iNeedHelp: Integrating Technology to Improve Teaching on Family-Centered Rounds

July 21, 2017

CME Disclosures

- None, sadly

Workshop Objectives

1) Identify challenges and explore potential solutions to improve teaching on family-centered rounds

2) Learn best practices from around the country on incorporation of technology to improve family-centered rounds

3) Participate in small group demonstrations with hands-on time using various technologies to improve FCR education

INTRODUCTIONS
Workshop Outline

1. Challenges
2. Educational theories and approaches for teaching with technology
3. Small group hands-on demonstrations
4. Large group discussion on solutions and lessons learned

Background and Rationale
Why technology and teaching?

• Information explosion and digitalization

• Rapid increase in educational technology

• New generation of learners
Generational Change

Preferences of Millennial Learners

- Interactive group activities, workshops, simulation, game-style presentations
- Web-based, self-directed learning
- Sharing and access to educational materials
- Technology-enhanced, convenient, personalized, relevant teaching
Technology and Educational Theory

• Fundamentals of andragogy: self-directed, internally motivated, interested in real time problem solving, accumulate experience
• Differences in learning styles
• Use of multimedia can support the needs of different types of learners while following the principles of andragogy
Educational Strategies using Technology

- Just-in-time
- Educational pre-rounding
- Flipped learning
- E-learning/multi-modal
- Peer-to-peer teaching
- Social media

Just-in-time Teaching

- Maximize learner preparation and set them up for success
- Examples: mini-lectures using a tablet on rounds, longitudinal curriculum support using apps with notifications/reminders to faculty and learners
Educational pre-rounding

• Choosing teaching points or topics ahead of time
• Example: Use of kahoot or poll everywhere to assess learner needs

Flipped Classroom

• Students independently learn foundational concepts ahead of time, knowledge application and problem-solving occur during group sessions facilitated by the teacher
• Recent systematic review of its effectiveness in medical education
E-learning/Multi-modal

• Podcasts, web-based courses, virtual patient simulations, interactive tutorials, etc.
• Benefits: efficient, unlimited viewing, access across physical distance and in a variety of settings, individualized to learning style
• Can be incorporated into traditional didactic sessions, for example embedded videos or audience response systems into lectures

Peer-to-peer Teaching

• Must know and understand concepts well in order to teach it, promotes educational leadership
• Resident as Teacher curriculum
• Use of media to support family education
Social Media

- Twitter – two-way sharing platform
- Group-sharing formats – Google Drive, Dropbox for sharing documents, educational materials
- nDorse app – reminders and real time positive reinforcement within an institution or group

Breakout Sessions

1. Outside the Door
2. In the Room
3. Communicating with Patient and Family
4. Choosing Wisely
Time’s Up!

GROUP SHARE

Care Bears
Meet Share Bear
Please contact any of us with questions!

References

4. Rose S. Teaching Old Dogma with New Tricks and Technology: Educational Paradigm Shifts in Graduate Medical Education. Clinical and Translational Gastroenterology. 2015; 6, e78; doi:10.1038/ctg.2015.4