COVID's Silver Lining: Educational Practices Here to Stay

Susan J. Leach
sleach@salud.unm.edu

Rose M. Vallejo

Follow this and additional works at: https://digitalrepository.unm.edu/hsc_ed_day

Recommended Citation

This Presentation is brought to you for free and open access by the Health Sciences Center Events at UNM Digital Repository. It has been accepted for inclusion in HSC Education Days by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.
Introduction

• Teaching during COVID-19 (CV-19) era
  • Step 1: Emergency remote learning
  • Step 2: Evidence-based approaches to online learning
  • Cognitive
  • Psychomotor
  • Affective
• Learners + educators were reeling under strained conditions
• Improved educational practices post CV-19

Altered Teaching Methods

• Deliberate efforts to attend to students' emotional well-being
• Video recorded lectures
• Highly structured assignments
• Deliberate efforts to identify misconceptions and misunderstanding of content

Altered Teaching Methods: Deliberate efforts to attend to students' emotional well-being

• Creating a community of inquiry with multiple opportunities for student engagement and interaction
• Small group assignments designed to incorporate a collaborative learning model both in-class and out-of-class
• Opportunities for students to meet with the instructor 15 minutes before or after class
• Formal time to ask questions
• Informal time to create casual interactions with students
• Instructors are particularly aware of the importance that the tone or atmosphere of the teaching setting, AKA learning climate, is safe and inclusive

Doctor of Physical Therapy Program at UNM: Neurologic Curriculum

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>16 weeks concurrent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>SCI, CVA, TBI</td>
</tr>
<tr>
<td>Intervention</td>
<td>Degenerative diseases PD, MS, ALS...</td>
</tr>
</tbody>
</table>

Fall Semester

First 8 weeks

Second 8 weeks

Neuroanatomy & Clinical Correlates Assessment BSF Impairments

CVA, PD, Cerebellar Dysfunction Assessment Activity Level

Intervention SCI, CVA, TBI

Introductory Image

No relevant financial relationship or conflicts of interest exists related to the content of this presentation.
Peer Teaching: Intervention for patients with PD video

Altered Teaching Methods: Video recorded lectures
- Flexible, self-paced viewing of lectures
- Repetition as needed
- Maximum length 20-30 minutes
- Videos had corresponding assignments to build in accountability and structured learning

Altered Teaching Methods: Highly structured assignments
- Worksheets designed to
  - Direct students toward learning objectives and key concepts
  - Prepare students for rich instructor-directed discussions and case-based learning during in-class sessions

Altered Teaching Methods: Highly structured assignments
- Students self-assess understanding of content after viewing videos & completing assignments.

Altered Teaching Methods: Highly structured assignments
- Assessment of psychomotor performance via recorded skills' check

Altered Teaching Methods: Highly structured assignments
- Increased incorporation of self-reflection
Altered Teaching Method:
Deliberate efforts to identify misconceptions and misunderstanding of content

- Results from Learning Drills were reviewed by instructor and topics students struggled with were reviewed in class via iClicker-type questions.

Example of Muddy Points Video
- Instructor recap of student questions with "Muddy Points" videos at the end of each module.

Conclusion
- The challenges and solutions created by CV-19 have questioned the status quo of pre-CV-19 teaching practices seemingly for the better.
- Perhaps this is CV-19’s Silver Lining.

References

Questions