



Delivering remote large group teaching – what does the scholarship tell us and what are our experiences?

Transcript of webinar:

MARK

Welcome to this ASMEBITESIZE as you know we're looking a little bit at how to deliver remote large group teaching. We're thinking a little bit about what have we learnt from our experiences? What are the potential opportunities with remote teaching? What does the scholarship tell us? And as we mentioned in the last session our goal is to just get a bit of a conversation going around the ASME community around large group teaching. So that's the plan. We're going to be about 45 minutes, is the plan this evening. A few sort of general housekeeping notes before we kick off. We want to get you involved so please ask questions. We've had some questions come in in advance but do use the chat function. The chat function is available on the bottom of the screen with the little speech bubble. So, if you want to click on that ask your question. If we don't have time to answer all of your questions, we'll be collecting those questions and we'll try and answer at a later time any that we're unable to address this evening. So, you're welcome to share comments, contribute to the conversation. If you've got particular experiences you want to share things with the wider group then do let us know. We may invite some of you, if that's the case we'll send you a message on the chat function asking do you want to have your video on, are you happy to go live? If you could just respond to us if you're happy to do that and we can then help you to join as a temporary panellist. Just to say this webinar is being recorded and so the ASME team will be putting this up on the ASME website with other support materials to link in with the pre-recorded session that many of you will be watching. If you do have any technical problems the office is there to help you so do give them an email they're on events@asme.org.uk, you'll probably have received a confirmatory email from them anyway about this evening, so do respond to them, they're there, they're live and they can help you out with any technical issues during the course of the evening. So that's just a little bit of housekeeping to kick us off. Let's introduce ourselves so, I'm Mark Lillicrap, I'm a rheumatology consultant partly here in Cambridge, partly in Huntingdon. I'm the curriculum Sub-Dean for the University here in Cambridge and I work with Jeremy and Clare doing staff development work and deliver quite a lot of large group teaching and have had to do quite a lot of large group teaching remotely around musculoskeletal, stuff around immunology, around professional practice. So, that's a bit of my background. Clare, tell us a bit about yourself.

CLARE

Hi everybody, my name is Clare Morris. I happen to be Chair of the ASME Education Research Committee but today I'm here as a colleague of Mark and Jeremy because I work part-time for the University of Cambridge where I lead on the Masters and PGDip in Medical Education, and co-facilitate lots of the Certificate with Jeremy. I'm an Honorary Professor of MedEd at Barts and the London also. And I'm really interested in

getting behind the kind of teaching methods that we use and doing a little bit of thinking about well what are we trying to do? What are we trying to achieve? How do we make sure the best possible learning happens in these circumstances? And what are the work-arounds when we're doing things like lecturing which in my opinion don't naturally lend themselves to good learning without quite a lot of effort from the facilitator. So, glad to be part of the conversation this afternoon.

MARK
Jeremy?

JEREMY
Yeah, I'm Jeremy Webb, I work with Mark, I'm a Sub-Dean at the Clinical School in Cambridge. My background is in fact General Practice where I was a trainer and I also do teaching still with graduate medical schools mainly, rather than the undergraduate ones and we've done quite a lot of large group teaching with them, as well as weekly seminars and tutorials with them online. So, like all of you I'm learning as we're going along. So, 4 months ago I'd never heard of Zoom and now here we are trying to share practice so I think we're very much talking about the lessons we've learned so far and I think there's probably a lot more for us to learn.

CLARE
Absolutely.

MARK
So, that's who we are. We'd love you all to be contributing so if you've got any questions at all do start utilising the chat function, we'll come on to those in a second. Just to get you thinking again, just to remind you a bit about some of the stuff that we covered in the pre-recorded session. Hopefully this will just trigger a little bit of thinking for you. So, we thought to start with in the pre-recorded session about how would we currently advise somebody to deliver a lecture-based teaching programme. Picking up on what Clare said, it's quite challenging to deliver effective learning in a large group setting, so how could we do that? And we thought a little bit about what are the benefits of lectures? What are the challenges? What are the challenges of translating that into a remote context and how would we teach somebody to do that? Clare then talked us through a little bit about the scholarship and challenged us as she's just mentioned; why would we do this? Why do large group teaching? We thought a little bit about what does the evidence tell us about large group teaching and its benefits? Thinking about it as a social learning event and how can you replicate that social experience remotely? The importance of modelling and how do you model thinking, particularly in that sort of large group kind of context? How do you develop co-operative learning? How do you challenge students to take responsibility for their own learning in that kind of large group session? Jeremy then got us thinking a little bit about some of the practical elements. Thinking about process ahead of content and the importance of thinking about the process. Thinking about those three key elements; the before, the during and the after. And how you can structure remote teaching using that. We thought a little bit about the importance of embedding time for discussions, utilising resources such as breakout rooms. Thinking about allowing time for reflection and note-taking, and not being afraid as somebody who's facilitating a large group teaching session on Zoom or other remote platforms, don't be afraid of the silence. Sometimes actually you need to allow for a bit of silence. We then looked at some practical tips, picking up on what Jeremy just said. Largely around some of the mistakes we've made. So, we're not here to tell you what to do, we're learning just like everyone else is. So, we thought about the benefits of live versus pre-recorded

sessions, we mentioned about having a notepad next to your screen so you could make notes as you're going through about things that you want to come back to. The benefits of co-facilitating, sharing the load, allowing somebody else to monitor the chat function and the like. We talked about kinds of resources that are available out there through groups like Medical Schools Council. We thought about simple things like you know standing up if you're delivering large group teaching can be beneficial and if you hide your video that's one of the benefits, the importance of using good technology in terms of microphones. And then we finished by highlighting we're not here to tell you what to do and say this is how you must do it. We're here to share our thoughts. We're here to get a conversation going because at the end of the day we want to deliver the most effective education that we can with these remote teaching processes. So, we need to discuss that, get other people's experiences, other people's advice. And see what other people have learnt from the whole experience. So that was where we were up to and hopefully you've all had the chance to watch the pre-session BITESIZE. One resource we mentioned last time were things like Slido and Mentimeter. I'm just going to hand over to Clare who's just going to get you thinking a little bit about what do I think about large group teaching by just modelling that Slido for us. Over to you Clare.

CLARE

So, I'm going to do the thing that always strikes fear in my heart when I'm doing large group work and remote work, which is rely on the technology but I think it's about, it kind of links to a wider question around how do you foster interaction with your learners when you're remote? And also, when there's lots of them. And not getting too hung up on having to do it in one particular way. So, I'm just going to share my screen and I don't know if any of you have used Slido before? But it's an interactive tool that you can use. So, if I just put this up there just now. So, what you have to do is you go to Slido.com and you put in the number to join the event, you don't use the hashtag, it's very confusing. But you go to Slido.com and you put in the number to access a space basically that you can put some pre-determined questions in. So, my pre-determined question is how do you feel about facilitating remote lectures? So, if any of you are game enough to either on your phone, your computer, your tablet, whatever you've got available to you, login to Slido.com put in the number 58531 and then this will activate a word cloud - thank you very much, somebody feels terrified! - ok.

JEREMY

Clare the other thing they can do which I did - it was me that put terrified - is just scan the QR code it takes you there automatically.

CLARE

Excellent, thank you. And so, I'm going to keep this running in the background for those of you who haven't had a go yet, have a go.

MARK

Whilst that's up and running we'll start picking up one or two of the questions. We've had some questions come in in advance. One of the questions was around should we be doing these kinds of things using learning management systems? What are the pros and cons of using a learning management system for delivery of remote large group teaching? So, Clare did you want to comment a bit on learning management systems?

CLARE

Yes, so for me learning management systems are things like Moodle and Blackboard, and virtual learning environments or places and spaces where you can gather together resources and materials for students. And I think it's, as always in education it's a bit of a 'it depends'. So, I would say if you are fortunate enough to have access to a learning

management system it certainly allows you to think quite creatively about the different kinds of online material that you might use. So, in the prep-work Jeremy talked about the before, during and after method we're using at Cambridge. So, you can actually put things up there for the students to read or to watch, or discuss if it's got a discussion board and so on, beforehand you can put your recorded sessions up there whether you're doing a pre-record or record live and then they go back to. And certainly when we've used this, we use Moodle or a version of Moodle at Cambridge for the Postgraduate courses in Medical Education and students have really appreciated that when we moved over to a much more of a blended approach when the pandemic hit and we were doing live sessions on Zoom or pre-record, they really valued the fact it was curated, it was signposted, they could go back and look at things, we could make strong connections between what we were teaching about and what they'd already done. So, I think it can work really well but I think also you need to be pragmatic so, if you're doing a one-off with a group of people you haven't met before, or a group of students you won't teach again, to be honest you might be better just using your platform, sharing resources in the chat tool or emailing round or a WhatsApp group. So, I think sometimes we worry a bit about the technology rather than what is it we're actually trying to do? And what is the easiest way? And also, from an open-access way the more complicated we make it for our students, the more assumption we're making about the kinds of tools that they have access to, the technology they're able to use. So that was my thinking. I think it can add real value but you can do it without having to use a learning platform.

MARK

And I think learning management systems can be advantageous in terms of curating content. So, it enables you as a teacher to control information. It can be password protected, that can enable you - particularly in terms of clinical images and things - to control the way that people access things, and it enables you to track who's logging on and how they're doing it. I think one of the concerns about some of the learning management systems is they are very sort of course-centric. And what we're often looking to do, as Clare picked up last time, is actually challenge students in terms of self-direction and actually a curated learning management system that gives them all the resources that they need, that works them through everything that could possibly be required actually, have the risk of undermining that slightly. So, I think there are pros and cons to learning management systems. It depends what's good for different people. Jeremy.

JEREMY

I think the other thing about them is it probably disciplines you as the teacher to make sure you think about the process before the content. It allows you to reduce content and feel confident so you can just refer back to it. So, I think that's something, for me, I've always planned content and then thought about process. I've been persuaded by Clare to go the other way round.

CLARE

Nagging over all the decades!

MARKI think that picks up the question that we've got on the chat in terms of how do you manage 400 students in an online kind of environment? And I think part of that is about thinking what's the process, not necessarily what the content is but how's the process going to work here that enables 400 students to get that social experience whilst learning, whilst being in some way self-directed? Jeremy did you want to answer

anything about that sort of how do you manage 400 students with that sort of flip-classroom approach?

JEREMY

Well actually when I saw that, that was when I put the terrified comment up because I'm lucky enough not to have to deal with 400 at once. I had to deal last week with 40 at once. And I think that the thing I've learnt, there's a number of things I've learnt, one is I think actually it is worth putting stuff up before you deliver, so I think the whole before, during and after thinking about that process is really important because you have to let go a bit and you can't deliver everything during a session. It's just not possible. I think breaking your content up is really important, so aliquots of content and then periodic stops. I think with that number you must have a least one other facilitator, probably more than that, and certainly somebody else to monitor chat. We've now got to the stage where we've delivered some of our content virtually for our graduate students and then got them to give evaluation and the thing that they've come up with interestingly enough they didn't find the breakout rooms, the students, as good as we thought they would. They found them a bit pointless. Now I think that's probably just the way we did it. But I think they also find it quite difficult if you ask them questions directly because it puts them on the spot. So, I think get them to put questions in chat and then get somebody to pick up on that chat and then what I did last week was I actually asked them if they were ok to unmute and expand on what they'd written up. So, I think that works quite well, but you ask them permission to do that rather than just doing it directly.

CLARE

Can I add to that Mark? So, I was thinking about some of the things I've done with large groups, don't think I've quite hit 400 but certainly done it in the hundreds, I go back to some of my guiding principles for lectures anyway so, my first guiding principle for any lecture is what can I offer that a textbook can't? So, I think thinking really wisely about if I've got an hour with these students to work with them, what am I going to offer them that they won't get out of a textbook because that's likely to engage them more anyway and have them on the edge of their seats a bit more. So, often that's about how you bring the clinical into the classroom and how you lean into your lived experience, how you've got stories of patients and situations. We talked on the pre-record about finding resources that you can share so things like Patient Voices which are first-person stories. Jeremy talked, I can't remember the name of the resource, which is a whole load of clinical...

JEREMY

Speaking Clinically.

CLARE

...Speaking Clinically, so you can do that kind of thing. The risk with large numbers and students can get a bit silly is the kindest way to put this, is you might want to manage the chat separate from the platform that everybody can see. So, if everybody can see this chat something like Slido (and I don't have shares it's just one I use) you can choose when you share what's on there so they don't have to see it. So, basically you can screen and monitor what's coming from the students and you can group that together. I personally think that breakout rooms work really well but you have to kind of let go of control a little bit. So, just because you put them in a group doesn't mean you then have to go to every group and ask them what they talked about. So, you might want to think a little creatively about how you do that. But again, those things like inviting them to speak, inviting them to have a roll can help as well. But I would

always go back to what is the point of doing this? What can I offer in this that I can't offer by giving them something to read? That would be my best advice. If other people have ideas please put them in chat. We're here to grab your ideas too.

JEREMY

There's an interesting one from Jane MacDougall what else can we do to make online sessions more interactive? And I think following up on the breakout rooms, one of the things I think works really well is if you're teaching about clinical things is to actually give them scenarios to deal with. We've done this with the Postgraduate Certificate. It worked really well last week with clinical cases. So, I actually gave each group three questions with a clinical scenario and gave them ten minutes to discuss it. You have to then make sure that one of the people within each breakout room is allocated in advance as the spokesperson and is prepared to talk and that made it much more interactive because then when we were de-briefing you could have a discussion with that one person and the others could add things on chat. So that worked really well. I have to say I ran out of time as I always do and I had to apologise for that and offer to follow up a bit like we're doing now.

CLARE

I would add to that as well Mark because I've done live demonstrations. So, it was a demonstration of coaching methods, again it was on a Masters-level course. What we did was we made sure that everybody had their videos off which is often counter to what I encourage if it's about 30 or 40 people you can have video on and then you can see faces, you can see if they're falling asleep, we can't do that today sadly, but anyway we had videos off other than the person who was demonstrating coaching and the person being coached. And we gave them a task, we gave them a structured observation task, so we asked them to look and note down in particular the questions that the coach asked, any point that they had where they noticed that there was a kind of change in the nature of the conversation, any ideas that the person being coached generated as a response to their own problem. And I think you could, with clinical teaching you could with permission of the student, you'd probably have to set it up beforehand, but you could do akin to demonstrations we often kind of feel like we've got to show slides, but actually show yourselves, show interaction with a student, you could have an interaction with a patient if you discussed and got proper consent upfront. You can then get them to respond.

MARK

And I think the key thing is as you've said is it doesn't have to be slides and the use of video resources, resources like Speaking Clinically, Patient Voice if you're going to break into small groups and I would encourage you to use breakout rooms, be aware you need to be very clear with the group before you break them out, what is the task, what are the questions that need to be answered because once you're in a breakout group they can't see slides. So, you need to pre-empt that if you're using breakout groups. But actually, in my experience, again a bit like Clare I've not done 400 but just in the couple of hundreds, it can work really well, particularly if you've got some key questions it breaks up the session regularly and picks up with the next question; is an hour too long? An hour I certainly think is too long if it's just you talking. Zoom I think is quite draining if you're doing anything for more than about 10 minutes so you need to be particularly careful about breaking up the session. And so I don't think an hour's too long if you break it up and you have a ten minute aliquot of information, you break them into a group activity for five to ten minutes you bring it back, you share facilitation, you get somebody else to do a little bit for another ten minutes. And certainly, my experience of doing large groups is I've found it a lot easier doing it where

there's two or three of us who are working together and, in that situation, I don't think an hour is necessarily too long. Jeremy you wanted to raise another point there.

JEREMY

Yeah one of the things actually looking at the evaluation we've had from students is the sessions they really loved was one of the surgeons who doesn't like technology who just did everything on a flip-chart. And so, I think we're all fixated on PowerPoint and death by PowerPoint there's nothing worse. And I just thought I'd share this with you which has just arrived today is a portable flip-chart called a giant post-it which I thought Mark would be particularly pleased with. This was £26 from Amazon and you can put it on your desk, it's cardboard with some paper so you can actually use a giant flip-chart, put it on the desk, put the camera towards it and draw things.

MARK

A useful tip that somebody's just put up linking with how you get people engaged with things; yes, the chat function is visible when you're in the room so actually hosting, task instructions on the chat before going into the breakout rooms is a useful thing to do. Clare.

CLARE

I was just going to comment again on the thing about interaction. We get very hooked on interaction with us, even on interaction with each other but you know let's not underestimate the importance of students interacting with their own thoughts and ideas. And to allow that quiet space either to set up a quiz, to pose a question, to ask them just to spend three minutes thinking quietly and writing some notes about what has gone before. That we know that actually that kind of chunking and thinking is really important for learning, and sometimes I think we get a little too hung up on what we're doing and not enough on what they're doing. And as long as it's structured, you've got clear signposting and I think you're explicit about your method; in a minute I'm going to give you three minutes to sit quietly and to write some notes. Or here's a question for you, or here's a quiz for you. And it kind of consolidates or it might activate their thinking for the next bit of information you're going to share with them. So, I always think interaction with data, with their own thoughts and ideas, with each other and with the teacher there's four different ways you can do that in large group teaching and I think all of those with different platforms you can facilitate.

MARK

And you can get information then back from that by using polling functions that's imbedded in some learning platforms like Zoom. You can get information back with things like Mentimeter, by using Slido. So, you can then get information back from that. So, they are all ways of enabling students as you say to interact with their own thinking and their own sort of cognitive processes. In terms of which platforms to use I guess it's dependent on people's experiences. My experiences have mainly been with Zoom for large group teaching, I've used Teams for small group teaching, I haven't used Teams for anything apart from a sort of broadcast Webinar with a large group and I don't have experience with StarLeaf but other people may have other thoughts. Personally, I find Zoom quite helpful for being able to share videos, share slides, sharing screen very effectively and it seems to work well particularly in my experience for sharing videos from things like Speaking Clinically, so that I can share those kinds of clinical resources with students. And that sort of links in with a previous question that was sent in before the session about what is people's experience of sharing moving images, the question was particularly related to radiology teaching. But I think it can be a challenge I haven't had that issue with the videos I've been sharing, but if people

have experiences of platforms that are particularly good for sharing high resolution images like in radiology do add it to the chat function because that would be beneficial. And I think as somebody's just pointed out all of these platforms are developing new functionality as time goes on. Zoom has introduced different security functionality to make it more acceptable for NHS Trusts, Teams are developing more functionality for their platform so these things are going to evolve and particularly looking at the academic year ahead I think we'll find the technology that's there to support us progressively increases in its complexity which will have pros and cons.

CLARE

One of the attendees Plutarco is asking about the maximum number of learners you can teach with Zoom. Zoom has got various different types of licenses so I think you can have up to 400 or even 500 people if you have a licence that you run more as a webinar. And I think you can even have gallery views with that. I've used Zoom a lot to do faculty development with dentists so over the past few months and that's teaching for up to six hours a day using it. And just a really simple thing once you go beyond 24 you can't see everybody's face on the screen so you have to start flipping between screens, and it is do-able, it can be a little bit disconcerting. But one of the things is just I always when I'm using Zoom do a training, a tiny micro-teach at the beginning and get people to test out how they use it. So, I get everybody cameras on, I get everybody cameras off, I get everybody putting their hand up, I get everybody to put something in the chat. So, rather than just assuming that because I've told them they know how to do it and if you're co-facilitating if you find that somebody isn't managing then you're other facilitator can have a little kind of on the side discussion with them because I think it's sometimes we make too many assumptions and we're so keen to get into the content that we don't actually help people get familiar with the learning environment. And just because we've been using it all the time that doesn't mean somebody else has. There's some interesting commentary going on about Teams and its increased functionality. I haven't enjoyed using it for teaching but I know that when I've done some work in the NHS it's been difficult because people have been told they're not allowed Zoom on their computers, they have to use Teams so we have found some work-arounds but I think as Mark says there are work-arounds and I think over time things will get better.

MARK

There's one practical point somebody's just raising about our chat. I think if you raise a chat, if you just make sure that you send the chat to all panellists and attendees then everybody can see your question. If you just leave it to the default which is just all panellists Clare, Jeremy and myself can see all the chat but the rest of you can't necessarily see the questions. There's a question that's come in; do you think you need to pre-allocate groups before you begin the session? You can do, it's hard work if you're delivering a big large group session I would argue it's not worth the effort. But if you're dealing with 200-300 people you don't want to pre-allocate. But you can create breakout rooms of any size that you want with the delegates that you've got and you have a choice, after you get them back you can keep them in the same group or you can shake them up every time you split them into a breakout room. So, certainly on Zoom you have that opportunity but to pre-allocate certainly within Zoom more than about 20 people is a lot of work. I don't know people who've used Teams and StarLeaf with big groups might find it a bit easier. Jeremy you want to come in.

JEREMY

I think Clare's probably done this now, she's got her hand up as well, but if you're going to pre-allocate I think you have to do it at the time of setting up the meeting and you

need a spreadsheet with the names of your attendees on it with their emails they're going to use and then it can divide them up. One of the things I did last week with a group of 40 was we had scenarios and had to allocate them into group one to five so you did have to pre-allocate them, in fact what happened was my co-facilitator who's one of the administrators actually did that on the backburner whilst I was talking. So, you can't do it on your own but if you've got somebody who can help you.

CLARE

I was going to say exactly the same. But also go back to learning principals, why do you want to pre-allocate? So, you might want to pre-allocate because it's important they work in a certain peer group so sometimes we pre-allocate to put people in tutor groups because we're actually bringing in their tutors to work with them in breakout rooms, so we've got stuff going on in parallel. You might want to do a task for example, so sorry my examples will always be medical education but you might want to get them to think about how you teach in different clinical settings so you might want to put the surgeons and the anaesthetists in one group because they teach in theatre, you might want to have GPs who teach in the consultation in another room which means you'd have to kind of know your students. But I think the key thing is to think about why am I doing this? Why do I want to pre-allocate or otherwise? How does it add value to the learning? And if you do think it adds value to the learning, then it's worth the effort. Because I think pre-allocation is a bit of a nightmare not least if somebody drops out and then you have somebody hanging around in a waiting room that you've got to re-allocate to a room and it just all can get a little bit clunky. So, absolutely if you've got somebody to help co-facilitate that helps smooth it out. But, go back to learning principles think why am I doing this? What's the value added of having them in groups and in particular groups? And that can help. And sometimes you get a weird thing that you get students who are sharing one camera and then you just get into a pickle because I had three dentists from the same practice doing the same webinar so I couldn't allocate them. We've had married couples that are in different tutor groups but they're on one computer, we couldn't pre-allocate them. So, I just think there are some real practical things depending on the size of the group.

MARK

So, we've looked at a few key areas so far. So, we've thought a little bit about how the scholarship can inform this and that sort of key question we keep coming back to; why do we want to do this? What are we trying to do in terms of providing high-quality learning for our students by whatever we are doing? We've thought a bit about the process element so we've thought about how are we going to use breakout rooms, how are we going to break up a session, not doing a whole hour on your own, thinking about using facilitators. And one of the advantages of a lot of this large group remote teaching is it does give us the opportunity to redesign our large group teaching. Lots of us probably have got into the habit well we'll turn up and we'll do the same lecture that we've done for the past 15 years but actually the remote stuff is challenging us to re-think these things. And so, there are lots of process elements that the literature can help us with to improve things. We've thought a bit about the technologies, so we've done the scholarship, we've done the process, we've looked at the technology. Pros and cons of different platforms, they're going to change, they're going to evolve. I think as has been picked up a little bit in the chat you may be restricted particularly if you're teaching in an NHS environment which platform that you use and some Trusts will be happy with Zoom and some will not, and some will prefer Teams and some will prefer StarLeaf And really, you're going to have to adapt your large group session somewhat around the technology that you can use. We've shared a little bit about our own

experiences. I would stress they're our experiences, they're the lessons that we've learnt from trial and error. They're not there to say you know they are the correct answer to everything. But they're the sort of four, five key areas that we've picked up on so far. Does anyone want to answer Clare's challenge that she sent out to you? It'd be great to hear your top tips, because actually we'd love to learn from you a little bit more. Here in Cambridge we've tried to put together some top tips about what we've learnt in what we call Virtual Medical Education. Virtual Medical Education or VME will be available - open access - so will be available as a series of resources looking at how can we use remote technology to support small group teaching, large group teaching, bedside teaching, how can we use interactive elements, how can we use whiteboards and things so they will all be available and we can circulate a link to that after this session with any additional comments. We'll wait, we'll have a bit of silence to see if anyone's got any great ideas, tips that they would be prepared to share.

CLARE

I was wondering if people would like to answer the second question I had set up on Slido which is we've had what half an hour if that, 40 minutes, but if your position on it is changing just so I can demonstrate the value of doing kind of before and at the end of session questions, the question is now; how do you feel about facilitating remote lectures now? Ok to feel more terrified. Often the more we think about things the more overwhelming they become. Maybe that's just me who's planning a move. A tad more confident - that's brilliant. So have a go at it.

MARK

I'm enjoying the comment - I'm not sure if that's directed at us - that we should curate our background. As you say one of the problems with virtual backgrounds like the ASME background that we've got is it does distort things slightly. I agree. It's quite interesting looking at different people's bookshelves during lectures so you can provide some entertainment for your students with the judicious use of props on bookshelves in the background.

CLARE

I think there is something really important we haven't quite touched upon is just to be thinking about, so, if you are using a platform that allows students to be seen and invites them to be seen is, I think we just need to be thoughtful about that as facilitators. Because in a sense we're inviting ourselves into their homes often. They may not have an environment that they want actually other people to peer into their world. They may not actually have the best spaces and technology so there's a worry for me around some of this is that as we gung-ho go forward that we kind of forget about the fact that it could create further inequalities in terms of the educational experience. And so sometimes it might be our preference would be for this but we just need to remind ourselves why are we asking that? Whose benefit is it for? So, we can invite but not insist for example. And Jeremy you wanted to add something.

JEREMY

Yeah something that we've done actually because in fact in one of the bits of evaluation we got from a student was that they got fed up with everyone telling them how to use Zoom every single time. Which I still think you need to do but in fact what we've now done is we've written a very brief document that we sent to all of them saying the sessions are going to be taught on Zoom, this is what we would like you to do. So, we've said if it's groups of under 20, we'd like them to have cameras on, but mute audio, if it's groups of over 20 then it may be that we have to have cameras off but they might be invited to put cameras on. And also, about using the chat facility for

<p>asking questions and how we will try not to put them on the spot by asking questions to them directly.</p>
<p>CLARE</p> <p>Mark there's a question from Kalman I thought was worth drawing attention to which is about how to combine asynchronous and synchronous learning so that you get the most from live sessions. And I think that's a really important question and certainly on the Masters and PGDip we've thought about a lot and so one of the things in the feedback is people felt that on our PGCert was that sometimes we were a bit too keen to whip them out of the breakout rooms that as professional learners they wanted more time to talk to each other and share ideas and develop ideas. And it's a bit back to what does it offer that the textbooks can't? And I do think, you know, it's worth thinking not to automatically default to; well I'm just going to go into delivery mode, but actually if I've got this opportunity to have the students live with me, how can I make this the richest learning opportunity for them and what would they need to do before, or what would the follow up be and how do I signpost them and prep them? And I know Jeremy you give your students things to watch but you give them things to watch with some primers for when you watch this video think about x, y and z. And then you bring that in and you discuss the x, y and z, you don't pretend it never happened.</p>
<p>JEREMY</p> <p>Yeah so, we give them advanced organisers with most things. And we actually for the PGCert we're going to warn them that we're doing that, to get them used to it to try and model that as good behaviour.</p>
<p>CLARE</p> <p>Nice.</p>
<p>MARK</p> <p>And there's a few great tips coming through in terms of co-facilitators, in terms of imagining that you are just talking to a single person. So, the other thing to think about linking with that is actually sometimes it's useful being in a large group teaching mode certainly I have done large group sessions where I'm not on screen but I stand up because I feel more comfortable with that sort of large group environment. And the didactic type content having that second moderator can be quite useful there. I'm just going to see if I can invite somebody to join us a second.</p>
<p>JEREMY</p> <p>One of the things Mark you say when you're standing up, do you have your camera on when you're standing up, or do you have your camera off?</p>
<p>MARK</p> <p>Camera off, always camera off.</p>
<p>JEREMY</p> <p>So, one of the things somebody taught me recently was actually don't feel when you're presenting that you have to have the camera on the whole time. It can actually be distracting if your little face is at the top right-hand corner for other people viewing it. But it's particularly difficult if you are recording something to look at yourself, that's a bit grim. So, certainly that would be, when I then learnt that was ok that made life a lot easier.</p>
<p>MARK</p> <p>So, Linda you made a very interesting point earlier about you'd been doing some work with actors about how to use a camera. Did you want to say a little bit more that, because that sounded fascinating and we could all learn from that, I think.</p>

LINDA

Yes, it's been great fun actually I happen to be a stand-up comedian as well as a GP and the whole comedy community has obviously had to move online and they've got some great tips about how to use that space. And the main thing is to look at the camera, work out where the camera is on your device because most of us are looking at the screen rather than at the camera. And then to use your proximity whether you're coming up close to the camera or further away to add a bit of variety and not sit there rigidly all the time really. But they've also, I've worked with a psychotherapist who does a lot of body work and she pointed out that your staring at a computer screen, you're in a very hunched position it's important to encourage people to look out beyond the screen and be aware of the space behind you as well as in front of you, so you're not just sitting there for eight hours a day. So, we can learn a lot from other professions, I think.

MARK

Yes, I think that comment about how do you use the camera is really important. Because we do tend to all look down, looking at the images as opposed to looking at the person's face through the camera. So, thank you for joining us.

LINDA

Pleasure.

MARK

I'm just going to pick up there was a really interesting question about how can you evaluate whether learning has taken place and Jeremy I think you've got some useful tips there for how do we evaluate whether learning has taken place in terms of how do you close a session?

JEREMY

So I think at the end of a session I will often, if it's a small group session I will actually just do what I would do in a small group session and instead of writing it on a post-it note I'll get them to do a round of one thing they've picked up and one thing that they want to go and think more about. In a large group session I would probably get them to do that and I think actually at the moment practically you probably would have to do that on chat and explain to them why you're doing it. And also ask them for their feedback on how the teaching's gone. I mean my advantage has been that I've been working with a tutorial group of ten, the same two groups every week for the last eight to ten weeks and that's easier because you then get some immediate feedback from people that feel comfortable talking to you. In a bigger group it's much more difficult and we actually ask them very specific questions and set it up by saying we were all learning and we're trying to improve our teaching and what did they think worked well and what didn't work well. And then we'd tell the group what the previous group had said.

MARK

And certainly, a learning management system has advantages from that point of view. You can follow up with information in terms of what was the key learning that you got out of this session. You can use things like Mentimeter and Slido. As I say the key thing to evaluate in my experience is it's very easy to do a poll of a; did you enjoy this or not, but that doesn't really give you much useful information about learning. But actually, getting somebody to articulate what are the two or three key messages that you're taking away from this is a really helpful way of evaluating things. And you can use things as I say like Slido and Mentimeter to get that information, you can use the chat function. Particularly if you're recording a session like this one because then you can go

back and have a look in terms of what was put there or as a I say with a learning management system you can do that separately that would be one of the advantages of that.

CLARE

I think it's a massive question and it's a webinar in its own right but sometimes we're very keen to kind of catch it at the immediate end, if you've got a continuing relationship with students I'd be thinking about the questions you ask them the next time you see them, so you can ask them questions at the beginning related to the previous lecture because that primes them, it gets them more ready. There's a very nice, there's a range of ways in which you can ask questions as we've said in things like Slido and Mentimeter. I mean even something really simple if I just show you the Slido that we've done. And it's so rough and ready and it doesn't really tell you anything although we were asking you about feelings. So, I was curious to know how people felt. So, what Slido does is a word cloud so obviously the bigger the letter, the words, the more emphasis that you get. But that was at the beginning; so excited, nervous, interested, anxious and this time we've got confident and excitement and again there's fewer numbers. But it can be interesting, I've used this with kind of feeling kind of stuff with a huge group of newly qualified dentists and that was fascinating because some of the words that came up there I wasn't expecting and it gave us an opportunity to unpack and explore some of those words in the session. But I think evaluation in itself is quite complex.

MARK

But I think the great thing with things like Slido is coming back to the comment that you made earlier, you're actually accessing a little bit about how the student themselves is interacting with their thinking and their feelings and it's a really helpful way to evaluate things. I'm aware that we've been going for 45 minutes. We could probably carry on the conversation all evening but I'm going to draw things to a close. Thank you for sharing the Slido. Thank you to Clare and to Jeremy for their input. Thank to Linda for very kindly joining us to share a bit about your discussions with actors. In terms of this session it has been recorded, the ASME office will be putting this up online and there will be a link to that circulated in the next few days. I think we've answered pretty much all of the questions. We may look through the chat to see about useful tips that people have mentioned that we can pull together a little bit. There's another BITESIZE session. So the next BITESIZE session is next Tuesday with Nisha Dogra and Riya George which is the second part of a discussion on the challenges of diversity for medical education and it will be worthwhile before that session if you're interested in looking at Nisha's sessions that she did three or four weeks ago to give you a bit of background to that. As I say we'll try and put together a little tip summary from things that people have raised, we hope that you found that useful. Thank you for giving up your time, thank you for joining us we hope you found that a useful and interesting session.

CLARE

Thanks folks.

JEREMY

Bye everyone.

ENDS