

NOT ANOTHER BORING LECTURE: ENGAGING LEARNERS WITH ACTIVE LEARNING TECHNIQUES

Margaret Wolff, мо,*† Mary Jo Wagner, мо,‡ Stacey Poznanski, оо,§ Jocelyn Schiller, мо,*† and Sally Santen, мо, рно*||

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Examples of Desired Content	Example Learning Objective(s)	Technique	How to Use
Medical knowledge	List common etiologies of fever in neonates	One-Minute Paper	After a discussion of the management of febrile neonates with fever, ask learners to list etiologies of fever in neonates.
Medical knowledge	 Demonstrate appropriate selection of antibiotics for febrile neonates 	Think-Pair-Share	After a discussion of the management of febrile neonates with fever, ask the group to individually consider what an antibiotic regimen would be for a neonate with fever. Next, instruct learners to pair with a neighbor to compare responses and reach consensus. Finally, the instructor randomly calls on pairs to share with the group.
Medical knowledge	 Demonstrate appropriate selection of antibiotics for febrile neonates 	Commitment activities	After a discussion of the management of febrile neonates with fever, ask learners to choose an appropriate antibiotic regimen from a list of choices. Instruct learners to text their response using Poll everywhere technology. Review the correct selection and why the other options are incorrect after polling is complete.
 Medical knowledge and clinical reasoning 	 Differentiate appropriate evaluation for a well-appearing febrile child based on age 	Concept maps	Ask learners to create an algorithm for the evaluation and treatment of a febrile infant based on age
 Medical knowledge and clinical reasoning 	 Differentiate appropriate evaluation for a well-appearing febrile child based on age 	Case-based learning	Facilitate a discussion of the medical management of febrile children by using several different vignettes of children of varying ages with fever
Medical knowledge and clinical reasoning	 Develop an evidence-based approach to young febrile infants Understand gaps in evidence in care of young febrile infants Create a guideline for the care of young febrile infants 	Jigsaw	Each small group is tasked with creating a guideline for the care of young febrile infants. Assign different subtopics to group members (e.g., urinary tract infections, meningitis, infants with bronchiolitis and fever, herpes simplex virus). Providing resources may standardize the information and improve efficiency. Next, rearrange learners to form expert groups by placing all students with the same assigned subtopic together to discuss their topic and develop expertise in the area. Finally, learners return to their original groups (sharing groups) to teach the other learners (a)-fincd(a)((a)(a)(-(a)(-(a)(-(a)(-(a)(-(a)(-(a
Medical knowledge and	Develop an evidence-based approach to		

- clinical reasoning
- young febrile infants Understand gaps in evidence in care young pproach pblemelopCaseØ

DISCUSSION

Techniques To Increase Active Learning During Lectures

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Turn a large didactic session into small group sessions. Sina r , **G**ra t**a**6t a a а ar r t **t** t t a**t.6**at u…r ra (10). S JE .**G**a t of rat JIA. r tt "Gra fabttm.Gmmtm.ttrt . Mrr. ortara or .€a ta⊪a r fat t u., tr ra a.G a r r r a nat t ar r.Pr JE. a a r а f.6a - a .6.16rt.6r a r t a r afafort fafor tat r(f arra . 6t t a 🏨 a а r n.a a r f nf t r ta) (11,12). O t. **6** t ta a ata ft 112 - r fi t а , for r Think-Pair-Share (13). P а t t t troft ar rtof r a rt rr a.I trfl.6tt t n. ar a . N x t, t **G** maxt ft t tr. Get arrt ar ta rt 6 mar r E. Gra art rate. а t a r . T t. 6 . **G**a a r t a r t t r ar rt m.t r a t rt t r r t a r a а а ar rt t t t r fl. 6t x a t rt , **.**6 n а f t forat f ara t at for a robot . T a t art t f a ar tt r

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Flipped Classroom Method Alternatives to Standard Lecture Didactics

CONCLUSIONS

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