Using Technology for Effective Teaching

New Ways to Teach in the Classroom and Clinical Settings

Chantilly Apollon, PhD
Jill Bond, MA
Christy Boscardin, PhD

Christian Burke, BA
Sam Chung, PhD
Renee Kinman, MD, PhD
Brian Schwartz, MD
The session leaders today:

- Chantilly Apollon, PhD
- Jill Bond, MA
- Christy Boscardin, PhD
- Christian Burke, BA
- Sam Chung, PhD
- Renee Kinman MD, PhD
- Brian Schwartz, MD
HOW DO YOU USE TECH TO ENHANCE YOUR TEACHING?
When might you be thinking about technology integration?

- Exposed to a new technology
- Identified a problem
Breakout Room Activity: Challenges

• Remember which room you’re in
• List challenges you face with technology in teaching
• Designate a reporter
Share your challenges
Intro & Agenda

• Part 1
  – How people learn
  – Leverage Zoom for active learning
  – Humanize active learning

• Part 2
  – Revisit: How people learn
  – How to use asynchronous videos

• Part 3
  – Identify UCSF Ed Tech resources
  – Exploration
Part 1: How People Learn

• Christy Boscardin, PhD
Tools for Active Learning

Leveraging the Tools in Zoom

Chantilly Apollon, PhD and Jill Bond, MA
Active Learning Tools in Zoom

- Chat
- Video On/off
- Breakout Rooms
- Reactions
- Zoom Polls
- Round Robin (host video order)
- Annotation
Breakout Room Activity: Explore

- Explore 2 topics:
  - Room 1: Poll Everywhere (Sam, Jill)
  - Room 2: Jamboard (Brian & Christy)

- Your next instructor will join you for the 2nd one after 15 min. (30 min. total)
Humanizing Online Learning
Where we've been & where we're going

• Part 1
  – How people learn
  – Leverage Zoom for active learning
  – Humanize active learning

• Part 2
  – Revisit: How people learn
  – How to target asynchronous learning with technology

• Part 3
  – Identify UCSF Ed Tech resources
  – Exploration
Part 2: Revisit How People Learn

- Christy Boscardin, PhD
Intro: Videos in teaching

• Videos are a great tool for asynchronous learning

• Zoom can be used to create videos that can include:
  – Webcam video of yourself
  – shared slides and apps
  – shared videos and music
  – …no videographers needed!
Chat: What makes educational videos engaging for you?

1. Type your answers in chat or use audio
# Rubric for Creating Video Lessons

<table>
<thead>
<tr>
<th></th>
<th><strong>Emerging</strong></th>
<th><strong>Developing</strong></th>
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<tr>
<td><strong>Learning Objectives</strong></td>
<td>Learning objectives are missing.</td>
<td>Learning objectives are present but do not utilize Bloom’s Taxonomy (or similar verb selection)</td>
<td>Learning objectives are communicated using Bloom’s Taxonomy (or similar verb selection)</td>
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<td></td>
<td>Learning objectives are inconsistent with course learning objectives.</td>
<td>Learning objectives do not align with the organization of video chunks.</td>
<td>A subset of learning objectives are represented by each video chunk.</td>
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<tr>
<td><strong>Organization and Division of Content (chunking content)</strong></td>
<td>At least one video is longer than 15-20 minutes</td>
<td>Video content is divided into chunks but an introduction or conclusion is not always included.</td>
<td>Content is divided into a sequence of well-defined, logical chunks that align with learning objectives. Each chunk:</td>
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<td>There is a series of videos but it’s unclear how they are connected.</td>
<td>The divisions of content do not follow logic or thematic organization.</td>
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<td></td>
<td></td>
<td>• has an introduction and conclusion</td>
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<td>• focuses on achieving the learning objectives</td>
</tr>
<tr>
<td><strong>And more…</strong></td>
<td>No plan to engage the learner</td>
<td>Weak engagement strategies</td>
<td>Well thought out engagement strategies</td>
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And more…
Additional ideas for creating engaging videos

1. Prepare an engaging intro & conclusion for each part
2. Ask a framing question at the beginning of a lecture
3. Periodically ask learners questions to reflect on
4. Look directly into the camera and speak in a conversational but enthusiastic manner
Infections with Strictly Anaerobic Bacteria

Brian S. Schwartz, MD
Division of Infectious Diseases

University of California
San Francisco
### Rubric for Creating Video Lessons

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**Reflection**

- Review the rubric
- Reflect on how you would use these ideas in your future videos
- What else makes video lessons effective?

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• Review the rubric
• Reflect on how you would use these ideas in your future videos
• What else makes video lessons effective?
Summary: Best practices for video lectures

• Content in chunked structure
• Focused instruction, efficient
• Direct students to pause and reflect
• Lecture as a one-on-one talk
• Connect to active learning sessions
Using Zoom to create videos
PollEverywhere Poll:
What video gotcha should you avoid when making a Zoom video? (Choose 1)

1. Open your Web browser and go to PollEv.com/skc
2. Or use text messaging in your phone to complete the poll
Suggested answer: What video gotcha should you avoid when making a Zoom video?

A. Make your light source shine evenly on your face
B. Look directly into the camera at eye-level
C. Have a bright light source right behind you
D. Use an uncluttered or virtual background
E. Choose higher quality video settings
Look great on video

1. Wear solid colored clothing without distracting logos
2. Maintain good posture
3. Minimize fidgeting & broad gestures
4. Check out this guide for presenting yourself on video
Sound great on video

1. Reduce background noise
2. Speak loudly & slowly
3. Get close to the mic
4. Consider using an audio device (i.e., earbuds, headphones)
5. Check out this guide for facilitators using audio
Use Zoom to record yourself

1. Practice your presentation
2. Start your meeting using your own Zoom account
3. Adjust your Zoom Video and Share Screen settings
4. Record, Pause, and Stop as needed
5. Find and share your recording via Box, O365, media.ucsf.edu
6. Check out this guide for pre-recording a lecture
UCSF Resources

• UCSF Library: Learning Technology Group
  https://learningtech.library.ucsf.edu/

• UCSF Educational Technology Services (ETS)
  https://edtech.ucsf.edu/

• Educators Toolkit by Technology Enhanced Education (TEE)
  https://meded.ucsf.edu/tee/toolkit
**Educator's Toolkit**

Most educators now have to be both skilled at teaching and knowledgeable about the essential technology they will need to teach effectively. Here is the core list of essential technologies every educator at UCSF should know while teaching in the School of Medicine Bridges Curriculum.

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<th>Tools</th>
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<tr>
<td>1. Facilitate remote learning</td>
<td>Zoom, CLE</td>
</tr>
<tr>
<td>2. Manage curriculum, calendars</td>
<td>Ilios</td>
</tr>
<tr>
<td>3. Engage the learner with online polls</td>
<td>Zoom, Poll Everywhere, Qualtrics</td>
</tr>
<tr>
<td>4. Meet and collaborate online</td>
<td>Zoom, Office 365</td>
</tr>
<tr>
<td>5. Share files online</td>
<td>Office 365, Box</td>
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<tr>
<td>6. Build community and engagement</td>
<td>MS Teams, FlipGrid</td>
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Visit our Educators Toolkit for in-depth information and strategies on how to use these core UCSF-provided educational tools to deliver effective in-person, online and remote learning.
Q&A

What we discussed

• Create engaging videos
• Look great on video
• Sound great on video
• Use Zoom to record yourself
Part 3: Breakout Room Activity -- Explore

• Explore 2 topics:

• First 15 minutes as a large group with Renee for Memes & QR codes

• Next 15 mins. in breakout rooms with Jill or Chantilly for FlipGrid
Please complete the Skills Assessment and complete the Evaluation Form for this session.

http://tiny.ucsf.edu/EdTechTeaching