



### **General Recommendations**

In most cases, the educational strategies used in our courses involved active learning, discussion, and work in small groups. Depending on your capabilities and instructor bandwidth, two broad adaptive strategies are worth considering:

- **Facilitated Virtual Small Groups**
  - Organize your list of learners into small groups (learning teams)
    - 3-6 per group is ideal to allow equal engagement
    - You may prefer same level (i.e. all PGY1s) or mixed level (i.e. PGY1+2) groups depending on the content you choose
    - Create a group identifier ( i.e. Team 1)
    - Maintain these groups for future virtual learning sessions
  - Assign at least one small group instructor (SGI) to facilitate each group
    - Consider engaging senior residents as SGIs with faculty oversight
    - Instructors may change from hour to hour or week to week depending on availability
  - Facilitating the virtual experience
    - Plan separate virtual meeting space (i.e. separate meetings or breakout space within a single virtual meeting) for each learning team
    - Provide instructor resources (i.e. cases, teaching points) and strategy to your SGIs in advance of the teaching session (see FoEM implementation resources)
    - SGIs should identify learners who are present at the meeting and assign specific roles/expectations for involvement prior to each session
    - Details about strategy for specific courses noted below
- **Facilitated Virtual Large Group**
  - Assign at least one faculty instructor to facilitate each virtual meeting
    - Should have access to full roster of learner names and PGY levels
    - Instructors may change from hour to hour or week to week depending on availability
  - Facilitating the virtual experience
    - Plan virtual meeting space for large group learning
    - Provide instructor resources (i.e. cases, teaching points) and strategy to your instructor in advance of the teaching session (see FoEM implementation resources)
    - Instructor or facilitator should identify learners who are present and assign specific roles/expectations for involvement prior to each session
      - With large group setting, fewer people will have active roles but over time those filling active roles can change
    - Details about strategy for specific courses noted below



## Frameworks

- Ideal for junior learners (medical students, PGY1s), these summarize a systematic approach for complex chief complaints (30min each)
- Large Group Approach
  - Distribute Framework in advance of the session
  - A faculty member or senior resident can discuss the strategy of the Framework, using the instructor's guide for detailed discussion as needed
  - Allow time for learner questions or moderated chat discussion
- Small Group Approach
  - Follow steps above with divided virtual spaces for learning teams
- Asynchronous Approach (30min per Framework)
  - All Frameworks and Guides are available through the Learner Resources menu
  - They may independently review frameworks and guides
  - Consider asking learners to submit summarized learning points or lingering questions