These resources have helped us develop our own teaching from the emergency move to online teaching and learning in 2020 to date. These same resources have helped us to develop this workshop. For ease of access, we have made the resources available via short hyperlinks and short descriptions. A full reference list can be found on the last page(s).

References related to video by Ian Lee


2. Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All. Daniel Stanford blog examining bandwidth and immediacy across online education methods

3. Teaching Matters Podcast: Student mental health and online engagement. In these podcasts University of Edinburgh academics discuss the impact of online engagement on students’ mental health. Part 1 examines the downsides and part 2 reflects on the positive consequences.

References with practical tips

4. Growth Engineering Blog 13 tips for teachers on how to make online classes fun. This blog takes you through 13 ‘top tips’ for making online learning ‘fun’ and ‘engaging’.

5. Creating Presence with synchronous and asynchronous remote learning. In this YouTube video Andrew McAllister (Director, Academic Computing & Innovation, OCAD University) discusses the use and benefits of both synchronous and asynchronous learning and how you can use them to connect with your learners and create ‘presence’.
6. **Overcoming barriers to student engagement with active blended learning**
   A great report from University of Northampton using student feedback to suggest teaching recommendations we can all use.

7. **Inclusive teaching and learning online**
   This short article details some ways we can promote a feeling of belonging, set expectations for teachers and learners, and evaluate our work.

8. **Centre for Teaching: Inclusive and Equitable Teaching Online**
   This blog shares the observations and opinions of 3 lecturers/professors with regards to how moving to remote/online learning has affected their students and how they have tried to overcome any barriers or issues they have found by developing and changing their teaching methods.

9. **Online University Teaching During and After the COVID-19 Crisis: Refocussing Teacher Presence and Learning Activity** Rapanta et al
   4 online teaching experts are asked advice and guidance for those new to remote/online learning and teaching. In particular, looking at the differences between online and face to face learning, what can make online learning successful, different approaches to online learning and how to assess engagement and learning online.

10. **Elegant Lurking** David White
    This blog details a concept of learning whilst not seemingly actively engaged/participating in the online arena. As educators do we need to re-frame our ideas of what ‘learning’ looks like?

Additional resources can also be found in the [Resources page](#) on the Clinical Educator Programme website.

**Deep dive resources**

1. **The difference between Emergency Remote Teaching and Online Learning**
   A 16minute article exploring how faculty have had to become instructional MacGyvers – improvising in less-than-ideal circumstances. If we are going to embrace the changes that have come about, we need to consider how to move from emergency remote teaching to true online learning.

2. **The myths of the digital native and the multitasker**
   Paul Kirschner; Pedro De Bruyckere
   Challenging some of the myths around a generation of students that we assume require ‘different’ education strategies due to their experience of being brought up in the digital era (spoiler alert: this is not supported by the evidence!).

3. **Embracing the tension between vulnerability and credibility: ‘intellectual candour’ in health professionals’ education.** Elizabeth Molloy, Margaret Bearman (login required)
An article reflecting on how educators expressing our vulnerability to our students can improve the learning experience.

4. **Authenticity and Power** Stephen Brookfield (login required)
A longer article, includes description of classroom assessment techniques (i.e. how we assess our teaching practices) including use of CIQ:
The CIQ takes about five minutes to complete; students are told not to put their name on the form. If nothing comes to mind as a response to a particular question, they are allowed to leave the space blank. They are also told that at the next class I will share the group’s responses.
These are the five questions:
1. At what moment in class this week did you feel most engaged with what was happening?
2. At what moment in class this week were you most distanced from what was happening?
3. What action that anyone (teacher or student) took this week did you find most affirming or helpful?
4. What action that anyone took this week did you find most puzzling or confusing?
5. What about the class this week surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs.)
At the start of the first class of the next week, I spend five to ten minutes reporting back to students a summary of the chief themes that emerged in their responses.

5. **Will Shift to remote Learning be Boon or Bane for Online Learning?**
This blog explores whether this sudden upheaval in education and the move to online remote learning will be a positive effect on the future of online learning from a panel of experts.

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**Teaching on a Virtual Platform**

**Facilitators**

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<thead>
<tr>
<th>Name</th>
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<tbody>
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References


Growth Engineering. 13 Tips for Teachers: How to make online classes fun. [online].[accessed 05.04.2022]. Available from https://www.growthengineering.co.uk/13-tips-for-teachers-how-to-make-online-classes-fun/


