Interactive Education Institute

How to Moderate an Interactive Session and Support Faculty

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How to Moderate an Interactive Session and Support Faculty

LEARNING OBJECTIVES:
Upon completion of this course, the learner will be able to:

1. Describe the Interactive Education Institute goals and timeline
2. Access resources to facilitate a session planning meeting with faculty
Adapting to the Current State of Medical Education

WE MUST RECOGNIZE THAT:

- Educational offerings are evolving
- Learners are changing
- Expectations of medical professionals are higher

TO MEET LEARNERS’ NEEDS, WE MUST:

- Plan sessions based on how adults learn
- Engage the learners
- Be innovative in planning the education we offer
What are your goals for your learners at the end of your annual meeting session?
Goals for the AAAAI Annual Meeting

1. Provide more than medical knowledge that is readily available in written form and online
2. Change clinical practice behavior
3. Change attitudes
4. Improve patient outcomes
5. Build collegial relationships amongst fellow allergist/immunologists
How can we accomplish our goals?

• Use Active Learning!

• What is Active Learning:
  – Use of instructional methods and techniques that engages the students in the learning process
  – Opposite of the students being passive
Why use Active Learning?

- Learning theories: Constructivism, Adult Learners
- Effective in changing behavior
- Effective in modifying attitudes
- Increases attention and motivation of learners, which leads to better retention
- Provides feedback to students and instructors
- Increases student and instructor satisfaction
- Provides an environment for clinical reasoning, problem-solving, and life-long learning
- Encourages interaction amongst all participants
Do interactive methods make CME better?
Interactive sessions have the best evidence for changing performance

Table 2. Studies of the Impact of CME vs a Control Group by Intervention Type and Intensity

<table>
<thead>
<tr>
<th>Type of Intervention and Studies</th>
<th>Intervention Intensity, No. of Sessions</th>
<th>Physician Performance</th>
<th>Health Care Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic</td>
<td>Single</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Bolser et al.22 1995</td>
<td>Single</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Heale et al.23 1998 (case method)†</td>
<td>Single</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Browner et al.23 1994</td>
<td>Single</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*0 indicates no statistically significant change in outcome; NA, not applicable; and †, at least 1 statistically significant change in outcome.
†Heale et al used a lecture format for control (usual care).

Davis DA et al JAMA 1999;282:867-874
The Cochrane Report ranks interactive interventions > didactic

- **Consistently effective interventions**
  - Educational outreach visits
  - Reminders
  - Interactive educational meetings

- **Interventions of variable effectiveness**
  - Audit and feedback
  - The use of local opinion leaders
  - Local consensus processes
  - Patient mediated interventions

- **Interventions that have little or no effect**
  - Educational materials
  - Didactic educational meetings (such as lectures)

Active Learning has the best evidence to improve healthcare in allergy/immunology!

The Interactive Education Institute is designed to provide training about adult learning principles and strategies that create engaging, interactive sessions with attendees.

The end goal is to enhance learners' knowledge, skills, and ability to deliver safe, compassionate, and effective patient care.
**ENGAGING LEARNERS**

**Strategies for Increasing Active Learning**

Click each box below to read descriptions and see examples of each strategy. After you have opened all 6, click next.

<table>
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<tr>
<th>Tell Stories and Show Images</th>
<th>Build in Group Work</th>
<th>Invite Learners to Interact</th>
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<td>Use Case- or Problem-Based Learning</td>
<td>Design Effective Visuals</td>
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</table>
STRATEGY #2: INCREASE ACTIVE LEARNING

Build in Group Work

Learning does not have to happen independently! Working with peers and colleagues allows learners to apply and discuss their understanding of concepts.

Why It Works

We know adult learners are autonomous. The learner then receives immediate feedback from others, which may confirm a learners’ understanding, lead to a deeper discussion of the content, or cause them to adjust their way of thinking. In any case, they are actively processing the information.

Sample Group Work Activities

Round Robin  
Jigsaw  
Debates

These activities can all happen in Zoom breakout rooms!
STRATEGY #3: INCREASE ACTIVE LEARNING

Invite Learners to Interact

IMPORTANT: This can happen virtually!

Why It Works

Learners must be paying attention to notice, process, and remember information. When a learner accepts an invitation to interact, they engage with the speaker, the material, and their peers. This leads to opportunities to construct knowledge by building on their own and others’ knowledge and experience.

Invite Learners to Participate with Features in Zoom:

Chat Box
- Introduce themselves (name, location, specialty)
- Tell what they hope to learn in the session
- Answer questions/share perspectives

Q&A
- Ask questions to the speakers

Polling
- Answer case-based or experience questions: “What would you do?”

White Boards
- Brainstorm solutions for a problem
- Compare and contrast diagnoses or treatments
- Create a process or list

See this in action
STRATEGY #5: INCREASE ACTIVE LEARNING

Use Case-Based Learning

This technique involves the examination, analysis, and/or resolution of clinical or other issues in appropriate cases. Participants make decisions during the case based on experience and can share their choices using online polling.

Why It Works

Adult learners are goal-oriented, and cases present a clear goal: resolving a real issue in a clinical situation. This type of session also appeals to autonomous adult learners who put their experience, education, and new knowledge to use.

Instructional Topics to Consider

- Communication Practices
- Differential Diagnosis Development
- Risk Analysis
- Treatment Options

Effective in small-group sessions: Courses, seminars, workshops

Abbreviated case studies are also effective in large lectures. Listen to Dr. Scott Sicherer lead a case discussion—and utilize humor to engage the audience.
STRATEGY #6: INCREASE ACTIVE LEARNING

Design Effective Visuals

Handouts and slides that include pertinent information so that it is easy to digest will help learners process and retain the information from educational sessions.

Why It Works

Visuals that are hard to read or otherwise poorly designed are distracting to learners! Common but avoidable mistakes include:

✓ Too much text
✓ Disorganized info
✓ Poor color choices

A well-designed visual allows you to guide learners to information they need.

Resources and Examples

- Recommendations for Designing Effective Visuals
- Analysis of an Ineffective Visual
- Video Example of Effective Visuals by Dr. Carla Davis (2:30)
The invited moderators and faculty for the IEI are involved in the interactive sessions, which are Courses and Workshop sessions.
Courses

• 2.5 hours long
• Designed to introduce or refresh foundational knowledge about a topic in AI
• Course formats tend to be interactive
  – small group discussion,
  – hands-on instruction, or
  – Q&A segments if didactic presentations are included
Workshops

• Workshops are 1 hour and 15 minutes long
• Interactive learning experiences which explore one or more specific aspects of a topic within A/I
  – should include interactive teaching and learning strategies session
Moderator’s Role

• Facilitate collaboration amongst the faculty
• Help faculty develop a cohesive plan for the interactive session that includes adult learning principles to engage the attendees
• Provide feedback on their ideas
• Help execute any plans they make for activities during the session
Moderator’s Role: Suggestions

• “Faculty Corner” has the faculty names and contact info, as well as the specific type of session
• As early as possible, email the faculty to introduce yourself and each other
• Set up a teleconference or Zoom call prior to the annual meeting
• Review slides to review content and look at visuals
Key Points

• Moderator’s role will be to facilitate collaboration amongst the faculty—encourage faculty to use adult learning principles and other interactive techniques

• Help facilitate the Session Planning Meeting

• OME members and AAAAI staff are available to facilitate meetings and provide resources.
Plan for at least 3 Moderator/Faculty Meetings

- **JANUARY Session Faculty Meeting**: Moderators and session faculty will meet to plan their session. An OME member will join to facilitate discussion of creating SMART learning objectives, active learning techniques and interactive methods.

- **FEBRUARY Materials Review**: Moderators and session faculty will discuss the lesson plans, session outlines, and/or slides. An OME member will join to help ensure that materials are in line with best practices.

- **MARCH Post-Session Debrief**: OME members will meet with the session moderator and faculty to discuss what went well, what can be improved upon, learner feedback, etc.
January Moderator/Faculty Meeting Sample Agenda

**Framing**
- Greater collaboration between moderator and faculty
- Moderator to serve as a guide for the faculty, provide feedback on their ideas, suggest and help execute any plans for activities during the session

**Goals**
- Moderator and faculty review goals of the session

**Learning Objectives**
- OME member will review IEI resources on writing SMART learning objectives
- Faculty and moderator work on creating SMART learning objectives (LOs should be created at this meeting and submitted)
OME member will discuss active learning techniques / interactive teaching methods/small group teaching strategies.

- Small group facilitation resources: [https://education.aaaai.org/meded/content/small-group-facilitation-resources](https://education.aaaai.org/meded/content/small-group-facilitation-resources)
- Interactive teaching and learning strategies: [https://education.aaaai.org/meded/interactiveteaching](https://education.aaaai.org/meded/interactiveteaching)
- AAAAI Annual Meeting Faculty Training Webinar (Recording): [https://education.aaaai.org/aaaai-webinars/AM19-Faculty-Training-Recording#group-tabs-node-course-default1](https://education.aaaai.org/aaaai-webinars/AM19-Faculty-Training-Recording#group-tabs-node-course-default1)
- Interactive Education Institute mini-sessions to prepare faculty to lead engaging sessions
Brainstorm

• Faculty and moderator brainstorm an interactive method or two they could incorporate into their session.

Finalize timeline

• Review timeline for second meeting with faculty and OME member, finalizing and submitting slides, etc.
• Handouts for all sessions should be uploaded into the faculty corners by **February 14**, along with presentation slides for in-person sessions.

• Any sessions using the audience response system will need to provide their ARS questions and answers by **February 2 (online form)**.

• If any faculty want to add ARS to their sessions let us know **within the next week**.
Questions?