

Tips for including interactivity in an accredited group learning activity

Group learning activities focus on the dissemination and application of knowledge and skills relevant to each of the [CanMEDS Roles](#).

Group learning activities can be

- Face to face/online
- Conferences, workshops, courses, seminars, webinars etc.
- Rounds, small groups, journal clubs. *Accredited with our self-approval process. [Visit our website to learn more.](#)*



Online formats

- **Live streaming of an activity (synchronous learning):**
Webinars, live broadcasting, Facebook live etc.
- **Online programs (asynchronous learning):**
Recorded activities specifically designed for an online format, eLearning modules, recorded activities that include a robust Q&A component etc.

Requirements for interactivity in an accredited group learning activity

- Must have at least **25%** of the total education time for the activity allocated for interactive learning.
- Must allow participations to **see each other's questions and answers**.
- Must have a **faculty member** who oversees the interactive elements with the participants by **moderating** and answering participants' questions.
- Should include a **variety of learning formats** to support the identified learning objectives.
- Should identify the **opportunities for interactive learning** in the program and/or brochure.

Faculty: (speakers, moderators, facilitators, and authors)

- MOC Program Section 1 activity.
- Eligible for 1 MOC Program credit per hour of learning.
- Accredited for up-to 1 year.

Tips for sending certificates

Create a fillable PDF and leave the name field blank. Email this at the end of the activity; each participant can enter their name and then save or print the certificate for their records.

All participants must register for the activity as attendance records must be kept by the physician organization for all accredited activities.



[Visit our intranet page for accreditation standards and other resources](#)

Tips for including interactivity in an accredited group learning activity

Why is interactivity important?

- It **promotes learning** from both peers and faculty
- It **helps participants understand**, translate and apply content to their specific practice contexts.
- It **builds relationships** between participants and the speakers, moderators, or facilitators enabling faculty to supplement the participants' knowledge.

Examples of interactivity:

Face-to-face	<p>Discussions:</p> <ul style="list-style-type: none"> • Invite participants to ask questions and to seek clarifications. Identify the purpose of the discussion first and decided how to encourage individuals to participate. Use an online audience response system for Q&A and polling (such as Poll Everywhere or Slido) • Place microphones at convenient locations around the room. • A question and answer period can also be included after plenaries.
Online synchronous	<p>Pause and ask for questions from participants.</p> <ul style="list-style-type: none"> • Participants can either use the microphone or chat option.
Online asynchronous	<p>Discussion forums / chat areas for all participants with a designated faculty member who regularly responded to the questions.</p> <ul style="list-style-type: none"> • Participants must be able to observe all of the questions and answers on the topic • Many online platforms include option for live polls, breakout rooms, chat options etc. (e.g. WebEx) <p>“Ask the expert”</p> <ul style="list-style-type: none"> • Participants can send questions to a course administrator for faculty to answer. • On regular intervals a summary of the questions with answers are sent to all of participants or posted to an online platform/website. <p>Social media (Twitter, Facebook etc.)</p> <ul style="list-style-type: none"> • Must be moderated to ensure that the comments are appropriate. • Faculty answer questions within the social medial platform. <p>Schedule a teleconference or videoconference between the faculty member and participants.</p> <ul style="list-style-type: none"> • Make sure that participants' microphones are turned off during the presentation and turned back on to ask questions, ask that phones are turned off to minimize distractions, and encourage everyone to participate in the conversations

Q&As

Keep a list of the questions asked by participants. Use this data for a needs assessment and as a way to evaluate if your activity met the learning objectives.

Tips for including interactivity in an accredited group learning activity

Groups

Small group discussions:

- These sessions allow more participants to share in the discussions. It is best to limit small groups to **six** individuals.

Buzz group:

- Ask people to pair up and discuss a presented case or other question as a pair for a few minutes before the faculty member continues.

Round table discussions:

- Participants can all actively engage in the conversations (ideally in groups of 10-15 or 6-8 individuals if there is less time).
- Be clear on the objective for the discussion and ensure that the faculty member can keep the discussions focused on the objective.

Break-out sessions:

- All participants join a small group for a clear purpose such as discussing a topic in more detail, brainstorming, or completing an activity.
- Tell your participants what the objective is for the breakout session(s).
- Some online platforms also allow for breakout sessions.

Tell-Help-Check:

- “The instructor numbers the students as 1’s and 2’s.
- The instructor poses a question to which the 1’s respond. This may be done either in writing or orally. The amount of time allotted to answer the question depends on the depth of the question. Generally one or two minutes are sufficient.
- Once the question has been answered, 2’s provide help with the answer by adding information or editing existing information.
- Once both team members have given input on the answer, they check the text to determine accuracy” (Karge et al., 2011).

Real life

Role play:

- Participants act out roles within a real-life scenario. This helps participants identify different points of view within the case allowing for further reflection and discussion.

Case study with discussion /debates:

- Participants either read or listen to a real-life case scenario relevant to the audience and learning objectives. Participants then analyze the case and present their decision on how to solve this real-life problem, encouraging discussion and examination of diverse points of view.

Skills training/simulation:

- A hands-on activity that provides a real-life experience using the equipment necessary to perform the task.

Tips for including interactivity in an accredited group learning activity

Advice for hosting an online conference from the organizers of CMEpalooza (CMEpalooza is an online CME conference).

1. Rethink the format of your sessions. Some things don't work online at all (problem solving in groups, for one), but some formats just need to be tweaked. Be creative and develop interesting ways to incorporate your faculty into your online sessions.
2. Consider opportunities for audience engagement. You can still use an audience response system. You can still take questions from attendees/viewers. You just need to figure out how to do it within the platform you want to use.
3. Expect some technology issues. You know how the microphone in that live conference room will sometimes buzz and you rush to find the AV tech? This is no different. There will be faculty whose audio doesn't quite sync up with their video. There may be someone who mysteriously gets "kicked out" of the presentation room. Be upfront with your viewers in letting them know that things may not go perfectly. Prepare for the eventualities and learn to troubleshoot in real time (or work with someone who can).
4. Talk to your IT team and get their ideas. You want to hold concurrent sessions available to viewers through different links? You want to try Facebook Live? You want to experiment with something I'm not even smart enough to think of? Your IT people are the ones who hopefully are keeping up on online tech so don't discount their input. If nothing else, there will likely be some infrastructure development necessary for your website, so you'll be needing their help.
5. Keep in close contact with your faculty. Some of these people may have been waiting for years to present their research at your meeting. They are probably incredibly anxious wondering what's going to happen now. Reassure them that you are working on a solution (you are, right?) that will still allow them the opportunity to be in the spotlight.
6. Consider the attention span of your attendees. Much as we may want to believe otherwise, Derek and I are smart enough to know that pretty much no one watches all 8 hours of CMEpalooza straight through. But then again, not many people will sit in sessions at a live meeting for 8 hours straight either. Be realistic with the expectations of your audience. If you have 2 or 3 "can't miss" sessions, think about whether you want to bunch them together in one 90-minute block or space them out throughout the day. I don't know that one solution is better than the other - depends on your audience.
7. Don't throw up your hands and say "This won't be as good as a live meeting." That isn't true. Different does not equate to worse. Hey, maybe you'll be a hero and show that different can actually be better.

CMEpalooza. Surviving (and Thriving) in an Online Meeting World. Available at <https://cmepalooza.com/2020/03/10/surviving-and-thriving-in-an-online-meeting-world/#comments>. Accessed March 16, 2020.

Turning Power Point Presentations into Online Videos

- [Great You-Tube video on how to do this. \(There is a quick ad at the beginning - sorry!\)](#)
- [Here is an article from Microsoft on how to do it.](#)

[Visit our intranet page for accreditation standards and other resources](#)