The CORAL Collection

Resources to equip and develop entry level leaders

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I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization. (Maybe I wish I did?)

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Overview

Please ask questions; I will pause

- Rationale
- Satellite (over)view of the CORAL Collection
- Components of CORAL Cells (6 slides)
- Etiology
- Questions
Rationale

- Many people involved in med ed leadership
  - Committee members, rotation and course directors, ....
  - Students, residents, faculty, staff, ....
- Need orientation/prep but very busy
- Courses too long, “just in case”, rigid
- Need short, effective, targeted, flexible resources
Uses for CORAL Cells

- Flip workshops
  - graduate classes
  - learn to teach
- prepare committee members
- Others ...
Overview


1. Intro, objectives, self-assessment
2. Material (text, illustrations, videos, audio recordings, etc.)
3. **Check for understanding** (with expert/model answers)
5. Concept map, references and further reading
Introduction, objectives, self-assessment

Learning Objectives (what you can reasonably expect to learn in the next 15 minutes):

 Classify brief descriptions of approaches to learning as **surface** or **deep**, or **neither**.
 Describe reasons learners might engage in deep or surface learning.
 Explain the importance of being able to recognize these approaches to learning.
To get started, please take a few moments to consider your own approaches to learning. Did you ever use what you think might have been a deep or surface approach to learning? Why or why not?

Let's start with deep learning sometimes called meaningful learning....
Check for understanding

1. Which of the following brief descriptions show mostly surface or mostly deep learning (or neither of them)?

a. You overheard some students talking about a course from the previous term and describing how they crammed, got a good mark, but forgot much of the content.
Check for understanding: **Model answers**

a. You overheard some students talking about a course from the previous term and describing how they crammed, got a good mark, but forgot much of the content.

- Classic surface learning: common, effective for getting decent marks, but leaves little foundation upon which to build further learning. They may also have been strategic having first identified the areas they thought might likely show up on the exam.
Cell evaluation: Self-assessments

- Did these expert explanations make sense and help you better understand the objectives? Please tell us your experience in the short evaluation coming up soon. But first, please complete the following very short self-assessment on the objectives of this CORAL cell.

- To what extent are you NOW able to meet the following objectives? (0 is not at all and 5 is completely)

- To what extent WERE you able the day before beginning this CORAL Cell to meet the following objectives? (0 is not at all and 5 is completely)
References


For further reading


Concept Map
Etiology

- Sabbatical project 2017-18
- 20 years in med ed as Director ES&D, Course Director, Chair of CC, President CAME, Editor CMEJ, .... (retired)!
- Head start talking to everyone (January 2017)
- Created a prototype, recruited other authors
- Web support from U of Saskatchewan
- On-going development and expansion
- See me if interested – author or user
Help us improve.  
Your input matters.

- Download the ICRE App, or
- Go to: www.royalcollege.ca/icre-evaluations to complete the session evaluation.

Aidez-nous à nous améliorer.  
Votre opinion compte!

- Téléchargez l’application de la CIFR
- Visitez le www.collegeroyal.ca/evaluationscifr afin de remplir une évaluation de la séance.