Course Director Tip Sheet
Utilizing Interactive Learning Forms

<table>
<thead>
<tr>
<th>Educational Formats/Design</th>
<th>Explanation</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience Response System (ARS)</strong></td>
<td>Using an ARS, learners answer questions in real time. This provides an opportunity for them to actively participate in the session and receive immediate feedback.</td>
<td>By using the ARS, learners provide baseline data regarding knowledge. They are then queried again at the conclusion of the course to determine their level of mastery of the content.</td>
</tr>
<tr>
<td><strong>Case Studies, Small Group Discussions</strong></td>
<td>In this format, learners discover learning points themselves by assuming roles or by being thrust into settings that are different from their current one.</td>
<td>This format provides an account of an actual problem or situation. It is an effective method of stimulating debate on non-conclusive issues.</td>
</tr>
<tr>
<td><strong>Experiential/Simulation Learning</strong></td>
<td>Learners in this format participate (either as individuals or groups) in structured debriefing sessions to reflect on the experiences they encountered and draw conclusions.</td>
<td>This format consists of structured practice and work sessions and supervised transitional work settings following training through another method (such as lectures, case studies, etc.).</td>
</tr>
<tr>
<td><strong>Incorporation of physician attributes/competencies</strong></td>
<td>This format is a CME intervention focused on at least one ABMS/ACGME/IOM competency that will help learners assess themselves and adopt new practices that will result in improvements in their own practice as well as their patient outcomes.</td>
<td>This format covers competencies that learners need to address as part of Maintenance of Certification (MOC) requirements.</td>
</tr>
<tr>
<td><strong>Lectures/Keynote Presentations</strong></td>
<td>In lectures and keynotes, learners acquire skills and knowledge through guidance from an instructor in a formal group setting.</td>
<td>Lectures and keynotes are the standard/traditional format for most activity types (conferences, workshops, lectures, demonstrations, Internet based classes, webinars, webcasts, certificate programs).</td>
</tr>
<tr>
<td><strong>Pair and Share Learning</strong></td>
<td>In pair and share learning the instructor poses a challenging or open-ended question and gives learners one minute to think about it. Learners then pair with a collaborative group and discuss their ideas about the question for several minutes.</td>
<td>The think-pair-share structure provides learners with the opportunity to discuss ideas with their peers. Learners can start to construct their knowledge in these discussions and also to find out what they do and do not know.</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>In this format learners solve a problem through the collection, application and assessment of</td>
<td>Problem solving sessions actively involves the participants, stimulates peer group learning, and promotes critical</td>
</tr>
</tbody>
</table>
## Course Director Tip Sheet
### Utilizing Interactive Learning Forms

<table>
<thead>
<tr>
<th>Q&amp;A/Question Cards</th>
<th>Q&amp;A/Question Cards provide learners an opportunity for clarification/validation of points they have learned.</th>
<th>Using index cards instead of a microphone allows for more controlled questions and responses and engages the learner in the educational process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>In role play, the individual performs as she/he would in real life. The setting, however, is an artificial creation designed to resemble the natural environment.</td>
<td>This format provides an opportunity for learners to experience a common human relations problem and practice their communication skills.</td>
</tr>
<tr>
<td>Team Based Learning</td>
<td>This format is a learner-centered, small group instructional strategy with good academic outcomes and considerable potential to address many of the professional competencies that are critical for the practice of medicine.</td>
<td>TBL provides a strategy for active student-centered collaborative learning which involves multiple small groups in a single classroom setting. Each student is held accountable for their own performance and their individual contributions to the team.</td>
</tr>
</tbody>
</table>

### Principles of Adult Learning: A Brief Overview

**Adults learn better when:**
- They are active contributors to their learning
- Content relates to their current work or life experience
- Content is tailored to their current or past experience
- They have opportunity to identify their own learning goals and direct their education
- The educational setting allows them to practice what they learn
- The educational setting provides support for self-directed learning
- The faculty and peers provide feedback during the active learning
- The educational setting allows them to reflect on their learning
- The educational setting provides learning from multiple sensory channels
- The learning environment is safe and free from intimidation
- The content “makes sense” to them and can be used immediately

When developing the activity, include some of the techniques described below:

1. Solve genuine problems • Participants could be prompted to look at their own practice

2. Reflect using analogy/comparison • Include cases, comparison of cases and prompts to compare what they are experiencing within their practice • Use “if-then” type of statements in discussions
3. Practice • Time to practice, interact and discuss new application/strategy/knowledge
  • Any non-educational interventions that include practice

4. Develop framework for application • Use commitment to change contracts • Create a diagnosis and treatment plan

5. Link new knowledge to previous • Need to understand what they know and have a clear vision of what should be achieved (Too large a gap or too small a gap leads to lack of motivation. Too large, not achievable; too small, not worth it.)

6. Involve learners in the learning process • For learning to occur, the learner must be alert, attentive and engaged in the process. To assure engagement, involve learners in tasks that require application of knowledge in patient care

7. Seek environment that encourages critical self-reflection and peer collective inquiry • Adults use self-diagnostic model, peer collective inquiry, and safe and effective reflection

8. Avoid authority position • Move from unequal status of teacher and student

9. Feedback • Provide feedback with good performance measures

10. Process information from multiple sensory channels • People have different learning and cognitive styles, use a variety teaching styles to accommodate all

11. Address practical problems with useful and immediate application

Additional Resources:
Scott, Carol