

The e-teaching collaborative:

How one academic library has partnered to assist faculty in adopting educational innovations

Presented by Laurie Scott, Sheila Pinchin, Amy Allcock
with contributions from Elaine Van Melle and Sarah Wickett



Faculty of Health Sciences and Bracken Health Sciences Library
Queen's University, Kingston, Ontario, Canada



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Objectives



By the end of this session participants will:

- Learn about a unique and successful collaboration between librarians, educators, and technologists
- Discover strategies to meet resource and teaching challenges
- Learn how the collaboration has raised the profile of the library and its partner groups

Overview



1. Who We Are
2. Our Challenges
3. How We Operate
4. Examples of Services
5. Measuring the Impact

Who We Are



Bracken Health
Sciences Library



Office of Health
Sciences Education

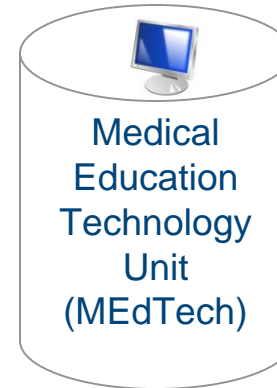


Medical Education
Technology Unit
(MEdTech)



Who Are You?

Resource Challenges



- How can we stop operating as silos?
- How can we avoid overlap & role confusion?
- How can we communicate & work effectively with our faculty - raise profile?
- How can we maximize the use of limited resources?

Teaching Challenges



- How can we encourage faculty to try new approaches to teaching and technology?
- How can we improve faculty awareness of options for innovation?
- How can faculty find out more about colleagues' initiatives?
- How can technology address teaching challenges?

Guiding Questions



Do you face similar challenges?

Response to Challenges



Office of Health
Sciences Education
Educational Developers

Planning, decision making, and evaluation



Bracken Health
Sciences Library

Health Informatics Librarian

*Identify and integrate relevant
digital resources*

Medical Education
Technology Unit
(MEdTech)

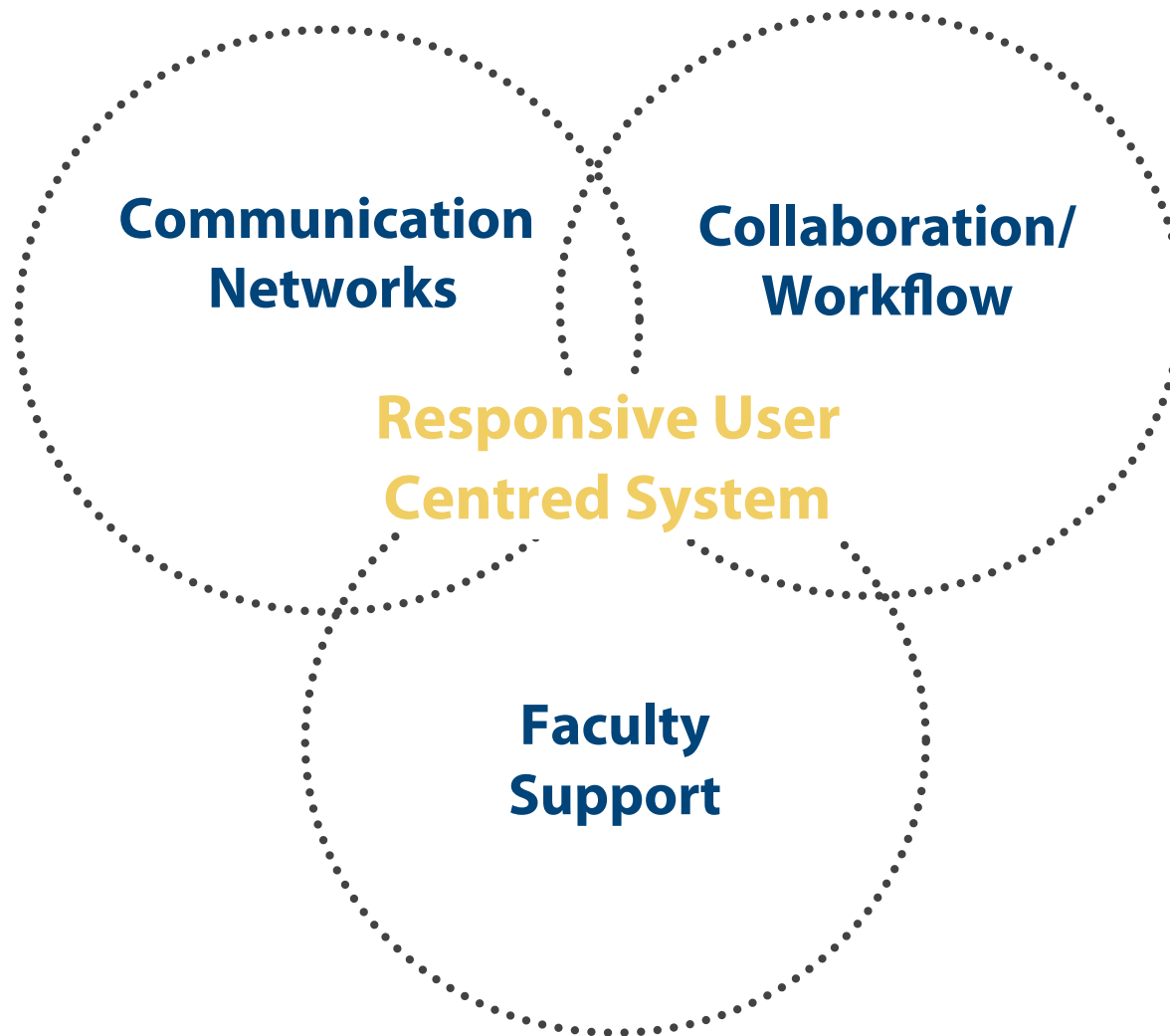
Web Developers

Effective use of technology




Educators, librarians and technologists working together
to promote & support effective teaching with technology.

How We Operate



Communication Networks




Want help with your teaching?


The etc can help you use the following technologies to enhance your teaching:

- PowerPoint
- Animations
- Clickers
- Online Discussions
- Images & Videos
- Learning Modules
- Videoconferencing

Visit us online at
meds.queensu.ca/eteaching/



Ask our team for personalized assistance or browse articles on frequently asked questions

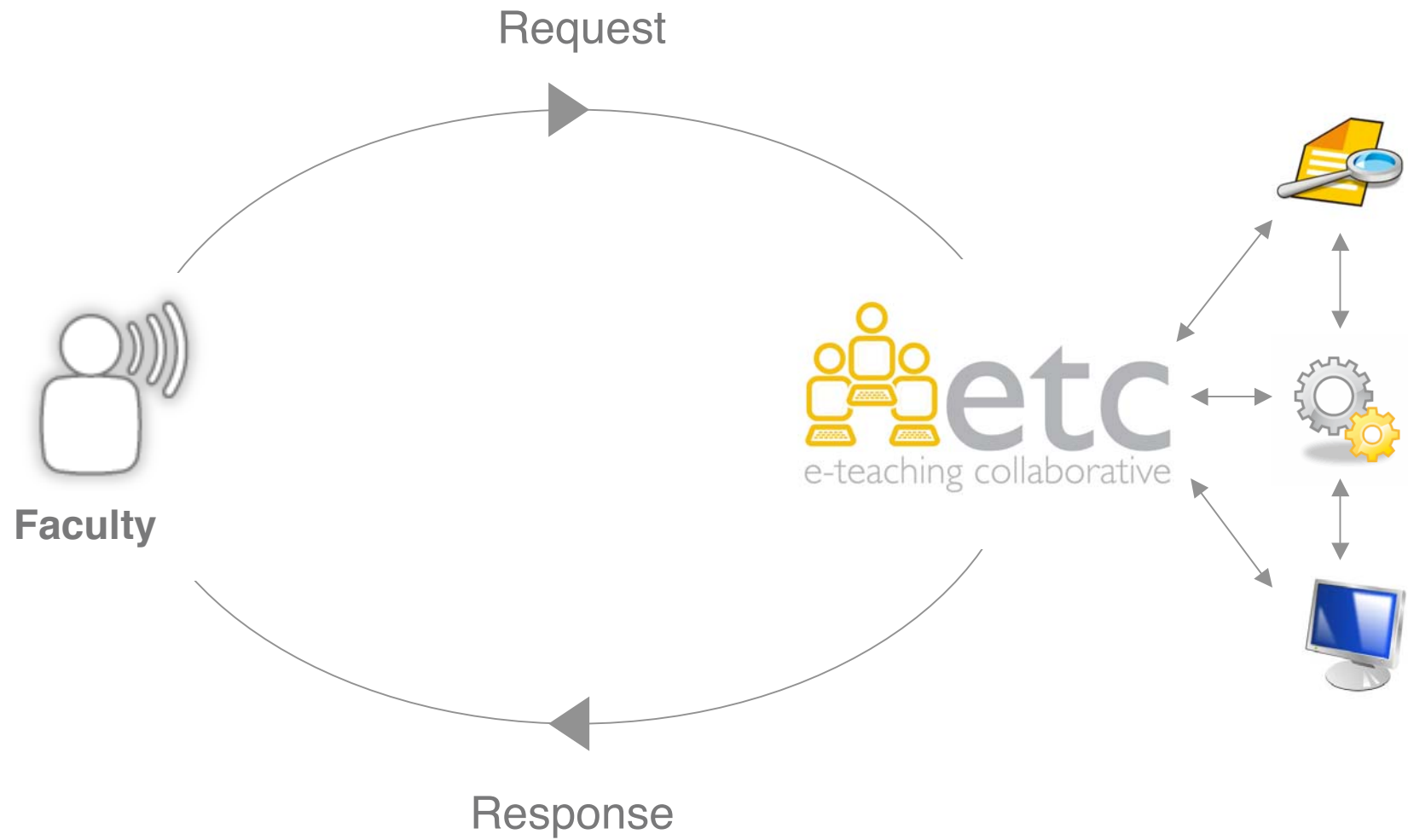


Faculty of Health Sciences

How do people find out about us?


- Departmental meetings
- Bookmarks
- Posters
- ...

Faculty Support



- Home
- News
- About Us
 - Meet Our Team
- Ask Our Team
- Browse Articles
- Success Stories
 - Eric Carstens
 - Lindsay Davidson
 - Lewis Tomalty
- Clicker Support Service
- PowerPoint Help Service
- Contact

► Home



Want Help Using PowerPoint?

click here to find out how the etc can help

Welcome to the etc web site

The e-teaching collaborative is a joint venture of Bracken Health Sciences Library, The Office of Health Sciences Education, and MEdTech. Our aim is to provide one-stop access to expertise in electronic learning resources, technological tools and educational methodology.



[Read more...](#)

Success Stories



"Using the web-based database we developed allows students to post results of experiments and TAs to immediately check the results and post the data on-line for analysis." - Eric Carstens

Have Questions? We Can Help....



Interested in Using Clickers?

Click here for step-by-step instructions and personalized support to get Clickers up and running in your classroom



[Browse Archive](#)



[Ask Our Team](#)

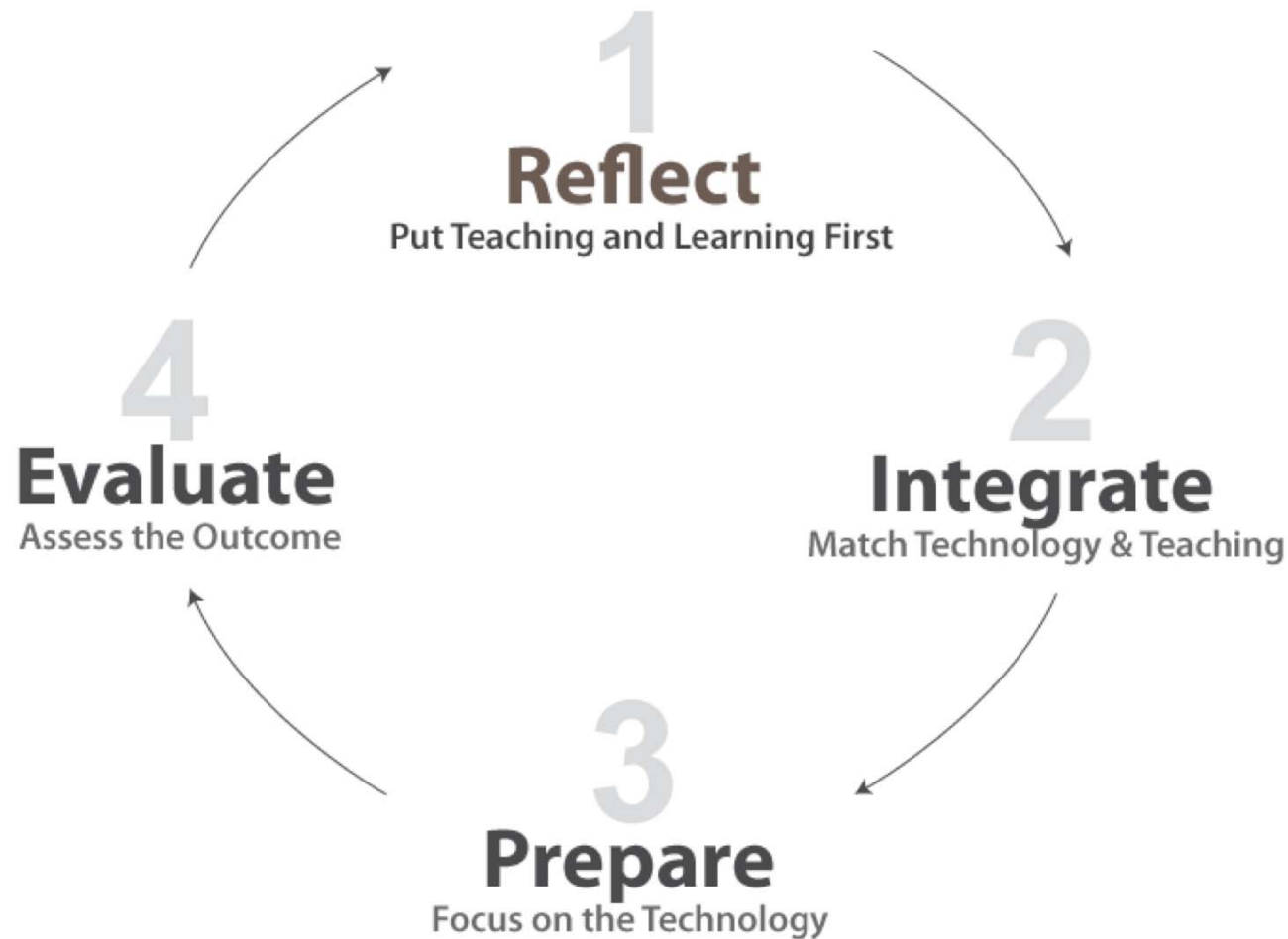
Web enabled, one-stop access to expertise in electronic learning resources, technological tools and educational methodology.

How do we work with each other?

- Monthly meetings
- Wiki



The RIPE Model: Four Steps to Enhancing Your Teaching with Technology



Example: Educational Developer

Aim - to focus and improve learning events



Action:

- Clarify learning objectives
- Develop teaching and learning strategies
- Align learning with assessment

Clarify Learning Objectives and Focus Topics



The objectives are:

1. To understand that health care delivery is dependent on community agencies (formal and lay) in collaboration with other health care providers and to recognize these relationship.
2. To conduct a project for one of these agencies. Examples of projects could include: research syntheses, needs assessment, program evaluation, the development of materials for patient education, original data analyses, or other project types.
3. To experience working in a team comprised of peers, community agency staff and clients.
4. To understand the process involved in completion of a project for a peer-review audience.
5. To prepare a formal poster in a scientific format for a peer-review.
6. This project will introduce you to the range of health related community agencies and to provide you with an opportunity to demonstrate analytical or health promotional skills by carrying out a project of value to the agency
7. Develop knowledge of others involved in the total process of health care delivery. These include professional organizations as well as many community agencies run by lay volunteers with a deep interest in and a detailed knowledge of their subject.
8. Understand the benefits of a team approach to project planning and implementation. Recognize that the physician is one of a number of people involved in the process.
9. Understand the problems related to the attainment of desired goals due to the multiple obstacles which may exist within the community and in the agency's relationship with institutionalized services
10. Develop initiative to resolve identified problems and the involvement of peers in that process
11. Develop skills to prepare a report for oral and written presentation, supplemented by material demonstration
12. This project will introduce students to the range of health-related community agencies and provide an opportunity to demonstrate analytical or health promotional skills by carrying out a project of value to the agency.
13. The students will develop knowledge of others involved in the total process of health care delivery. These include professional organizations as well as many community agencies run by lay volunteers with a deep interest in and a detailed knowledge of their subject.
14. Understand the benefits of a team approach to project planning and implementation. Recognize that the physician is one of a number of people involved in the process.

Clarifying Learning Objectives and Focusing Topics



By the end of the Community Based Project, students will be able to:

1. Describe the broad determinants of health and inquire into health issues in the community through a specific agency
2. Recognize the importance of the relationships among health care providers, community agencies and health care institutions in contributing to the determinants of health and addressing health issues
3. Participate effectively as a member of a community health team in addressing a health issue

Example: Health Informatics Librarian

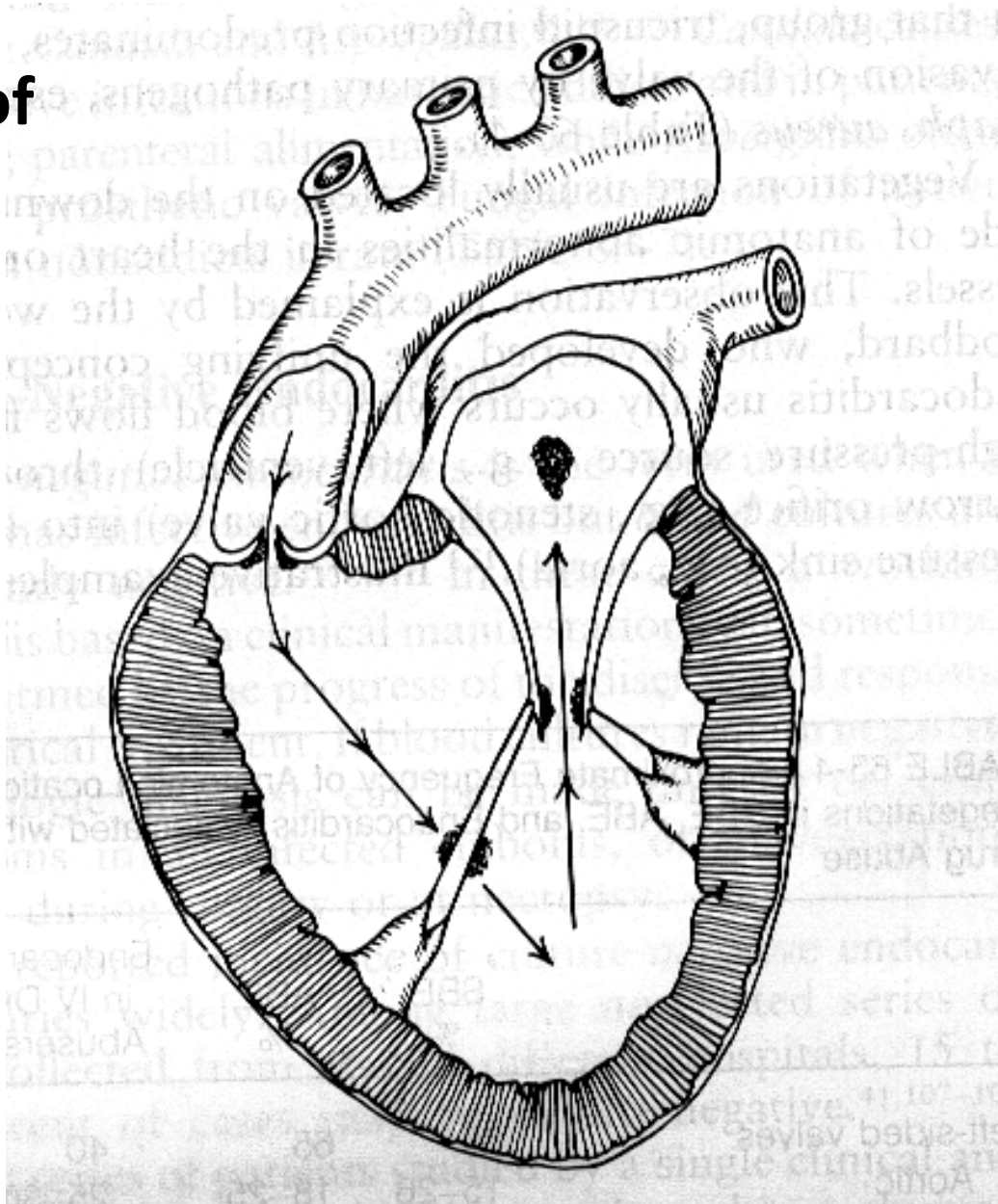
***Aim** - to foster active learning through enhanced visual imagery in teaching materials*



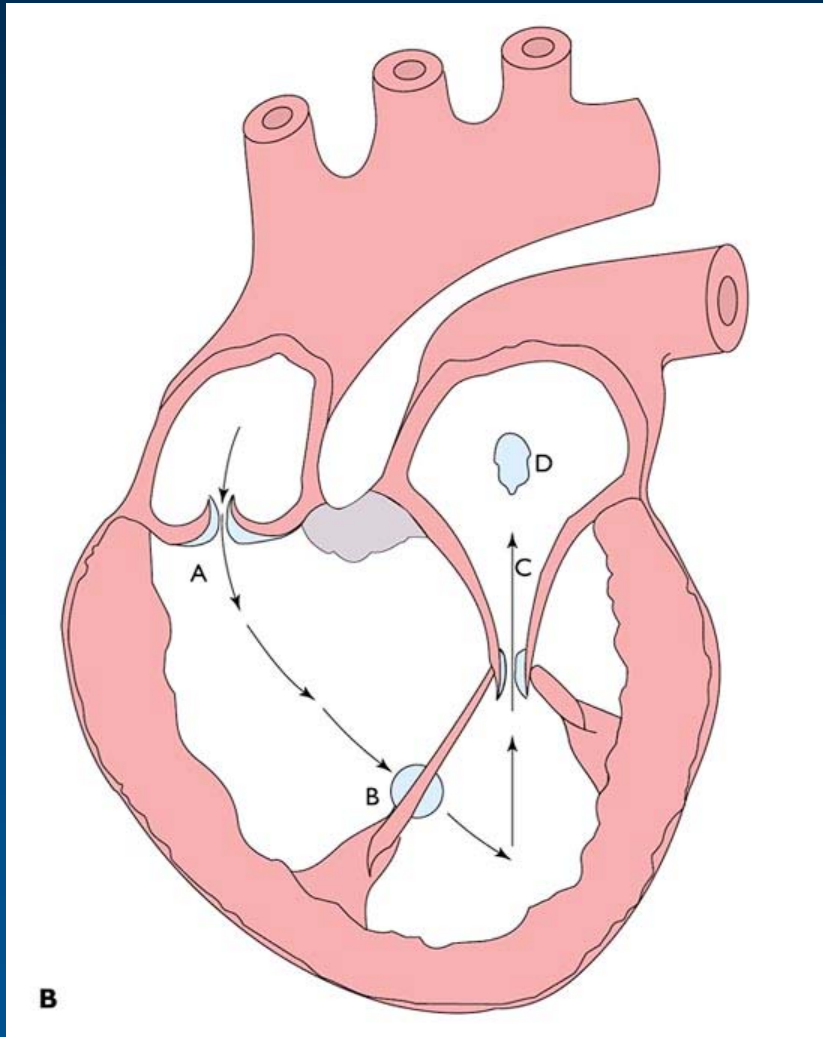
Action:

- Locate resources from online repositories
- Assist with obtaining usage rights
- Incorporate resources into presentation

**Pathogenesis of
Endocarditis
- *the jet lesion***



Characteristic sites of formation of vegetations in the heart



Regurgitant flow and jets produce endothelial injury on the ventricular surface of aortic valve leaflets (*A*) or on chordae tendineae or papillary muscles (*B*) in aortic insufficiency.

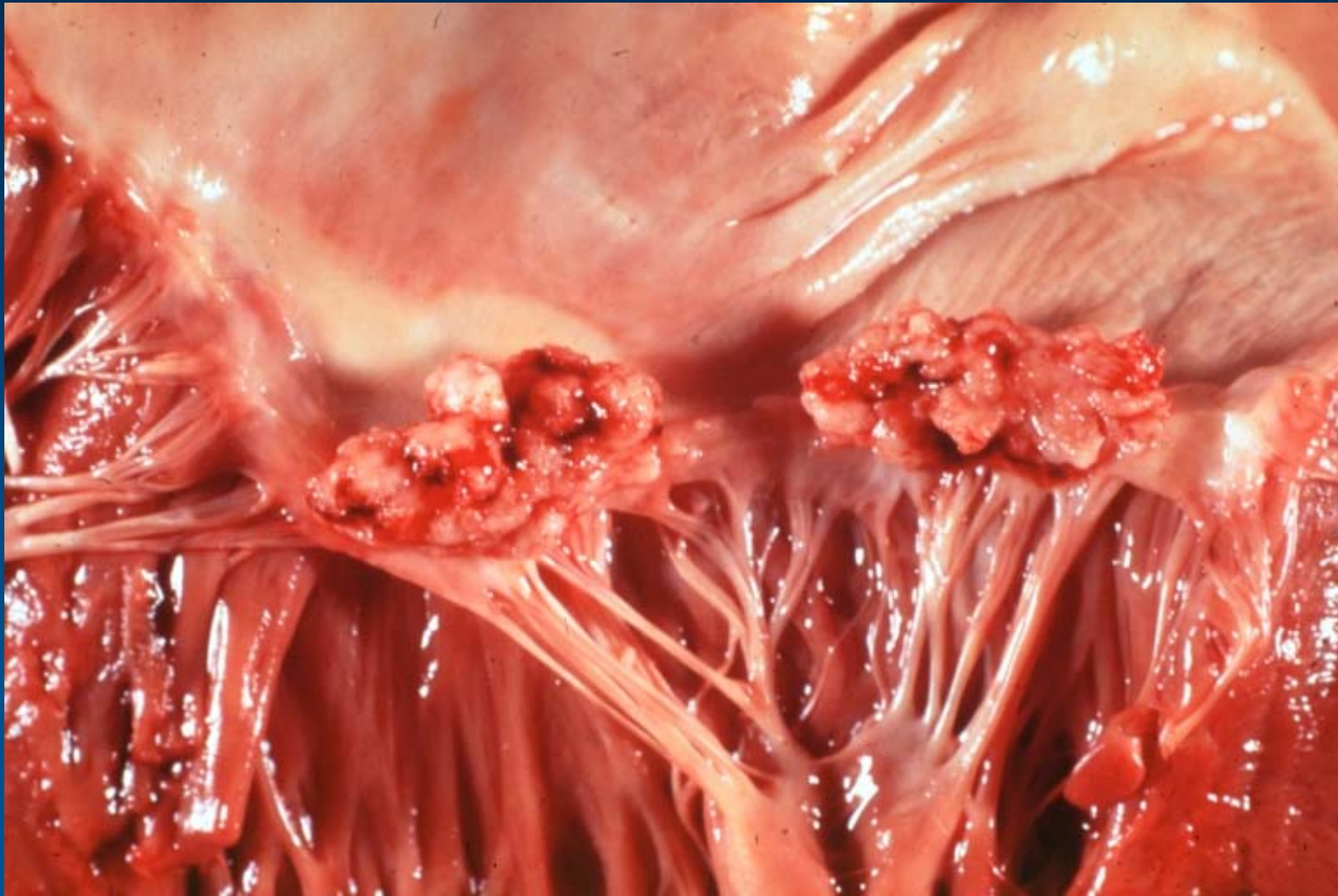
In mitral insufficiency, lesions are located on the atrial surface of the valve (*C*) or in the atrial wall (*D*).

Mitral Valve Endocarditis



HEART: Bacterial Endocarditis

Gross excellent close-up view mitral vegetations



© University of Alabama at Birmingham, Department of Pathology

<http://peir2.path.uab.edu/scripts/acdis.dll?cmd=see&fp=/dbif/PEIR/00001698.tif&fmt=jpg&q=100&h=512>

Example: Health Informatics Librarian



Other examples of search requests include:

- Breath sounds
- Heart sounds
- Online modules & cases
- Copyright permissions
- Videos

Example: MEdTech Web Developer



***Aim** - to develop an online module to allow students to prepare for an interactive, discussion-based classroom session*



Action:

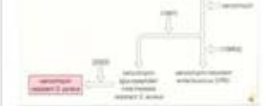
- Determine appropriate online tool
- Create online module using Articulate Presenter
- Provide support on how to use the technology



Dr. Lewis Tomalty

Bio Email

Outline Thumbnails Notes Search



46. Evolution of Antimicrobial I



47. Quiz



48. Production Credits

Quiz

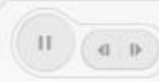
Question 1 of 5:

Point Value: 1

Staphylococcus aureus is resistant to methicillin because (MRSA):

- Altered penicillin binding protein
- Chromosomally encoded Beta lactamase
- Plasmid encoded Beta lactamase
- Efflux pump
- Inability to reach its target site

Submit



Team Example: Improved Teaching Session

Aim - to make teaching more interactive through technology

- PowerPoint review service: new digital images, new formatting, and new educational methodology
- Online case scenario with questions for pre-session student reading
- Use of clickers for case-based questions and for evaluation of teaching
- [Online quiz](#) for formative assessment post-session



Using the TSAD approach I would describe this as: numerous grouped (i.e. the arrangement) _____ (A= the primary lesion), some with _____ (B= the secondary lesion) on a sharply demarcated erythematous base (type), on the extensor surface of the upper arm, crossing over to the flexor surface of the lower arm (the distribution). (The shape of the individual lesions do not particularly help with the description or aid in the diagnosis so is omitted). (FYI: It is a contact dermatitis due to a chemical burn.)

- Vesicles, scale
- Vesicles, crust
- Bullae, scale
- Bullae, crust

No, yes they're bullae but see "a" why it's not scale.

Team Example: Curriculum Revision



Aim - to make teaching more integrated, active, and relevant in response to course evaluations

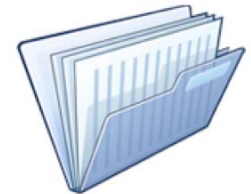


Action:

- Work with neurosciences team: Curriculum re-organization, link to National Objectives, syllabus, case development, use of TBL and small group learning: Sheila
- Website and syllabus linked to MEdTech Central: Amy and Sheila
- Digital images and videos for cases: Sarah
- PowerPoint slides review: Amy, Sarah, Sheila
- Clicker Workshop for Neurosciences faculty for interactive lectures: Amy, Sarah, Sheila and James

Team Example: Database

***Aim** - to help faculty integrate online learning modules into their teaching*



Action:

- Create a searchable database of locally developed online learning resources
 - Collect online resources developed locally
 - Collectively determine fields to be included
 - Research existing databases to see if we can build on existing work
 - Write to authors to ascertain copyright status
 - Work with authors to ensure peer review
 - Develop and populate the database
 - Promote database to faculty

Team Example: Manual

***Aim** - to help faculty integrate online learning modules into their teaching*



Action:

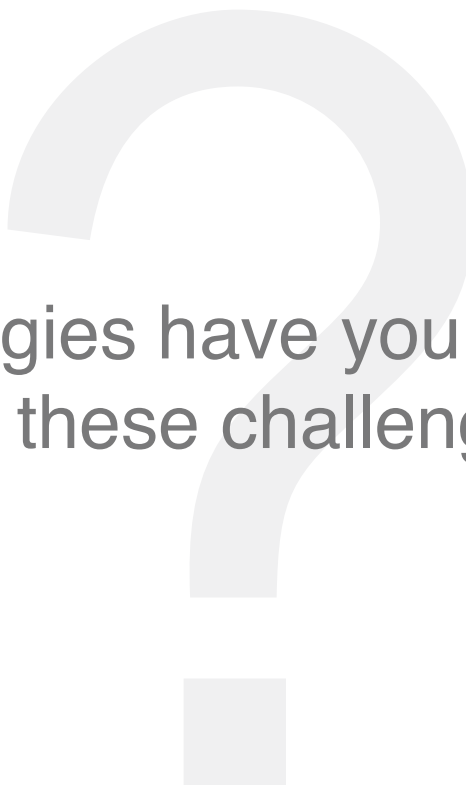
- Create a manual to assist faculty, students, and resource staff in developing online learning modules.
- Focus on:
 - Appropriate technological tools
 - Support
 - Instructional design
 - Use of multimedia
 - Protocol & accountability

Examples of Customized Services

- PowerPoint Help Service
- Clicker Support Service
- Workshops for learning teams



Guiding Questions



What strategies have you used to meet these challenges?

On Resources

- Increased efficiency and reduced duplication of support services
- Increased responsiveness of support services
- Emergence of a creative learning community
- Improved quality of product (learning)

On Teaching

- Expanded and diversified the number of faculty interested in teaching innovations
- Increased the number of innovative teaching initiatives
- Enhanced attendance at Faculty Development workshops

On Profile

- Increased image and multimedia search requests
- Increased library partnership in workshops
- Increased awareness of teaching and technology
- Increased demand for faculty development workshops

Our Ongoing Evaluation



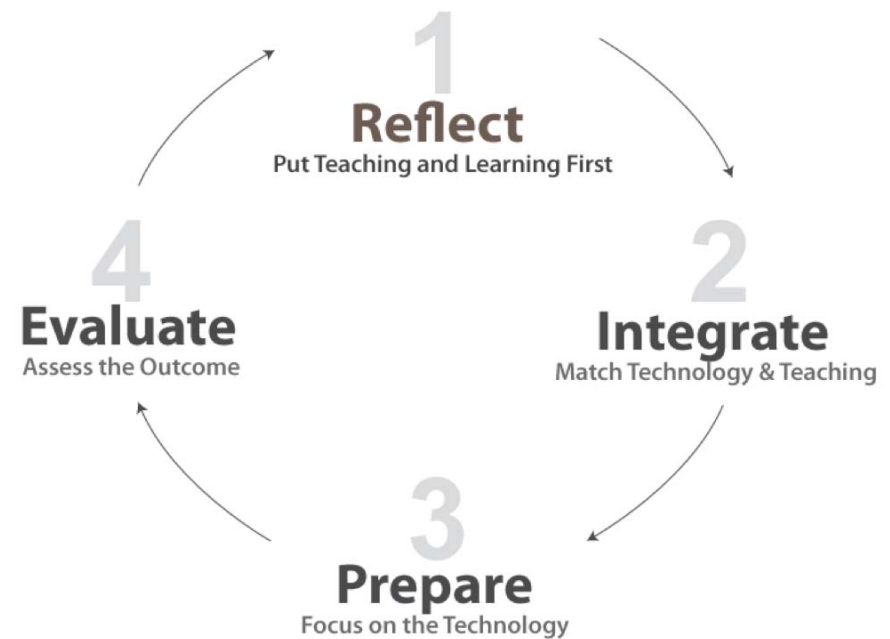
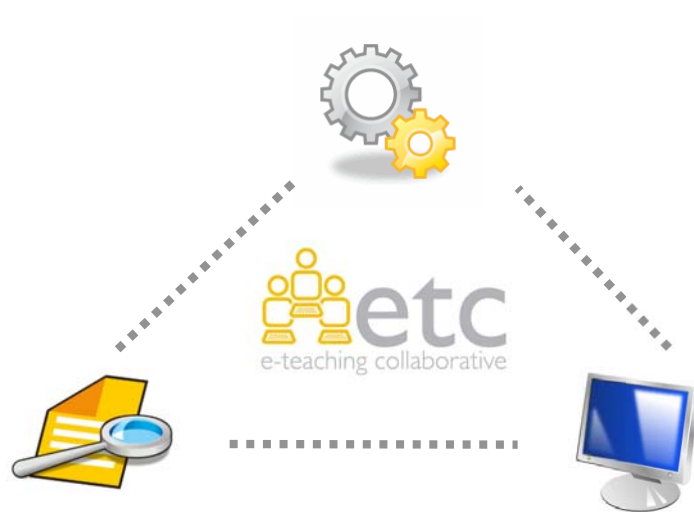
- Tracing our own growth and change
- Formalizing the evaluation of our services
- Documenting projects and feedback

"Great suggestions. Thanks for your support and ideas throughout this. I think it's going to be a way better lecture because of Sheila and Sarah and Amy's input - much appreciated."

- Dr. Karen Schultz

Guiding Questions

What can you take away from our models that you can implement at home?



Thank You



Questions?

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