


Beyond the pandemic: Best practices for the concurrent classroom educator

Mirna Mohanraj, MD
Associate Professor of Medicine
ICAHN School of Medicine at Mount Sinai
Department of Medicine and Medical Education



Icahn School
of Medicine at
Mount
Sinai

1

No disclosures



2

Comparable (or better) education outcomes

Increased learner satisfaction

Increased attendance

Expanded reach: distanced learners, medical leave, competing demands

Flexible scaffold

#104592032

Tomlinson J. N S W Public Health Bull. 2013;24(2):70-5
Wooliscroft J. Academic Medicine: August 2020 - Volume 95 - Issue 8 - p 1140-1142

3

Time

- Digital literacy skills
- Infrastructure
- Collaborators
- Institutional support

Me

My fellows

O'Doherty D. BMC Med Educ. 2018;18:130

4

Enter the mother of all disruptors

New world of virtual platforms

"Please mute yourself"

"Can you see my slides?"

Improvisational video-conferencing

Screen-sharing traditional content

5

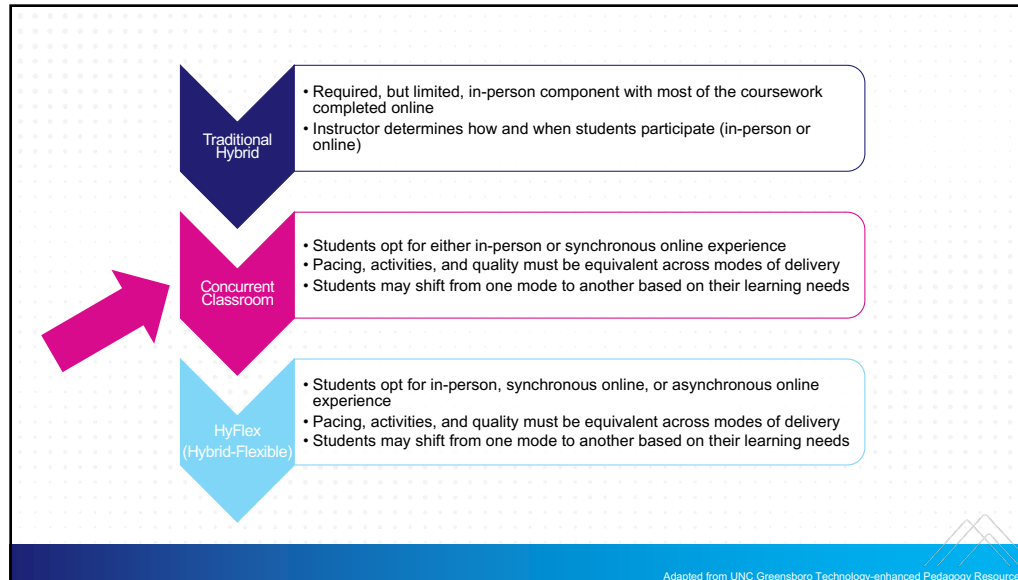
Perceived advantages

- Time and money saved on travel
- Reduced stress – exposure, anonymity
- Access to external educators
- Opportunities for self-paced learning
- Revisit recorded materials

Tech-enhanced teaching is not going away
Reimagine our teaching to suit the times

6
Dost S. BMJ Open. 2020 Nov 5;10(11):e042378.

6



7

Time to prepare, Time to teach

Content delivery, session flow, participant dynamics, assessments must be modified to the *Concurrent Classroom* environment

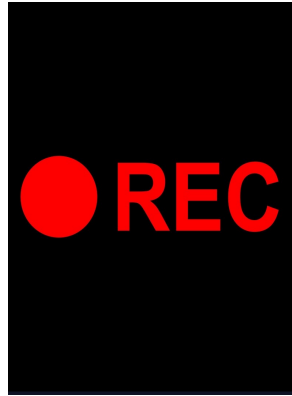
Typically need more time for every aspect of the session

Assigning pre-work or flipping the classroom may buy valuable time

The illustration shows a friendly-looking white rabbit with pink inner ears and glasses, wearing a blue patterned collar. It is holding a large, bright yellow alarm clock with black numbers and hands. The rabbit is positioned behind the clock, making it the central focus of the image.

8

Get technical & Partner up



9

Start with an on-screen task



10

Set clear technology ground rules

Please mute yourselves during the introductory video and unmute yourselves in the breakout room

Click the 'raise hand' emoji when you have a clarification question, but use the chat function for general commentary

I invite you to turn on your cameras, but understand this may not be possible for our distanced learners

11

Limit lecturing

Listening to a lecture in person can be boring.
Listening to a lecture online can be lethal.

Short bursts of narration

Share longer format recorded material ahead of time



Ladd, T., 2022. Forbes. <https://www.forbes.com/sites/redladd/2020/06/19/optimizing-concurrent-classrooms-teaching-students-in-the-room-and-online-simultaneously>

12

Digitize your chalk

- Profile
- Meetings
- Webinars
- Personal Contacts
- Whiteboards NEW
- Recordings
- Workspaces
- Settings
- Account Profile
- Reports

<https://va.school/compliance-and-resistance>

13


Digitize your chalk

	Low, Moderate, High?
What is the likely severity of harm without intervention?	<i>low</i>
How imminent is harm without intervention?	<i>moderate</i>
What is the efficacy of the proposed intervention?	?
What are the risks of the intervention?	
What is the likely emotional effect of a coerced intervention?	
How well reasoned is the patient's refusal?	
What are the logistics of treating over objection?	

Or you can just screenshare a word document to gather ideas or highlight teaching points

14

Optimize breakout sessions



Assign a deliverable!

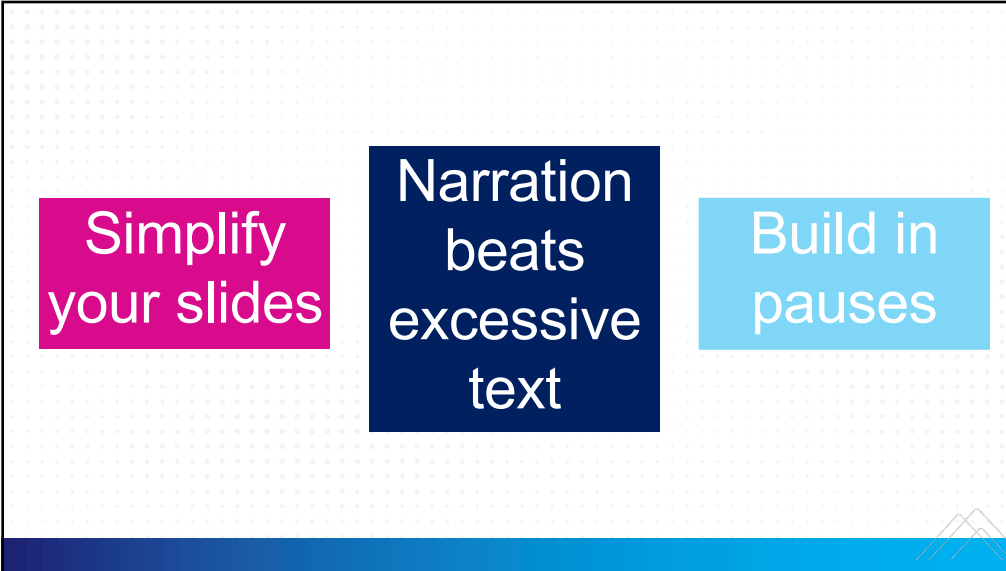
Remote learners = virtual breakout group
F2F learners = physical breakout group

15

Simplify your slides

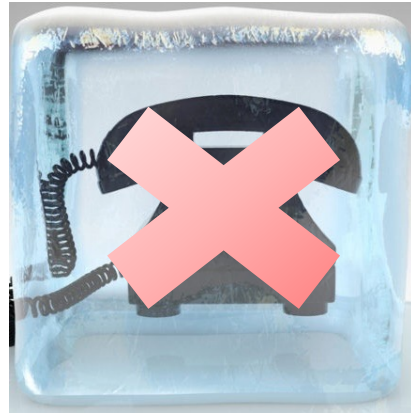
Narration beats excessive text

Build in pauses



16

Adopt the “tepid call”



Advance notice to small groups of impending respondents

Improve session flow

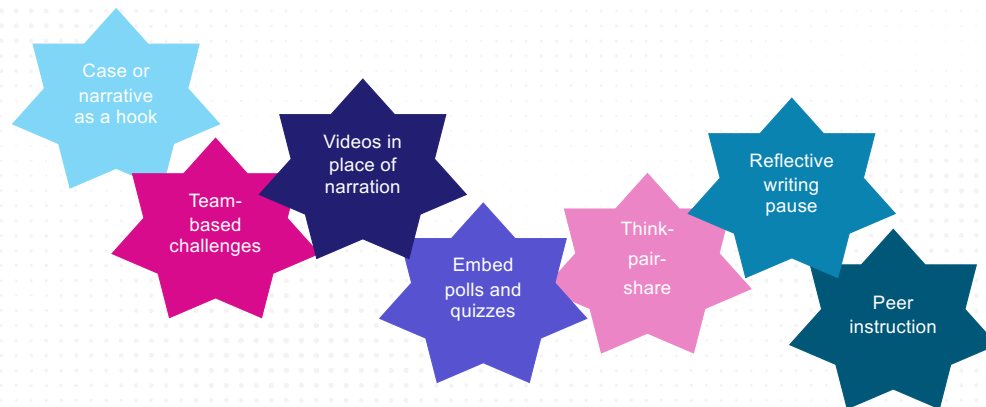
Reduce learner stress

Reduce cognitive load

Ladd, T., 2022. Forbes. <https://www.forbes.com/sites/redladd/2020/06/19/optimizing-concurrent-classrooms-teaching-students-in-the-room-and-online-simultaneously>

17

“Make it sticky”



Prober CG. N Engl J Med. 2012 May 3;366(18):1657-9
Cooper AZ. The American Journal of Medicine, Volume 130, Issue 3, 2017, Pages 376-381.

18

Ensure equity

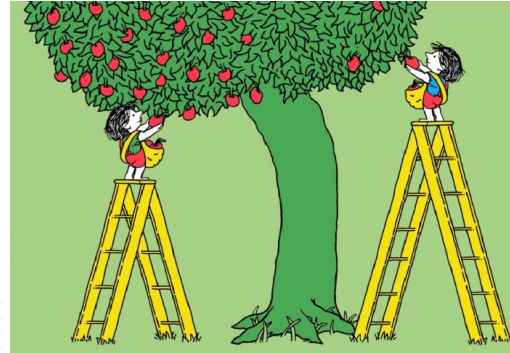
Repeat questions and comments from F2F learners

Regularly look into the camera
(turn of your self-view)

Share digital materials only

Alternate attention between F2F and remote

Consider a waterfall chat



19

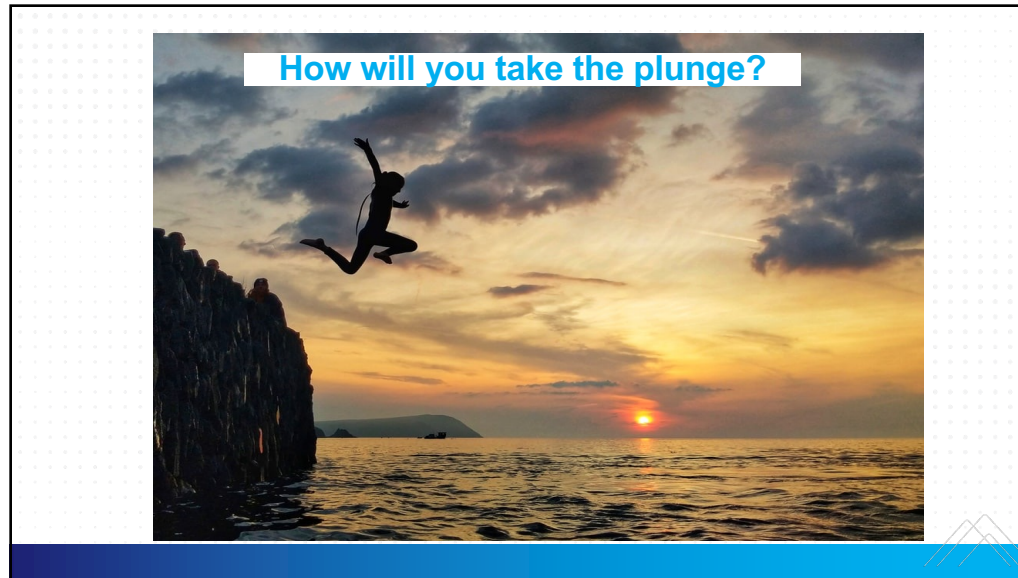
Build community, encourage social interactions



Group project?
Discussion
forum?

Happy hour?
Central Park
picnic?

20



21

The next frontier

New lessons for back-to-school

Human Dx
RISE TOGETHER.

Lessons Learned from the COVID-19 Pandemic: A Call for a National Video-Based Curriculum for Urology Residents

Alexandra L Tabakin¹, Hiren V Patel¹, Eric A Singer²

Dashboard About Training Topics Program Admin Blog Profile Logout

Strolling

Featured Tutorials

TSC - Module 1 - Self-Directed Learning

On the road to self-directed learning

- Differentiate the nuances between self-directed learning and self-regulated learning
- Designed a personal task for the application, analysis, and evaluation of self-regulated learning principles
- Up next: utilizing your skills to facilitate self-regulated learning in a mentee

Next Steps

Stand Together and Deliver: Challenges and Opportunities for Rheumatology Education During the COVID-19 Pandemic

Efthalia Koumoureas¹ and Simon Helfgott²

Wooliscroft, JO. MD Innovation in Response to the COVID-19 Pandemic Crisis, Academic Medicine: August 2020 - Volume 95 - Issue 8 - p 1140-1142.

22

Developing a tech-enhanced education skillset will prepare you to provide uninterrupted, high-impact, equitable education to learners in any context

Share resources and experiences, build collaborative partnerships, and advocate for institutional support to transform our graduate medical education delivery models

Traditional Hybrid

- Required, but limited, in-person component with most of the coursework completed online
- Instructor determines how and when students participate (in-person or online)

Concurrent Classroom

- Students opt for either in-person or synchronous online experience
- Pacing, activities, and quality must be equivalent across modes of delivery
- Students may shift from one mode to another based on their learning needs

HyFlex
(Hybrid-Flexible)


- Students opt for in-person, synchronous online, or asynchronous online experience
- Pacing, activities, and quality must be equivalent across modes of delivery
- Students may shift from one mode to another based on their learning needs

Beatty, B., 2022. <https://er.educause.edu/blogs/2020/5/can-hyflex-options-support-students-in-the-midst-of-uncertainty>

23

Thank you! Questions? References!

Dr. May Lee & Dr. Kristin Burkart
American Thoracic Society
Dr. Paru Patrawalla & Dr. Lauren Blackwell



Tomlinson J, Shaw T, Manno A, Johnson R, Madden DL, Phillips R, et al. How does tele-learning compare with other forms of education delivery? A systematic review of tele-learning educational outcomes for health professionals. *N S W Public Health Bull.* 2013;34(2):70-5.

Wooliscroft, James O. MD Innovation in Response to the COVID-19 Pandemic Crisis. *Academic Medicine.* August 2020 - Volume 95 - Issue 8 - p 1140-1142.

O'Doherty D, Diomey M, Lougheed J, Hannigan A, Last J, McGrath D. Barriers and solutions to online learning in medical education - an integrative review. *BMC Med Educ.* 2018;18:130.

Dost S, Hossain A, Shehab M, Abdelwahed A, Al-Nusair L. Perceptions of medical students towards online teaching during the COVID-19 pandemic: a national cross-sectional survey of 2721 UK medical students. *BMJ Open.* 2020 Nov 5;10(11):e042378.

Almarooq ZI, Lopes M, Kochar A. Virtual Learning During the COVID-19 Pandemic: A Disruptive Technology in Graduate Medical Education. *J Am Coll Cardiol.* 2020 May 26;75(20):2635-2638. doi: 10.1016/j.jacc.2020.04.015. Epub 2020 Apr 15.

Smeraglio A, DiVeronica M, Terndrup C, McGhee B, Hunsaker S. Videoconferencing: A Steep Learning Curve for Medical Educators. *J Grad Med Educ.* 1 October 2020; 12 (5): 553-556.

UNC Greensboro Technology-enhanced Pedagogy Resources [online]. Available at: <<https://edtech.uncg.edu/teaching/hybrid/>>.

Beatty, B., 2022. [online] Available at: <<https://er.educause.edu/blogs/2020/5/can-hyflex-options-support-students-in-the-midst-of-uncertainty>>.

Web Learning @ Penn State. [online] Available at: <<https://weblearning.psu.edu/resources/penn-state-online-resources->>.

Ladd, T., 2022. Optimizing Concurrent Classrooms: Teaching Students in the Room and Online Simultaneously. [online] Forbes. Available at: <<https://www.forbes.com/sites/tehdadd/2020/06/19/optimizing-concurrent-classrooms-teaching-students-in-the-room-and-online-simultaneously/>>.

Duke Learning Innovation. [online] Available at: <<https://flexteaching.duke.edu/resources/teaching-students-in-person-and-online-at-the-same-time-hybrid-hy-flex-or-concurrent-courses/>>.

UW School of Medicine Learning Technologies. [online] Available at: <<https://sites.uw.edu/somlearningtech/design-and-development/hybrid-hyflex-sessions/>>.

Prober CG, Heath C. Lecture halls without lectures—a proposal for medical education. *N Engl J Med.* 2012 May 3;366(18):1657-9.

Avraham Z, Cooper, Jeremy B, Richards. Lectures for Adult Learners: Breaking Old Habits in Graduate Medical Education. *The American Journal of Medicine.* Volume 130, Issue 3, 2017. Pages 376-381.

Wray A, Wolff M, Boyesen-Osborn M, Wischmann W, Paradise S, Runcie E, Sudario G, Toohy S. Not Another Boring Resident Didactic Conference. *AEM Educ Train.* 2019 Jul 9;4(Suppl 1):S113-S121.

24