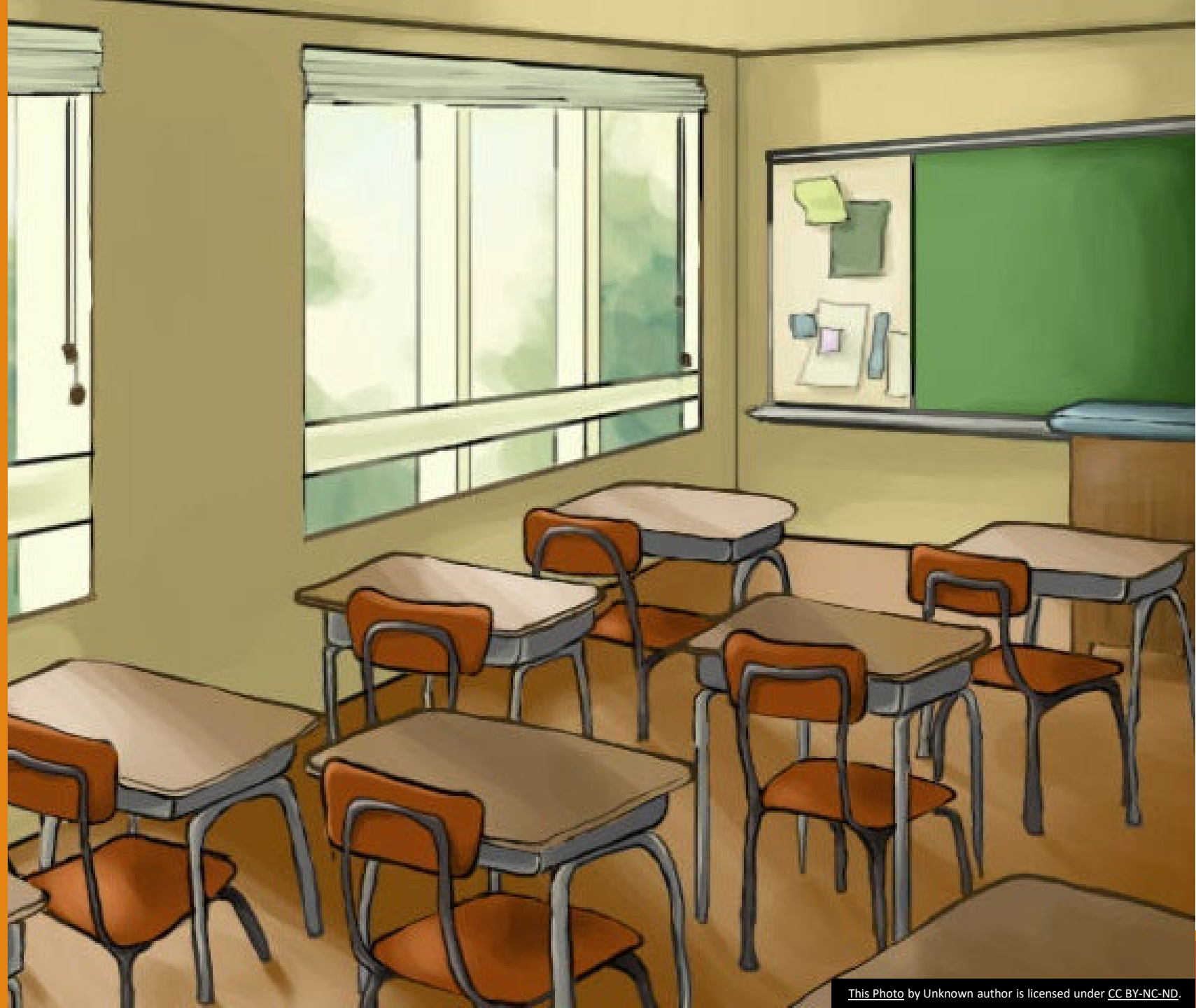


Questions?



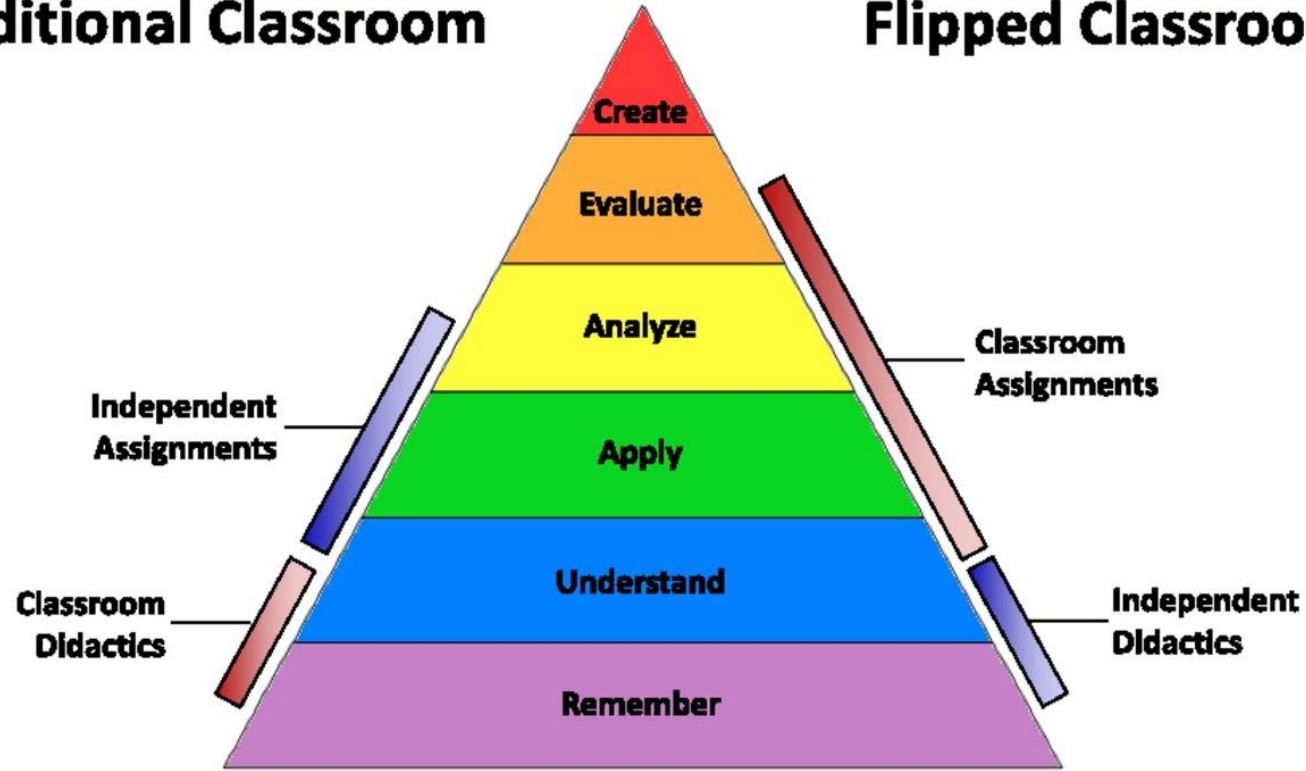
Active Learning Library

Flipped Classroom



Traditional Classroom

Flipped Classroom



Bloom's Taxonomy

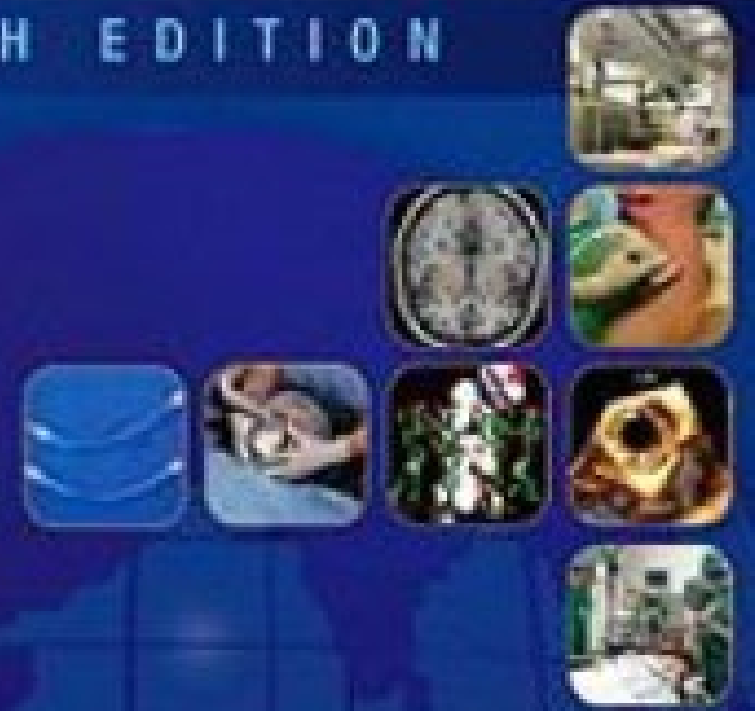
Neoreviews. 2020;21(3):e150-e156.

Example...

Didactic on Epidurals

Miller's Anesthesia

SEVENTH EDITION

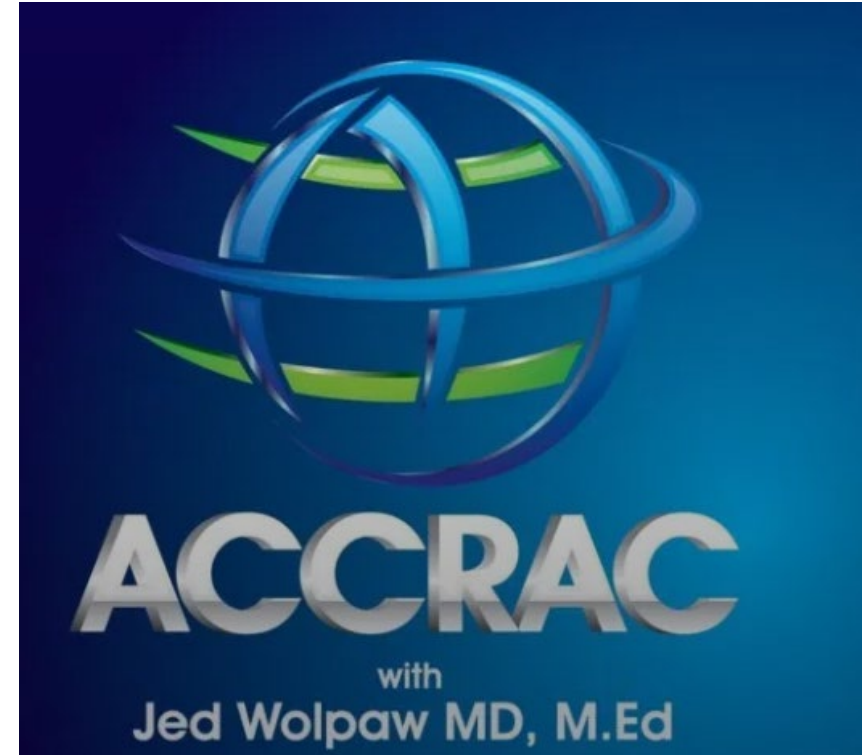





Editor

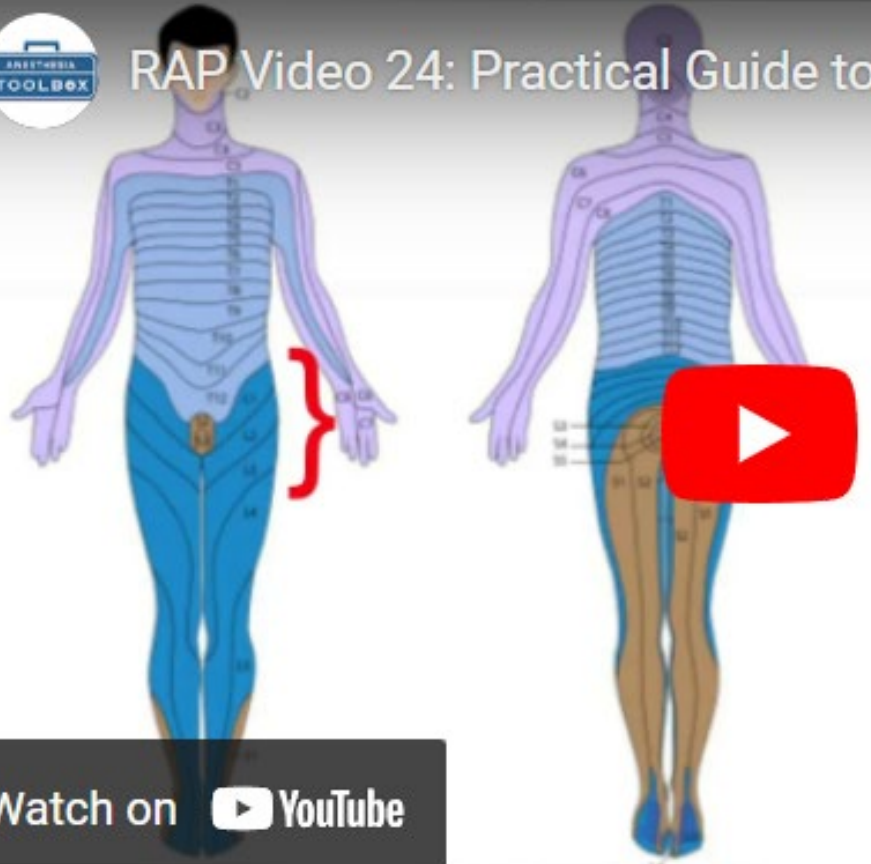
Ronald D. Miller

JULY 13, 2017

Episode 50: CSE vs Epidural Debate with
Mike Hofkamp and Jacqueline Galvan



 RAP Video 24: Practical Guide to Lumb...  




Watch later **Share**

L1 to L4

- From T10 thoracic
- 1st lumbar
- Iliohypogastric N.
- Ilioinguinal N.
- Genitofemoral
- 2nd lumbar
- 3rd lumbar
- Lateral Femoral Cutaneous N.
- 4th lumbar
- To Femur and Iliacus
- Femoral N.
- 5th lumbar
- Obturator N.

↓ Caudal to: Lumbosacral Plexus

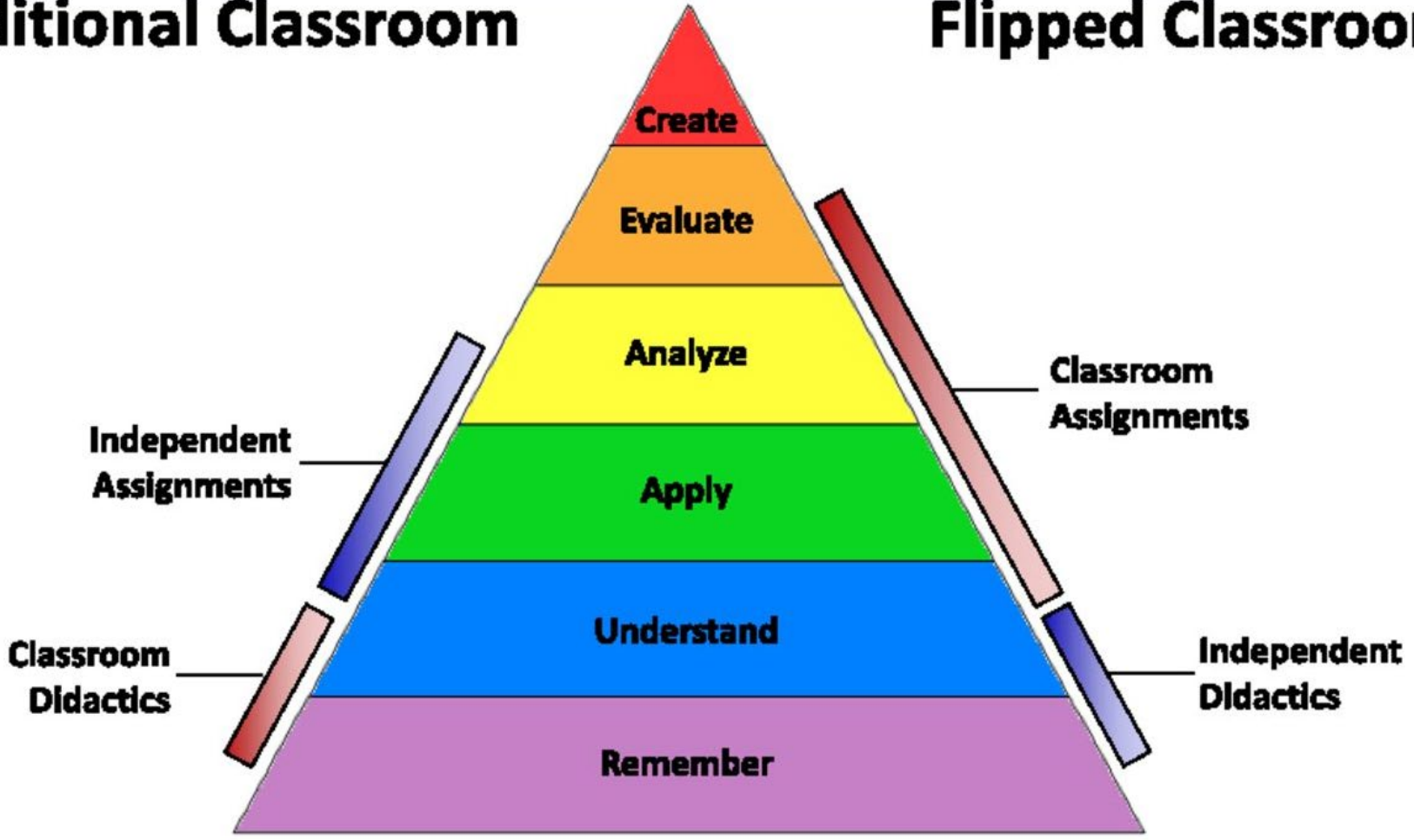
Watch on  YouTube



In Session Problem-Based Learning Discussion

Traditional Classroom

Flipped Classroom



Bloom's Taxonomy

Learner Guide:

Title of Session/Topic: Thoracic Epidural Placement 101

Faculty Name: Leila Zuo

Session Date: 2/22/2022

By the end of this session, you will be able to:

1. Palpate anatomical landmarks to identify thoracic vertebral interspace levels on self
2. Demonstrate paramedian technique on a model
3. Create a plan for epidural placement for an open cholecystectomy
4. Compare and contrast intravascular vs intrathecal administration of test dose

You are expected to come to our session having a basic understanding of:

1. The anatomy of the thoracic epidural space
2. Spinal/Epidural mechanism of action
3. Components of the test dose

Please read/watch the following resources before coming to our session. You may also want to seek additional resources to build your understanding.

Resource Type	Title	Access	Notes
Videos	RAP Video 25: A Practical Guide to Thoracic Epidural Placement	Anesthesia Toolbox	Total about 30 min; if short on time, view video 1, 2, and 3 until 11:18
Powerpoint	RAP Lecture 2.1: Perioperative Epidural Analgesia - General Overview	Anesthesia Toolbox	Skim

Come prepared to participate in the following activities:

1. Demonstration of anatomical landmarks on self
2. Walk through of contents of the thoracic epidural tray
3. Discussion of how to place a thoracic epidural
4. Mini problem based learning discussion session for test dose

Your pre-work will be assessed by:

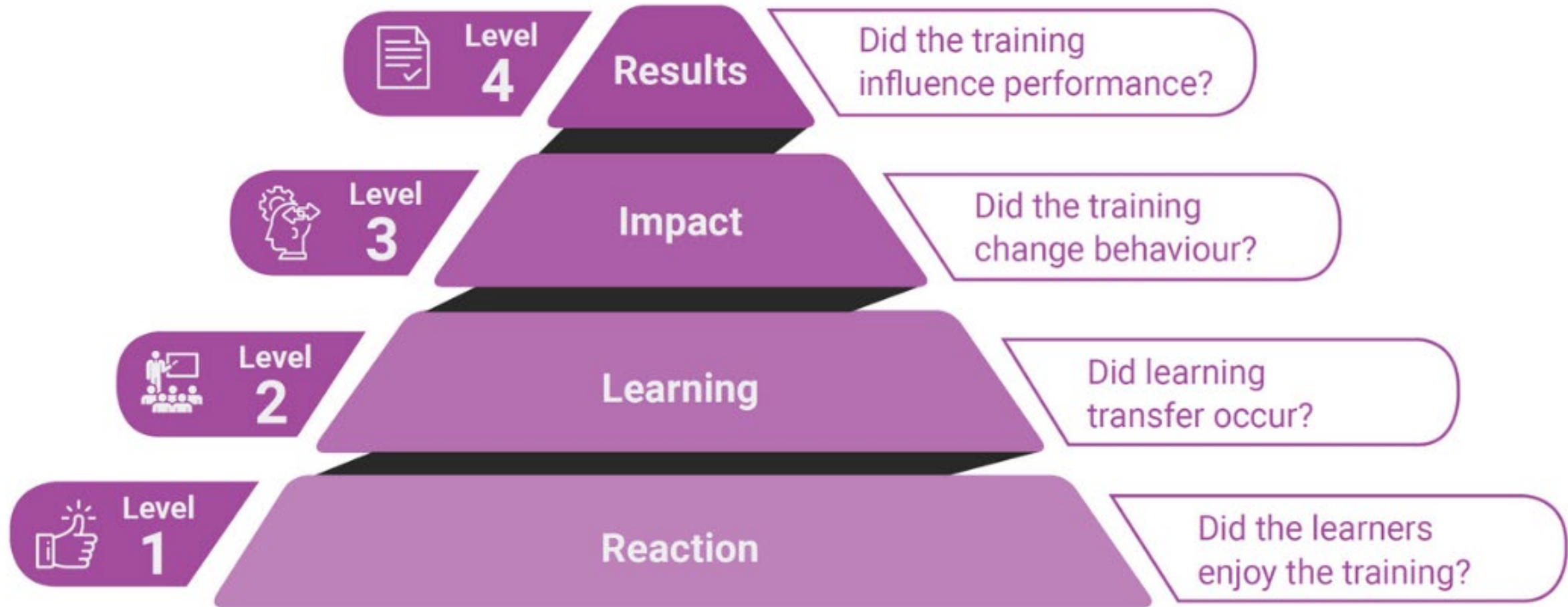
1. Active participation in the session

Questions? Jot down any questions you want to have answered at our session:

1. |
- 2.



What are
some
potential
benefits of
this model?



Outcomes for Flipped Classroom



Questions?

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1-min
Feedback
for me!
