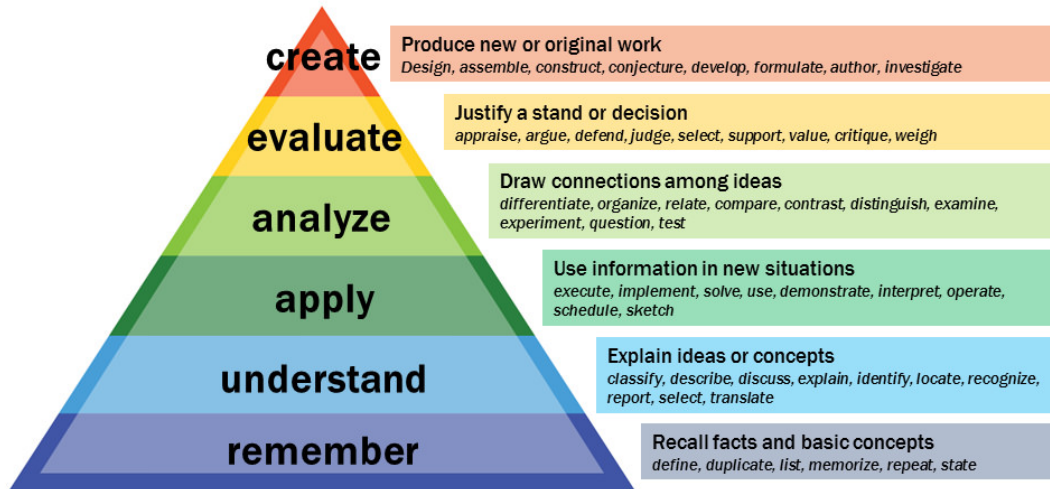


This guide provides steps to map your large group session’s learning objectives with the Bloom’s Taxonomy classifications and outlines different activities and tools to achieve your goals.

Step 1 Content – what are you trying to achieve?

When shifting your teaching approach to a new learning environment (face-to-face, virtual, or blended), your session’s learning objectives provide an effective foundation for building activities and selecting tools to engage learners.

Bloom’s Taxonomy

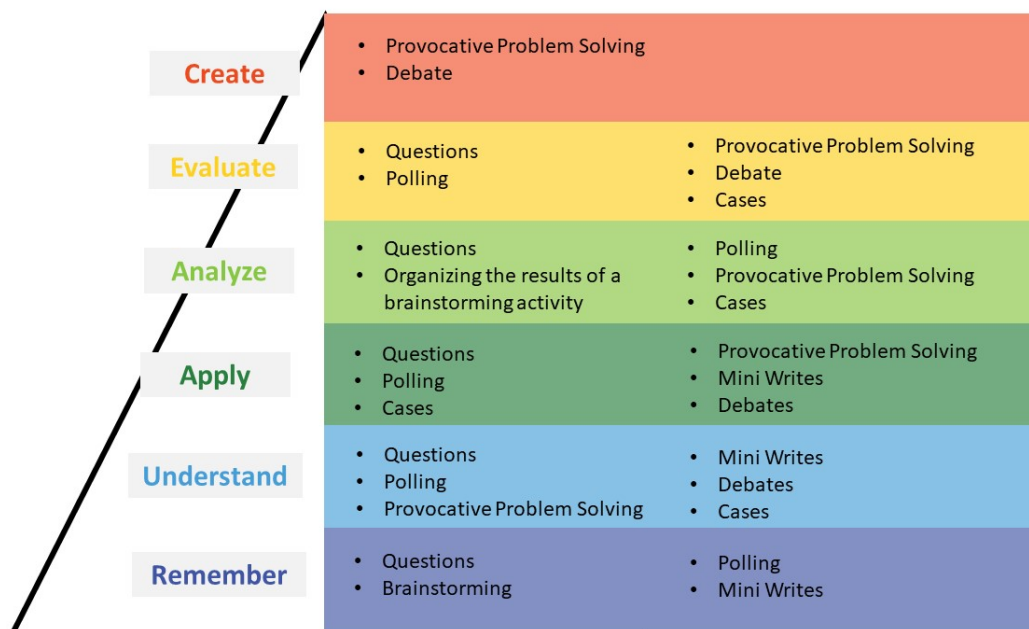


Vanderbilt University Center for Teaching

i

How will learners achieve the objectives?

Next, take a look at which activities easily align with each Bloom’s Taxonomy classification.



Office of
Faculty Development
& Educational Support

edtech

Step 2 Parameters– When will you interact with learners?

Synchronous activities involve real-time interaction with teacher(s) and learners. Ideally, synchronous activities should provide opportunities for significant interaction and collaboration between and with teacher(s) and learners. Synchronous sessions can also be ideal for:

- teachers wanting to teach particularly complex material where control over the pacing and the ability to check-in with learners is important
- topics containing sensitive or difficult subject-matter where teachers would like to set the tone for the discussions and monitor participation to create a safe learning environment

Timing

Virtual activities often take longer than in-person activities since instructions have to be clearly provided for activities to go smoothly and if learners are using additional devices, such as their phone for Sli.do polls or creating and sharing a google document, additional time is needed for access before the activity can even begin. Plan for a few minutes extra than you normally would in in-person sessions for each virtual activity.

Step 3 Execution– How will participants achieve the learning objectives?ⁱⁱ

Questions

Questions are the simplest form of interaction and can occur at any time during the session. By asking questions, you not only turn learners into active participants, but you can also determine their understanding of a topic. Some question types and examples include:

Open questions: support multiple ways of thinking.

Teacher: What can you identify in the following CT scan?

Closed questions: have clear answers, yes or no, or the recall of facts.

Teacher: What happens during a focal onset seizure?

Scaffolding questions: support instructors in building upon learner’s identified knowledge and providing support to bridge gaps of knowledge so concepts are understood in greater depth.

Teacher: The microbiotas shown here are often found in the respiratory tract. Given this, why do you think everyone doesn’t get an ear infection?

Learner: Not sure...

Teacher: Okay, so consider the purpose of our eustachian tube?

Learner: The eustachian tube drains the ear...

Teacher: Great. Yes, the eustachian tube drains the middle ear. Now, what would happen if the eustachian tube becomes blocked with fluid and pathogens?ⁱⁱⁱ

Brainstorming

In this activity, learners generate ideas that are recorded in a visible space. When beginning a new topic, you might begin by saying, “*Tell me everything you know about...*” After collecting ideas, you might decide to put the learners’ comments into categories, or you might ask learners to suggest categories and comment on the accuracy and relative importance of the array of facts, impressions, and interpretations. A central rule of brainstorming is aim to maximize volume first and save critiquing until after the idea generation time is over.

Polling

This technique involves providing questions and giving learners an appropriate time to respond. A quiz at the beginning of a session allows you to determine how familiar learners are with important terms, facts or concepts prior to the lecture, while a quiz that follows a session segment can reveal how well learners understood the material.

Provocative Problem Solving

Begin a session with a provocative question, paradox, enigma, or a case study. The remainder of the session is dedicated to collaboratively solving the problem. You refer back to the problem throughout the session, providing successive bits of information that help learners explore the topic and asking them to regularly update their understanding of what's going on.

Mini Writes

Punctuating your session with short writing assignments is a powerful way to assess the degree to which learners understand the presented material. You might ask, *"Take one minute and write down the key information pearls from that last section."* Or *"Summarize the most important point of today's session (or one segment of the session) in one sentence."* Or *"Identify one concept or question you are still struggling with on this topic"*. If desired, some responses may be shared with the larger group.

Cases

Cases are detailed narratives of information that invite learners' analysis. Learners are asked to make key decisions or evaluations based on the information within the case. The two key elements to teaching with cases are the case itself and the discussion that follows the case. The case should contain a detailed patient history and results of any examinations performed. Then, you can facilitate learners clinical reasoning through probing questions.

What tool will support your activity?

Zoom tool	What it is useful for	Example
Voice	Gathering verbal responses from individuals	<i>"Can someone describe a clinical experience they've had with this topic?"</i>
Video	Soliciting visual responses from individuals or groups	<i>"Rate your confidence with this topic out of 5 by raising 0-5 fingers"</i>
Chat	Collecting input from all participants at the same time, and for creating a record	<i>"What are some questions you have about this topic?"</i>
Response Buttons	Solicit pacing feedback	<i>"How is my pacing – too slow, too fast?"</i>
Breakout Rooms	Enabling group activities	<i>"Work with your group to decide what you would do if presented with this case"</i>
File Share	Distributing a handout, article, or resource to follow along the discussion	<i>"I have just shared a diagram of the heart with the various components labeled A, B, C, D, etc. Let's fill out the proper name for each of these components together and you can"</i>
External Tools (outside Zoom)		
Sli.do Polls	Collecting answers to multiple-choice or yes/no polls and answers to open-text questions anonymously	<i>"Go to slido.com and enter the code XXXX to answer the question 'How many chambers does the heart have?'"</i> <i>One, Two, Three or Four</i>
YouTube/Vimeo Videos	Show videos for context	<i>"This video shows the One Minute Preceptor in action"</i>

Google docs	Collaborative brainstorming in small groups	<i>"In your breakout groups, list all the possible presentations of a COVID-19 patient"</i>
Pen/Paper	Key messages and lessons learned	<i>"For your own learning, write down one thing you want to learn more about after this session?"</i>

Step 4 – Map it out: design your session

Content		Parameters	Execution	
Bloom's Taxonomy Classification What are you asking learners to do?	Learning Objective/ Outcome What are your session goals?	Time allotment How long will the activity take?	Activity What are the appropriate activities to achieve the desired outcome	Tool What tool will support your activity?
Remember	Memorize COVID-19 patient presentation symptoms	5 minutes	Questioning	Sli.do Poll

Faculty Development Support

If you have any questions about shifting your teaching approach from face-to-face to virtual or blended modalities or would like to receive one-on-one consultation, please contact The Office of Faculty Development and Educational Support.



fac.dev@ubc.ca



<https://facdev.med.ubc.ca/>

References

ⁱ Armstrong P. Vanderbilt University. *Bloom's Taxonomy*. Available from: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/> [Accessed 2020-06-20].

ⁱⁱ Pylman S, Ward A. 12 tips for effective questioning in medical education. *Medical Teacher*. 2020 Apr 15:1-7.

ⁱⁱⁱ This material is borrowed and adapted from the UBC Family Practice's Faculty Development guide: Engaging Learning Activities for online sessions developed by Bill Upward.



Office of
Faculty Development
& Educational Support

edtech