Conference for Ophthalmic Educators: Improving Teaching Effectiveness

Organizers: Gabriela Palis, MD, Chair; Karl Golnik, MD, MEd, Eduardo Mayorga, MD

Co-Sponsor and Regional Steering Committee Members: Jan Tjeerd de Faber, MD; Prashant Garg, MD; Andreas Lauer, MD; Amel Ouertani, MD; Peter Quiros, MD

October 18, 2014 from 2:00–5:30 p.m.
During AAO 2014 in Chicago, Illinois, USA
McCormick Place, Room S104AB

- Open to all AAO 2014 registered attendees.
- Event SYM58 in the AAO Program: https://secure.aao.org/apps/
- The Conference can be claimed for CME credit as part of the 33 AMA PRA Category 1 Credits™ designated to AAO 2014.
- Access Conference Resources and Slides: http://goo.gl/7IOwg4

Purpose:
To help ophthalmic educators learn more about modern educational theory, methods and tools, and develop relationships that will enable them to enhance educational programs and ultimately raise the level of eye care.

Goals:
1. To discuss adult learning theory and teaching methods, tools and resources that will help educators enhance ophthalmic education.
2. To meet identified needs of participants for information and training related to specific aspects of education (e.g. needs assessment, curriculum development, teaching techniques, evaluation, etc.).
3. To stimulate and support formation of ongoing relationships and collaboration among educators with common interests.
4. To provide input to the ICO, AAO, SOE, and other ophthalmologic societies on how they can support enhancement of ophthalmic education.

Who Should Attend?
- Residency program directors and faculty
- Directors and teachers of Continuing Professional Development and Continuing Medical Education
- Teachers of subspecialists, medical students, and allied eye care personnel
- Educators involved in Certification and Accreditation
Conference for Ophthalmic Educators: Improving Teaching Effectiveness

- Residents and Fellows involved in training juniors
- Educators involved in New Technology for Teaching and Learning
- Ophthalmologic society leaders
- Anyone involved in any aspect of ophthalmic education

Workshops

Workshops are designed to demonstrate educational principles, methods and tools, and give participants hands on experience with them.

There will be six workshops offered with the opportunity to attend two of your choice, one during each session.

Helping Residents Develop Critical Thinking
- Session 1
  (Eduardo Mayorga, MD, ICO Director for E-Learning; Chair and Program Director, Department of Ophthalmology, Hospital Italiano de Buenos Aires, Argentina.)

Curriculum Adaptation
- Session 1
  (Ana Gabriela Palis, MD, Editor in Chief, ICO Center for Ophthalmic Educators; Hospital Italiano de Buenos Aires, Argentina. Peter Quiros, MD, Associate Professor of Ophthalmology, Doheny Eye Institute, University of California Los Angeles, USA.)

Assessment Principles and Tools
- Session 1
  (Simon Keightley, MB, BS, FRCOphth, ICO Director for Examinations, United Kingdom. Clare Davey, MB, BS, FRCOphth, London Eye Unit Hospital of St John & St Elizabeth, United Kingdom. Nicola Quilter, ICO Examinations Executive, United Kingdom.)

Presenting on the Web: How to Develop Successful Webinars
- Session 2
  (Prashant Garg, MD, Director, Education & Dr. G. Chandra Sekhar Distinguished Chair of Education, LV Prasad Eye Institute, India. Matthew Gearinger, MD, Flaum Eye Institute, USA.)

Effective Structured Feedback & Resident Remediation
- Session 2
  (Helena Filipe, MD, Instituto de Oftalmologia Dr. Gama Pinto, Lisboa, Portugal. Andreas Lauer, MD, Oregon Health & Science University, USA.)

Workshop Development
- Session 2
  (Karl Golnik, MD, MEd, ICO Director for Education; Chair and Residency Program Director, Department of Ophthalmology, University of Cincinnati, USA.)

If you are able, please remember to bring your personal laptop or tablet to facilitate your learning experience.
Conference for Ophthalmic Educators: Improving Teaching Effectiveness

Schedule of Events

2:00 Welcome and Introductions
- Goals and Review of the Agenda and Workshops (Dr. Palis)

2:10 Plenary Session I
- Critical Thinking (Dr. Mayorga)
- Curriculum Adaptation (Dr. Palis)
- Assessment Principles (Dr. Keightley)

2:25 Workshop Session 1
1. Helping Residents Develop Critical Thinking (Dr. Mayorga) S103D
2. Curriculum Adaptation (Drs. Palis and Quiros) S106B
3. Assessment Principles and Tools (Drs. Keightley, Davey and Ms. Quilter) S106A

3:20 Large Group Discussion of Workshops
(Drs. Mayorga, Quiros, Davey)

3:35 Break

3:55 Plenary Session II
- Webinars (Dr. Gearinger)
- Effective Feedback (Dr. Lauer)
- Developing Workshops (Dr. Golnik)

4:10 Workshop Session 2
1. Presenting on the Web: How to Develop Successful Webinars
   (Drs. Garg and Gearinger) S103D
2. Effective Structured Feedback and Resident Remediation
   (Drs. Lauer and Filipe) S106B
3. Workshop Development (Dr. Golnik) S106A

5:05 Large Group Discussion of Workshops
(Drs. Garg, Filipe, Golnik)

5:20 Wrap-up

5:30 Adjourn

Updated 14 October 2014

Funding for the International Council of Ophthalmology’s Teaching the Teachers initiative is supported in part by:

Alcon Laboratories, Inc. — The Allergan Foundation
Abbot Medical Optics — Santen Pharmaceutical Co. — Carl Zeiss Meditec AG
Hoya Corporation — Nidek Co., Ltd. — Otsuka Pharmaceutical Co.
Senju Pharmaceutical Co. — Théa Corporate Foundation — Topcon Medical Systems
Conference for Ophthalmic Educators
Chicago 2014: Improving Teaching Effectiveness

Workshops: Session 1
- S103D: Helping Residents Develop Critical Thinking
- S106B: Curriculum Adaptation
- S106A: Assessment Principles and Tools

Workshops: Session 2
- S103D: Presenting on the Web: How to Develop Successful Webinars
- S106B: Effective Structured Feedback and Resident Remediation
- S106A: Developing Workshops
Helping Residents Develop Critical Thinking

Residents need critical thinking skills in order to appropriately apply the facts, concepts, processes, procedures and principles related to medical knowledge to patient care, and develop the rest of the medical competencies we expect them to acquire.

Very few training programs, if any, include in their curriculum the concept and strategies for teaching and learning critical thinking.

**Goal:** To present a strategy and resources to help teachers develop basic critical thinking skills in their residents.

**Objectives:** By the end of the workshop participants will be able to:

1. Access and use free audio-visual resources to teach critical thinking concepts, principles and processes.
2. Identify additional resources such as books, articles and websites.
3. Develop a simple, guided way to help residents develop basic critical thinking skills.
4. Get involved in a collaborative project to help residents develop critical thinking.

Curriculum Adaptation

The curriculum (learning plan) describes a planned and dynamic educational experience. It should include the goals and objectives or outcomes to be accomplished after the experience, linked to the contents and methods that will help the trainee achieve those objectives or outcomes (*what* will be taught, and *how*), how the contents and methods will be distributed during the time of the training process (*when* they will be taught), and how the outcomes of the proposed objectives are going to be assessed.

A well-designed curriculum is highly valuable to guide teachers, students, and program authorities along the educational experience towards a successful outcome.

**Goal:** Participants will be able to develop, adapt, or improve a curriculum for an ophthalmology residency program, considering the various aspects of a curriculum.

**Objectives:** At the end of the workshop participants will be able to explain the 6 steps of curriculum development, especially those related to:

- Needs assessment
- Goals and objectives
- Content and teaching methods
- Resources
- Assessment

The workshop will include:

- A case-based approach for discussion of the 6 steps for curriculum development/adaptation;
- An analysis of a segment of the ICO curriculum;
- Mention of specific useful resources for inclusion of teaching and assessing strategies in a curriculum.

Assessment Principles and Tools

**Educational Goals**
This workshop will demonstrate the current ICO examinations and will guide delegates to construct effective single best answer multiple-choice questions.

**Objectives**
By the end of the workshop, delegates should be able to:

1. Be aware of all the examinations offered by the ICO and the standards required.
2. Be able to construct effective multiple choice questions for any ICO examination.
3. Be aware of the standardization processes involved.
Workshop Descriptions: Session 2

Presenting on the Web: How to Develop Successful Webinars

Advances in communication technology have made a big change in the way we learn or teach and e-learning (sometimes known as “virtual learning” or “distance education”) has become a feasible educational option. This workshop will focus on one type of e-learning: webinars and using the software Adobe Connect to conduct them.

Webinars are an online communication transmitted to an online audience illustrated with slides viewed alongside video of the speaker. A typical webinar allows audiences to interact with the speaker by responding to multiple-choice questions (polling) and submitting questions, along with other features.

Goal: Participants are familiar with adobe connect software and its use for webinars.

Objective
In this workshop we will learn about how to develop and conduct a webinar using adobe connect software. The participants will be provided with hands on experience with adobe connect.

• Introduction to adobe connect
• Uploading presentations
• Activating microphone and camera of host
• Inviting participants
• Interaction with participants using: chat box, voting screen
• Activating microphones of participants
• Recording webinar for archival

Effective Structured Feedback and Resident Remediation

Feedback aims at improving medical learners’ performance. It is both a valuable clinical teaching tool and an essential medical education skill, worth to develop and master for effective learning.

Remediation’s goal is to help the struggling medical learner to surmount identified deficiencies and should be considered as an elevation of feedback. Response to remediation depends greatly on how it is structured and presented.

Educational Goal
Appraise how structured feedback is relevant to improve medical learner’s performance and a well-devised remediation plan can make the struggling learner into a successful professional.

Learning Objectives
At the end of this workshop we will be able to:

1. Explain the rationale for Feedback
2. Use structured Feedback techniques in role-play scenarios
3. Recognize situations in need of Remediation
4. Explain how to build a Remediation Plan

Developing Workshops

Participants will learn the steps of workshop development including choosing an appropriate topic, preparing goals and objectives, developing content, implementation and evaluation.

Goal: The ability to organize an effective workshop.

Objectives: At the completion of the workshop the participant should be able to:

1. List the 6 steps for developing effective workshops.
2. Describe important aspects of these steps.
3. Describe ways to foster interaction.
4. Prepare your next workshop!
In addition to the Conference for Ophthalmic Educators, there will be three additional courses sponsored by the ICO during AAO 2014.

Search the AAO Program: https://secure.aao.org/apps/

An Academy Plus Course Pass is required to attend the below courses. For more information, please visit the AAO website: www.aao.org/meetings/annual_meeting/pass.cfm

Course 607– Presentation Skills: How to Improve the Effectiveness of Lectures

Synopsis: This course intends to increase participants’ armamentarium for making lectures more engaging, active, and effective. Participants will be able to: 1) consider the need to apply the adult learning principles involved in creating meaningful presentations, 2) organize content logically, and 3) design slides adequately and clearly, and 4) present in an interesting, interactive way.

Sunday, October 19, 2:00–3:00 p.m.
Location: McCormick Place, Room N427A

Course 606– Resident, Faculty and Program Assessment: Principles and Best Practices

Synopsis: Teaching does not equal learning and thus resident’s competence must be assessed in a systematic, valid and reliable manner. Principles of good assessment practices will be discussed. Specific, available assessment tools such as 360 degree evaluation, surgical skill rubric and observed patient encounter will be demonstrated. Effective faculty and program evaluation designed to improve teaching effectiveness will also be discussed.

Monday, October 20, 4:30–5:30 p.m.
Location: McCormick Place, Room N140 (please note updated location)

Lab 138– How to use Free Technology to Add Interactivity to Face-to-Face Lectures and Presentations

Synopsis: This course will cover the principles, strategies, and techniques of lecture interactivity. The audience will actively participate during the entire course using their smartphones, iPads, or laptops in the role of attendees. They will also learn, as presenters, to set up different software (“Socrative”, “Google Drive”) and use them effectively, working together with PowerPoint in the same presentation screen.

Monday, October 20, 11:30 a.m.–12:30 p.m.
Location: McCormick Place, Room N227A