Discussion Teaching: Facilitating Learning in Large Group Settings

Leila Zuo, MD
Associate Professor
Associate Residency Program Director
Department of Anesthesiology & Perioperative Medicine
03/15/2024
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?
Draw retention curve in 40-minute lecture
The Retention Curve

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

2. Summarize, wrap up, questions

How can we promote retention?

1. Hook, explicit teaching

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

- Ask question
- Pause 60 seconds
- Ask for responses
- Ask audience to explain rationale
- Indicate correct answer
Think-Pair-Share

Summarize one learning point from the lecture so far, and discuss with your partner.
How can we promote retention?

Closure
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
Bloom’s Taxonomy

Traditional Classroom

Create
Evaluate
Analyze
Apply
Understand
Remember

Independent Assignments
Classroom Didactics

Flipped Classroom

Classroom Assignments
Independent Didactics
Example...
Didactic on Epidurals
Episode 50: CSE vs Epidural Debate with Mike Hofkamp and Jacqueline Galvan

ACCRAC
with
Jed Wolpaw MD, M.Ed
In Session Problem-Based Learning Discussion
Learner Guide:

Title of Session/Topic: Thoracic Epidural Placement 101
Faculty Name: Lelia Zuo
Session Date: 3/2/2012

By the end of this session, you will be able to:
1. Palpate anatomical landmarks to identify thoracic vertebral interspace level 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/pediatric 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:

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Title</th>
<th>Access</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video</td>
<td>RA Video 21: A Practical Guide to Thoracic Epidural Placement</td>
<td><a href="#">Anesthesia Toolbox</a></td>
<td>Total about 90 min. If short on time, view video 1, 2, and 5 until 11:52</td>
</tr>
<tr>
<td>Reference</td>
<td>RA Lecture 2.1: Perioperative Epidural Anesthesia - General Overview</td>
<td>Anesthesia Toolbox</td>
<td>Brain</td>
</tr>
</tbody>
</table>

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. 

Amy Miller [12/2015]
What are some potential benefits of this model?
Outcomes for Flipped Classroom

Level 1: Reaction
- Did the learners enjoy the training?

Level 2: Learning
- Did learning transfer occur?

Level 3: Impact
- Did the training change behaviour?

Level 4: Results
- Did the training influence performance?
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
1-min Feedback for me!