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Developing Interactive Curricular Elements with Teams of Faculty, Staff and Students

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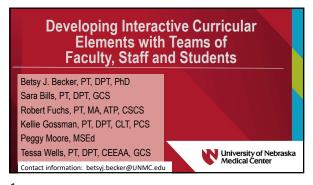
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objectives

- Describe the resultant network structure and composition of faculty, students and staff involved.
- Identify a step-by-step timeline of how the e-Learning modules went from a sketch and brainstormed idea to a tangible and useful product and the important role of instructional designers and an interprofessional peer faculty team.
- 3. Demonstrate exemplars.

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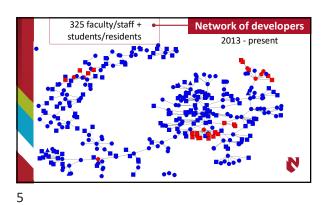


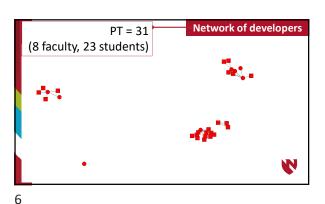
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What was the resultant network of faculty, students and staff who participated?

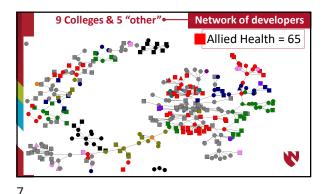
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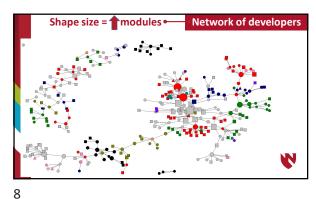




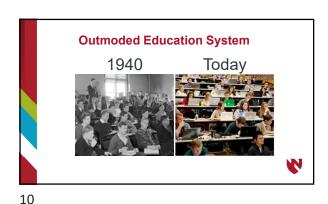
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How did the e-Learning modules go from a sketch to a module? What are the roles of instructional designers? B



Paradigm for Change Enable Mastery Learning via: · Flipped classrooms Creation of just-in-time interactive e-learning modules available to all students · Classrooms more for small group interactive sessions W 11

Paradigm for Change What is an E-module? • A 10- to 15-minute interactive online multimedia module targeting one or two major learning objectives • Multimedia components include: o Video o Learner engagement o Audio o Quizzes with instant Gamification assessment o Some PowerPoint W

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Paradigm for Change

- Strong focus on student engagement and inclusion
- Strong institutional support use of small funded RFAs of cohorts to incentivize participation
- · Public showcase and recognition ceremonies
- · Educational Research and Scholarship

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Students as Curriculum Developers

E-Learning Studio

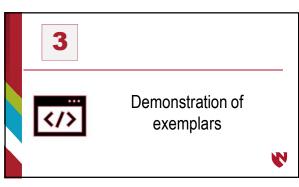
- Instructional design and technology support
- E-Learning authoring tools
- · Scorecard and checklist

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Students as Curriculum Developers

- · Six month timeline
- · Milestone meetings
- · Peer review and testing
- · Showcase and recognition

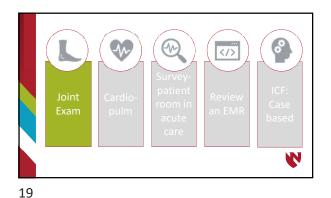


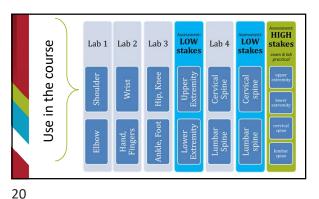
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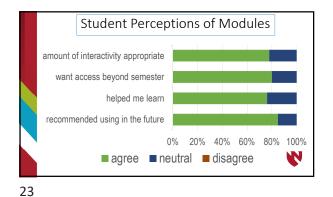


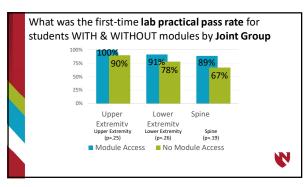
ROM Module Elbow Wrist Hand



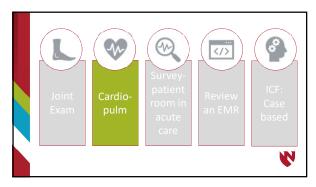


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Developing Interactive Curricular Elements with Teams of Faculty, Staff and Students

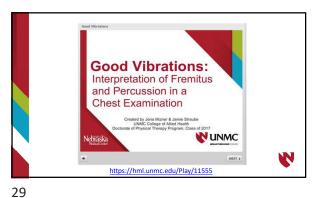


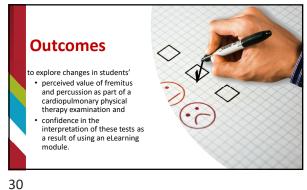


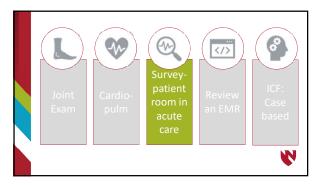
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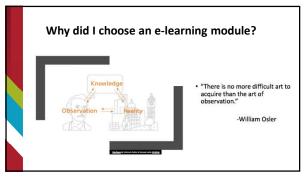


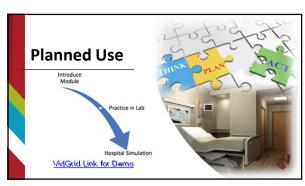




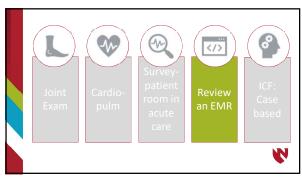


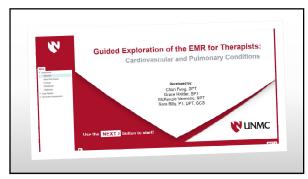
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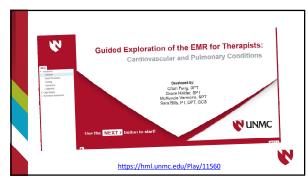


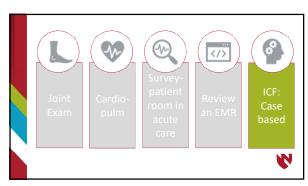






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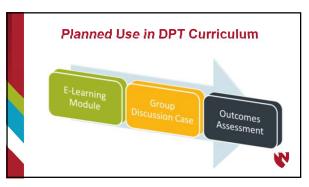


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Clinical Reasoning Activity Using the Classification of Functioning (ICF)

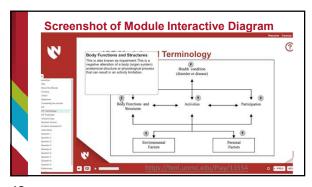
Purposes of e-Learning module

- To introduce students to the concepts and terminology of the ICF
- To provide examples of how the ICF can be used to make clinical decisions
- To provide opportunities to practice making some low complexity clinical decisions
- To prepare first-year PT students for a group discussion clinical reasoning case



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Outcomes Assessment

- ✓ E-Learning module quiz questions
- ✓ Group discussion case metrics
 - ✓ Individual vs. group success in prioritizing and categorizing case decisions
 - ✓ In comparison with those of an expert
- Pre- and post-discussion quiz question success
- Post-discussion survey of effectiveness of entire process



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references

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Summary

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