Luca Giori,
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THE UNIVERSITY OF TENNESSEE COLLEGE OF VETERINARY MEDICINE
DEPARTMENT OF BIOMETICAL & DIAGNOSTIC SCIENCES
Outline

• IAMSE
• AMEE
• AMEE initiatives
  – ESME courses
• IAMSE meeting San Diego 2015
• Reading your PPT isn’t teaching
• IAMSE manuals
  – How to guide for active learning
IAMSE

- **International Association of Medical Science Educators**
  - nonprofit professional development society organized and directed by medical faculty members
  - Founded in 1997
  - members in over 40 countries
  - basic science and clinical medical faculty
  - other health care disciplines (osteopathic medicine, veterinary medicine)
AMEE

• Association for Medical Education in Europe
  – worldwide organization with members in 90 countries on five continents
  – Founded in 1972
  – teachers, educators, researchers, administrators, curriculum developers, deans, assessors, students and trainees in medicine and the healthcare professions
  – https://www.amee.org/what-is-amee/initiatives
IAMSE & AMEE MISSION

- To advance health professions education through teacher development
- To ensure that the teaching and learning of medical science continues to be firmly grounded in foundational sciences and the best practices of teaching
- To provide multidisciplinary, interprofessional and cross-cultural forums for discussion of issues affecting medical science education and educators
- To promote the sharing of information through networking, conferences, publications and online activities
- To identify improvements in traditional approaches and supporting innovation in curriculum planning, teaching and learning, assessment and education management
- To serve as an international voice to enhance appreciation of the crucial role of medical sciences in health and health care
International Association of Medical Science Educators

19th Annual IAMSE Meeting
From Islands to Integration - Identifying the Gaps and Building Bridges

San Diego, CA USA
June 13-16, 2015
SAT - all day faculty development course – 4 concurrent sessions

Role of Basic Science in Clinical Decision Making
(Integration across all four years) Dr Leslie Fall

process of designing curricular elements to support the continuous integration of foundational sciences and clinical medicine across medical education programs

1) the inclusion of clinical reasoning and skills into the more traditionally basic science portions of the curriculum

2) meaningful assessments of basic sciences within a clinical context including the use of essay exams for a large class

3) a return to basic sciences during clerkship training

4) the development of conceptual frameworks to guide integrative curriculum design
Program

SUN-MON-TUE — 1 plenary session — 9 concurrent focus sessions

- Applying the Neuroscience of Learning to Designing Effective Learning Experiences

- Integration Through Collaboration

- The Four Seasons: Learning & Personality Preferences in Interprofessional Healthcare Learning

- Creating Narrated-Animated Videos (NAVs) for Medical Science Education

- Reading you PPT isn’t teaching
Reading Your Powerpoint Isn’t Teaching

• Deirdre Bonnycastle
  – Clinical Teaching Development Coordinator
  – University of Saskatchewan, Canada
  – http://words.usask.ca/medicaleducation/

• how we can improve our use of technology to engage students in the learning process
There is evidence that active learning, student centered approaches to teaching physiology work, and they work better than passive approaches.
If students are not engaged, they probably won’t learn. If they are, they might.

Paul T. Corrigan, 2013
HOW TO KICK START YOUR CLASS WHEN FACEBOOK IS CALLING?
First You’ve got to get their attention

1. Anonymous opinion polls
2. Jigsaw puzzle
3. Peer instruction quiz
Anonymous opinion polls

TRY IT

https://www.mentimeter.com/s/0f7618060a50b2b806796e7a6b14cea5/ebe00213b8d5

From «Reading you PPT isn’t teaching»
Jigsaw puzzle

• Divide the class into 5 groups A, B, C, D, E
• Assign each group a different pre-reading
• Re-divide the class into 5 new groups so that one person from ABCDE is in the new team

  1 - ABCDE
  2 - ABCDE ....

• Explain what they learned to team mates
• And draw a MindMap

From «Reading you PPT isn’t teaching»
MindMeister Collaborative Concept Map

Engage and Collaborate

- Exchange information and ideas
- Correct one another’s mistake
- Make studying fun
- Work simultaneously on the same mind map
- Infinitely undo all changes
- See who did what and when
- Delegate and manage tasks

https://www.mindmeister.com

From «Reading you PPT isn’t teaching»
Peer instruction quiz

1. Quiz
2. 60-79% pair
3. Retest

From «Reading you PPT isn’t teaching»
10 Things That Learners Pay Attention To

Controversy

Visuals

Questions

Comparison

Contrast

Lists

Brevity

Problemsolving

Emotions

SHIFT

DisruptiveElearning

Stories
How Do You Confront Their Misconceptions?
1. Involve them in the conversation
2. Role model how you think
3. Physically involve them
Involve them

https://answergarden.ch/view/211923
2. ROLE MODEL

Antifungal Drugs

- Griseofulvin
  - Inhibits fungal mitosis via disruption of spindles. Deposited in keratin precursor cells so new hair or nail growth is resistant to fungus

- Echinocandins
  - Non-competitive inhibitors of glucan synthase (cell wall)

- Caspofungin
- Micafungin
- Anidulafungin

- Polyenes
  - Amphoterican B
  - Nystatin

- Imidazoles
  - Ketoconazole
  - Miconazole
  - Clotrimazole

- Azoles
  - Fluconazole
  - Itraconazole
  - Voriconazole
  - Posaconazole

- Triazoles
  - Broad Spectrum

- Terbinafine
  - Inhibits squalene epoxidase and therefore ergosterol biosynthesis; gets accumulation of toxic squalene; no effect of Cyp450

From «Reading you PPT isn’t teaching»
The first question I would ask myself is “How do I categorize antifungal drugs?”

The second question would be “How do these drugs work?”

From «Reading you PPT isn’t teaching»
Physically involve them

https://youtu.be/Yk-4KKsPEvo
How Do You Know That They Actually Learned Anything?
1. Use reflective questions

2. Quiz them on Key takeways
Reflective questions

• What is the most important thing you’ve learned today?

• What’s piquing your curiosity? What can you do when you leave class today to satisfy your curiosity?

• What contributions have you made to our learning today? How could you give a little more?
Enter your Keytakeaway

Active Learning works

Have technology backups

Yawnbuster allows you to create PowerPoint tools you can type on and save.

From «Reading you PPT isn’t teaching»
Resources

• Teaching Professor Tips app
  – http://www.magnapubs.com/teaching-tips-app/

• MindMeiser Collaborative Mindmap
  – https://www.mindmeister.com

• Mentimeter
  – https://www.mentimeter.com

• Answer Garden
  – http://answergarden.ch/

• Yawnbuster interactive PowerPoint
  – http://www.yawnbuster.com/
How-To Guide for Active Learning

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&
Ann Poznanski, MD, PhD

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