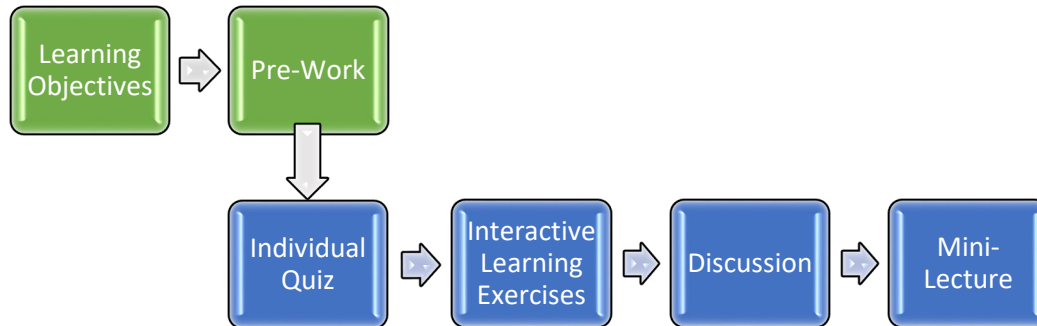# Ideas for Classroom Learning Sessions – Organization and Structure

- Attendings should provide **3-5 learning objectives** for each session
  - Objectives should be available to the residents > 1 week ahead of the session
  - Objectives should be brief and task-oriented, rather than a list of topics
    - *Poor example*: Acute retinal necrosis
    - *Good example*: Describe the clinical presentation, exam findings, differential diagnosis, treatment, and prognosis for acute retinal necrosis.
    - *Good example*: Compare the patient histories and exam findings in acute retinal necrosis and progressive outer retinal necrosis
  - During the week, residents will be responsible for learning material on their own in accordance with session learning objectives.

- Attendings should suggest specific **pre-work material** to be reviewed.
  - Pre-work may include reading BCSC chapters, watching previous years' lecture recordings on Moran CORE, other content online, peer-reviewed articles, etc.
  - Depending on lecturer preference, residents can send questions and/or specific patient cases prior to the session to be reviewed during the lecture session.

- The **interactive learning session** can include:
  - Case presentations
  - Small group discussions
  - Oral boards style questions
  - Practice questions (OKAP style, quiz worksheets, or open-ended)
  - Jeopardy-style review game
  - Review of clinical images relevant to topic
  - Review of surgical or diagnostic videos relevant to topic

- **Teaching styles to avoid:**
  - Traditional PowerPoint lectures with large volume of content written on slides
  - Teaching topics that will be covered in a different session or differ greatly from the predefined learning objectives

EXAMPLE SESSION

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┌──────────┐      ┌──────────┐
│ Learning │ ──▷  │ Pre-Work │
│Objectives│      │          │
└──────────┘      └────┬─────┘
                       │
                       ▽
┌──────────┐   ┌───────────┐   ┌──────────┐   ┌──────────┐
│Individual│▷ │Interactive│▷ │Discussion│▷ │   Mini-  │
│   Quiz   │   │ Learning  │   │          │   │  Lecture │
│          │   │ Exercises │   │          │   │          │
└──────────┘   └───────────┘   └──────────┘   └──────────┘
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- 7:00 – 7:15 AM (15 min): **Quiz on pre-work**
- 7:15 – 7:20 AM (5 min): **Review of session objectives**
- 7:20 – 8:00AM (40 min): Interactive learning (i.e. **case-based learning** [patient examples, clinical scenarios]**, small group collaboration, role playing, etc.**
- 8:00 – 8:30AM (30 min): **Small group discussions** (or opportunity for residents to bring up challenging concepts, questions, patient cases, etc… this could be organized beforehand)
- 8:30 – 8:45 AM (15 min): **Discuss quiz answers** (if not integrated into/answered during session)
- 8:45 – 9:00 AM (15 min): **Quick summary on high-yield learning points + time for questions**