



Council of  
Emergency Medicine  
Residency Directors

**New Programs & Leaders Track – CORD 2018**

<b>Session title</b>	How to Spice Up Your Conference Time: Merging Theory with Innovation
<b>Speaker name (s)</b>	Eric Steinberg, Christina Shenvi
<b>How this info can change current practice</b>	Residency conference can sometimes feel like a 5-hour marathon of death by powerpoint. We will provide the theory and tools needed to help make residency didactics high-yield, effective, and enjoyable.
<b>Major teaching point #1</b>	Learning styles can be simply categorized by the acronym “VARK,” visual, aural, read/write, and kinesthetic. Some learners utilize a combination of these learning styles, while others have a strong preference for one. Therefore, on a given conference day it is imperative to choose an innovative and balanced approach to your teaching modalities. There is a theoretical framework for each strategy that supports their utility. Miller’s pyramid is a hierarchy of clinical competency that all medical educators should consider when building a conference curriculum.
<b>Major teaching point #2</b>	Variety and interactivity are key to making conference time engaging and the content memorable. Key points include: Ensure the speakers know the audience, the level, the prior material taught, and the learning objectives and are ED-focused. Vary the length and style of the sessions. Schedule frequent mental resets or breaks. Plan small group, large group, and individual learning activities. Develop interactive and hands-on learning activities. Allow opportunities for the residents at all levels to become teachers. Schedule spaced repetition. Harness the power of emotional content and narrative, case-based medicine. Teach and model deliberate practice and meta-cognition.
<b>Major teaching point #3 (as needed)</b>	In planning your conference curriculum, focus on outcomes-based goals, rather than programming requirements. Ensure that educational innovations follow the same outcomes-based goals, and avoid using new technologies for their own sake.
<b>Helpful resources for more information</b>	<ol style="list-style-type: none"> <li>1. Gottlieb et al Alternatives to the Conference Status Quo: Addressing the Learning Needs of Emergency Medicine Residents. <i>Ann Emerg Med.</i> 2016;68(4):423-430.</li> <li>2. Gooding HC, Mann K, Armstrong E. Twelve tips for applying the science of learning to health professions education. <i>Med Teach.</i> 2017;39(1):26-31.</li> <li>3. Davis, B. G. (2009). <i>Tools for teaching.</i> John Wiley &amp; Sons.</li> <li>4. <a href="http://vark-learn.com/the-vark-questionnaire/">http://vark-learn.com/the-vark-questionnaire/</a></li> </ol>
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