Education Workshop Handout

Introduction: There is a continuum of Excellent Teaching (may use best practices, but don’t know why) to Scholarly Teaching (informed by learning theory, best practices, and MedEd literature) to Scholarship of Teaching (results are tangible, reproducible, and publicly disseminated). This session will present best-practices and current educational research.

Didactics: The flipped classroom approach to horizontal strabismus teaching in ophthalmology residency had a favorable impact on test scores for only one of two strabismus subjects, but was preferred over the traditional classroom among PGY3-4 residents. Newer techniques such as the flipped classroom should be considered to encourage active participation in the classroom along with greater engagement outside the classroom when teaching ophthalmology didactics in residency. Other approaches to consider include audience participation surveys, e-learning and webinar.

Surgery: Facility with strabismus surgery is important to develop during ophthalmology residency. Studies which focus on best practices for strabismus training and systematic curricula for surgical training are limited. There is no national standard for teaching residents surgical techniques in strabismus. Implementation of a surgical wetlab dedicated to strabismus training positively impacted surgical knowledge for residents and development of a standardized curriculum for residents is an important goal for educators in pediatric ophthalmology.

Difficult Resident: When a resident is struggling, it is helpful to: expand your assessment toolbox; communicate directly with the resident, as well as the program director; identify the primary weakness(es); create specific and measurable goals; and provide opportunities for practice, feedback, reflection, and finally, reassessment.

Curriculum Development: Rational curriculum design allows the integration of educational experiences across the didactic, clinical, and surgical arenas. Backwards designs begins with identifying expected outcomes (guided by Big Ideas and Essential Questions), then develops authentic performance tasks that can demonstrate acquisition of the expected outcomes, and finally designs a learning plan.

References: