Educational considerations for remotely enhanced socially distanced courses

This document explains in a bit more detail some of the changes that you will need to make to your facilitation as an instructor on the remotely enhanced APEx course. It covers both the remote content considerations, and the practical application on the face to face (f2f) day.

Remote sessions

Faculty meeting and familiarisation with the platform that you will be using is necessary before the course starts. The three remote sessions can all be done on one day, or can be spread out over the fortnight before the f2f day. One remote 'day' can be attached to more than one f2f day, we would suggest no more than 32 candidates on the remote session.

All candidate groups are for 4 candidates only and will be mentored by 2 instructors on the f2f day (or two full instructors and one IC).
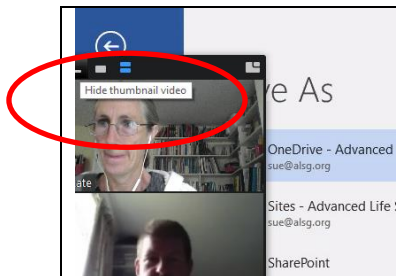
Preparing beforehand
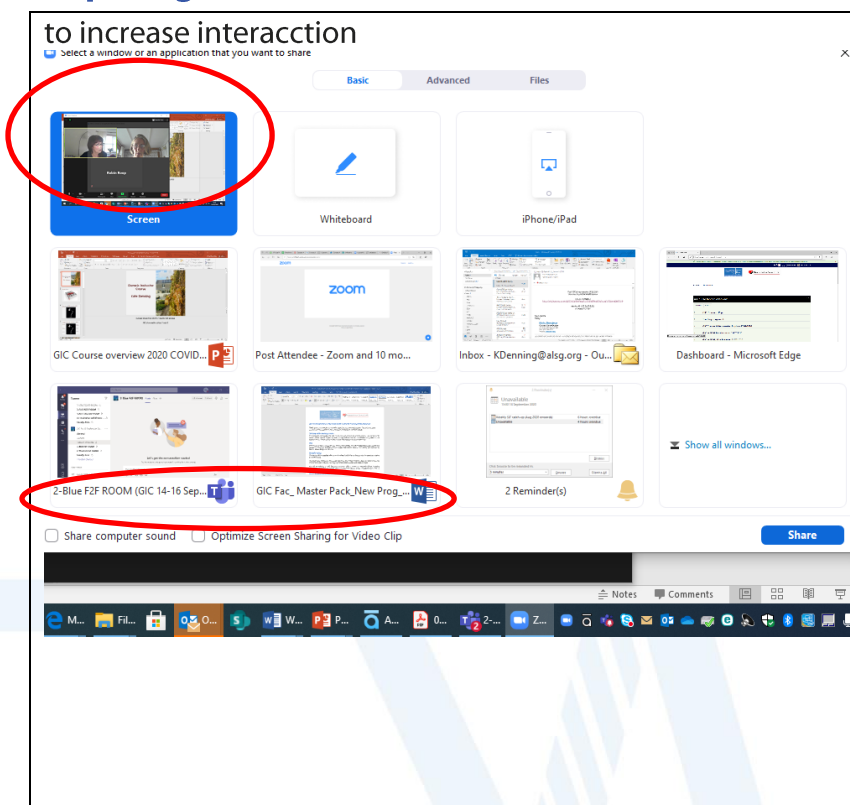
If you are moderating a session, practise sharing your screen and accessing the content before you work with the candidates. You may find this link helpful if you decide to use Zoom https://support.zoom.us/hc/en-us/articles/201362153-Sharing-your-screen Each time you share your screen you need to enable both boxes 'share computer sound' and 'optimise screen sharing for video clip'
When you share your screen using the top left option, highlighted in blue allows you to share anything on your screen rather than just a specific document. You will need to use 'share screen' to show your slide set, but may want to return to normal view when you are interacting with the candidates a lot. The video link above explains how to do this.

- Make sure that you have fully downloaded the relevant PowerPoint slide set to your computer prior to the start of the session as it may take some time to download. The PowerPoint slide set contains all the materials you will need to run the session. Take time to familiarise yourself with the content and the flow of the session. It includes slides to talk to as in a conventional lecture, but may also include videos, quizzing to do with the whole group to increase interaction and instructions on giving the candidate tasks to do in their breakout rooms.
- The coordinator will need to set up the breakout rooms prior to the session, and when candidates arrive can assign them to their breakout rooms.
- Ask other members of your household to **avoid using the internet** while you are giving your session as it may significantly reduce the quality of your presentation.
- If candidates are having internet issues they can turn their video off once you have checked they are all present.
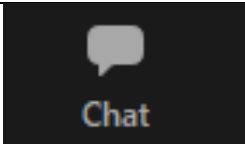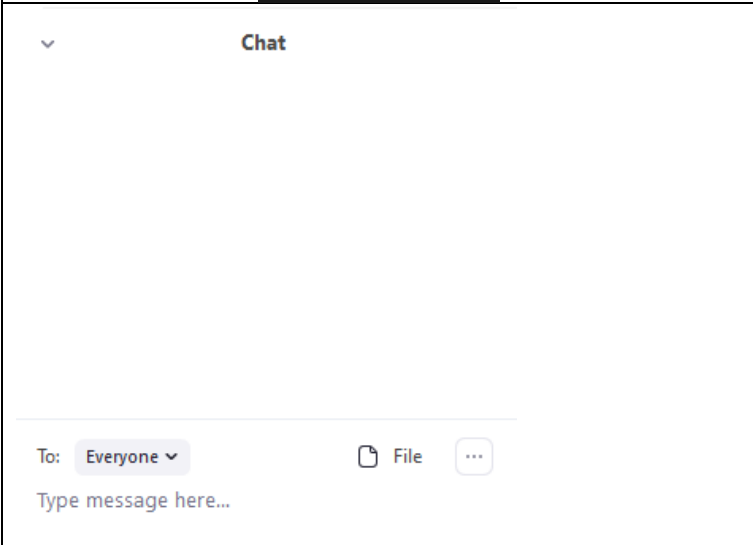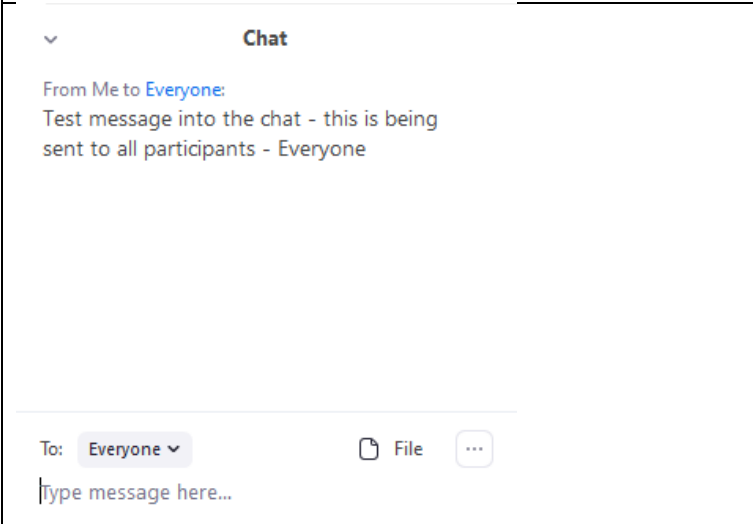
When the session starts

- Ensure that all participants are present before starting the lecture.
- Make sure that you are close enough to the camera, and have your screen at an acceptable angle of tilt so that you look your best!
- Ask candidates to mute unless they are speaking, suggest that they can either raise their hand if they have a question or put it into the chat function. At specific times in the session you may want them to answer more spontaneously so make sure that you let them know this at the time. When you do ask a question you will probably have to leave a much longer pause than normal before one of them answers.

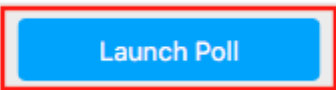|	
	If you are giving the first session, explain that candidates can change their view e.g. focus on the speaker/focus on the slides by changing the buttons at the top. If you are not familiar, try all of this out yourself beforehand. NB screenshot is from Zoom

- Have a second instructor available as a moderator to respond to messages in the chat function as it is difficult to run the session and keep your eye on the chat. The course director should be available to do this for you, if not organise someone beforehand.
- Try to look straight at the screen/camera so that the candidates still feel like this is a personal experience
- When you want the candidates to discuss with each other, they can do so in breakout rooms, which have been set up for you already by the coordinator. You will need to ask the coordinator to open the rooms. The coordinator will then bring them back together when you are ready by announcing in the rooms that they will close in 1 minute.
- Make an effort to keep to time as it is harder to concentrate on a video lecture than a f2f lecture. Guide times have been given throughout the ppt slideset.
- Have a list of the candidates' names and groups to hand so that you are aware of who is speaking a lot and can target groups to share their discussions. When working with a smaller group during the case based discussion you can chart participation levels and ensure all have had an opportunity to speak.
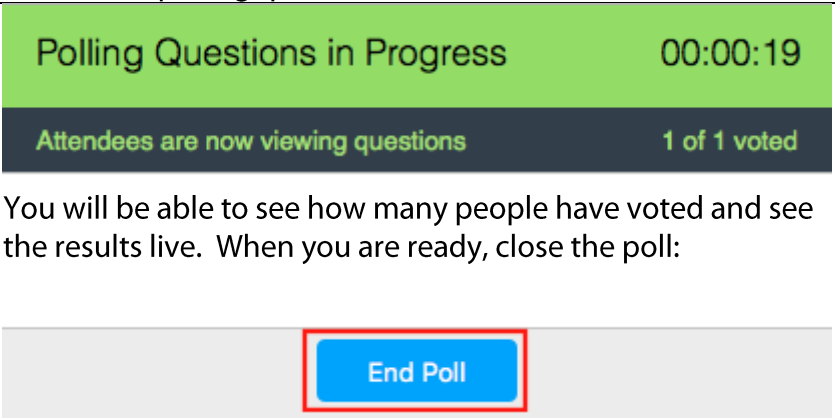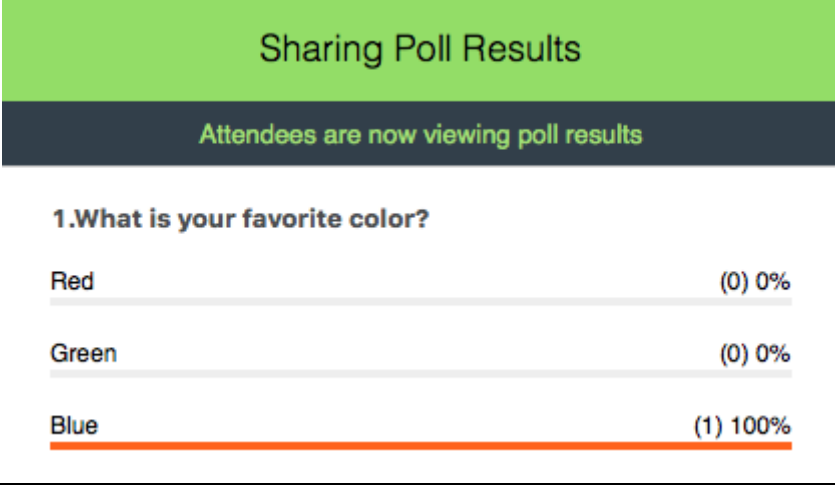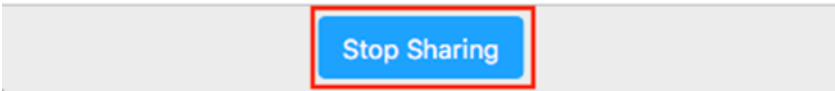
Chat

	Click on the Chat icon in the menu bar
	During the course day, candidates and faculty can post messages to the chat.
	You can choose in the To: dropdown to message Everyone or just one participant. **If you want to send a private message to one participant double check you are not messaging Everyone before you press the send button.**

Using polls

The polls have been pre-set in the meeting set-up and you will find all available polls when you go to launch a poll:

Launch your poll when prompted in the session notes	• Click **Polls** in the meeting controls. • Select the poll you would like to launch. • You will see the poll appear on your screen and at the bottom, click Launch poll

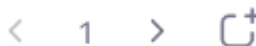|	The participants in the meeting will now be prompted to answer the polling questions.
Viewing progress during a poll	**Polling Questions in Progress** 00:00:19 Attendees are now viewing questions — 1 of 1 voted You will be able to see how many people have voted and see the results live. When you are ready, close the poll: **End Poll**
Sharing the results	If you would like to share the results to the participants in the meeting, click **Share Results**. **Share Results** — Re-Launch Polling 1
Participants will see the results	**Sharing Poll Results** Attendees are now viewing poll results **1.What is your favorite color?** Red (0) 0% Green (0) 0% Blue (1) 100%
When you have given them the opportunity to review them, you can then close the poll	**Stop Sharing**

Using the whiteboard

Sharing a whiteboard	Click the **Share Screen** button located in your meeting tool bar. ⬆
	Click **Whiteboard**. ✏ Whiteboard
	Click **Share**.

Writing/drawing on the board	The [annotation tools](#) will appear automatically, but you can press the **Whiteboard** option in the meeting controls to show and hide them.
Navigation	Use the page controls in the bottom-right corner of the whiteboard to create new pages and switch between pages. ‹ 1 › ⊡⁺
Stop sharing	**Note**: Only the participant or host that started sharing the whiteboard has access to create and switch pages. When you are done, click **Stop Share**.

Face to face Day

In group demonstrations

On this socially distanced APEx course you will do the two demonstrations with your bubble of candidates. This means that candidates will have to be involved in the demonstrations and wear PPE. Use the standard demonstration simulations. It is difficult for them to both take part and observe and reflect on what is happening therefore we suggest that instructor A is the 'instructor', instructor B is the 'team leader' and the candidates are either helpers or observers with this function being rotated in the group so that they are each involved on some occasions.

During the simulation instructor A should do a 'Time out' part way through the simulation for a 'pause and reflect'. Each candidate should be asked their response to the following situation awareness questions:

- What is going on? Once all candidates have responded move on to
- So what (what does this mean?) Once all candidates have responded move on to
- Now what (what do I think we should do next?)

Encourage the candidates to give responses that reflect their perspective to show that situation awareness varies, but needs to be shared. Ask them each for a reflection at the end of the simulation, using one of the following questions – choose a different question after each 'demo'.

- Having observed or taken part in that simulation, what would you like to take forward to your practice as team leader?
- How was communication effected by PPE, and what does that mean?
- What about that simulation puzzled you?
- How has that simulation demo made you change what you think?
- Why was that a well-run simulation? Be as specific as you can.
- Was there anything in that demo that surprised you?

Because of the mid-point pause and reflect, and the reflection at the end, you will not have time to demonstrate a learning conversation, and this will not be necessary. Ask the candidates if they have any questions before moving onto the practice session.

Simulations
Specific simulations have been chosen to ensure that all of the essential learning and skills can happen in each session. If you have a group of 3 candidates you will still need to run the 4th simulation each time, and may choose to let the candidates work through the final simulation as a team, or give a struggling candidate an opportunity to remediate.

Mentoring

Supporting ICs
If an IC is teaching on the course then they should attend all of the sessions just as on a two day f2f course. They will teach alongside 2 full instructors. Because of the nature of the course, staying with the same candidate group, they will never see a simulation being taught before they have a go themselves so be aware that they may need additional support. They will have plenty of teaching opportunities all simulations are run on one day. This means that they will easily fulfil their requirements to proceed to full instructorship after two remotely enhanced APEx courses. You will need to formally assess them teaching two simulations. You will however also want to give them feedback when they are coaching candidates.

Supporting candidates
Candidates will be working with the same instructors, or without a great deal of rotation on this programme, to keep the 'bubble' safe. This is proving to have more positives than negatives, with good relationships being built up and lack of repetition. Instructors are finding they aren't wasting time moving around and are able to support the weaker candidates very effectively, identifying early on those that need additional time and practice.

We recommend that you don't always have the same instructor running the learning conversation with the same candidate, or the same instructor always leading their simulation, so think carefully about how you organise the session to facilitate this.

We have found that it is possible to identify candidates who are very weak during the remote sessions. If you find that you have two or more weak candidates who are, coincidentally, in the same group we suggest that groups are rearranged. It is difficult in this programme to give additional practice to several candidates in one group because the instructors have to stay with the same group. Remember however, if a candidate repeatedly needs additional practice this may suggest that they are not ready to pass the course.

Instructor potential

Because the candidates are only working f2f for one day it is a little harder to note IP. The same criteria apply. The course director must observe all of the candidates as they are the only person able to give another perspective. If the instructors in the room are undecided about whether a candidate should be IPd the course director has the final say. In the remote element of the programme there are opportunities in the discussions to assess levels of engagement and facilitation in the small group work in breakout rooms. During the remote day instructors should have the opportunity to work with a different group from the one they will work with f2f.

Instructor support

Instructors can support each other by the use of a temporary WhatsApp group. This allows you to communicate with each other and give the course director quick access to the instructors and vice versa. If you need the course director to observe a particular candidate then you can request that via the WhatsApp group. It is also really useful if the course director wants to comment on something that is happening in the room, but do so in a subtle way. We have found the WhatsApp support group extremely useful when groups are not able to mix at all and it creates more of a sense of a 'faculty'. It is important to let the candidates know that one of the instructors will be looking at their phone occasionally and the reason for this (support). You can also use the group to keep yourselves on track with the other groups re timing, to request pieces of equipment from the coordinator and to ask content questions of the CD.

In order to conform with GDPR, the WhatsApp group can only be set up with permission from the instructors. If you are teaching at ALSG this will be organised by the coordinators. The group must be deleted as soon as the course has finished.