

Dear Colleagues:

This 30-minute presentation was designed by one of the ACAPT board members, Mary Blackinton, to answer some of the most frequently asked questions regarding online learning and to share some ideas and best-practices for engaging students online.

Mary points out that one of the major principles in online instruction is that “less is more” – less time, fewer words, fewer talking heads. In this session, you will hear Mary say that the session will be an 18-20-minute recording. In reality, the recorded session was 31 minutes. This brings up another major point of online learning: Avoid the need to be perfect. We are not perfect in our traditional classrooms; and we will be humanly “imperfect” in our online classes. None of us have time to re-record because we coughed or the dog barked, or like Mary, went longer than expected.

Our biggest take-home message is to maintain principles of active student engagement whether you are doing synchronous (same time) teaching or asynchronous (web recordings).

Active cognitive engagement strategies include:

1. Give students guiding questions to answer during/after listening to a session.
2. Ask students to submit their “notes” or concept map as an assignment into the Learning Management System (LMS). Don’t grade it, just scan for accountability.
3. Pause when possible to give participants a chance to think, move a certain way, etc
4. Embed multiple choice or open-ended questions into the presentations.

Active psychomotor strategies include:

1. Assign specific things to practice and hold students accountable to practice. Examples of this include:
  - a. Ask students to videotape themselves performing a skill, then post to small group (7 people) discussion boards where peers watch/critique each other and faculty give feedback as well. Students can use massage tables at home for this.
  - b. Have students observe the performance of an outcome measure you have from you-tube and score or interpret the measure. Discuss in synchronous session.
  - c. Ask students to critique an “imperfect” video, pointing out what was incorrect.
  - d. Ask students to record their voice explaining what they will be doing with a patient and why, then give feedback on the tone, use of jargon, etc.
  - e. Make time limits on video assignments to manage faculty time. Students will have many “takes” to keep the timeline. That is good, it means more practice.
  - f. Have students follow professional guidelines for videotaping:
    - i. Students must dress/act professional
    - ii. They must get consent to videotape their pretend patient (every time)
    - iii. Patients must be appropriately draped

From a testing perspective, we are recommending proctoring online written examinations and easy to observe practical testing. Complex or high stakes skills cannot be deferred online.

The ACAPT Board is committed to continuing our support through this unprecedented and challenging time.