

FACE Event

How CBL changed going online in a pandemic

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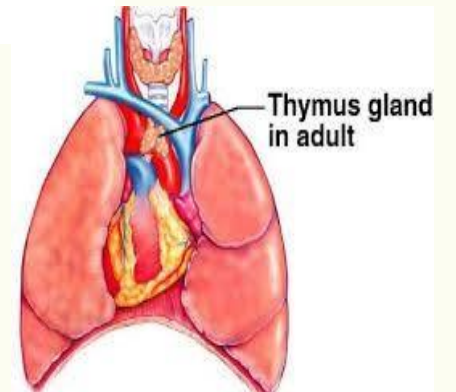
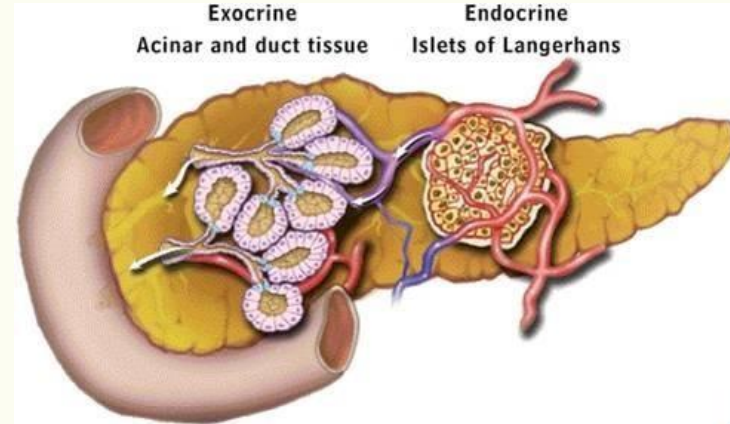
What is Case Based Learning?

- CBL is an example of flipped learning.
- Students are given around 3 scenarios or cases at the beginning of a system block.
- They work through the questions alone and in groups
- The students then have 'big' CBL.



Why do we do Cased-Based Learning (CBL)?

- Provides clinical context and relevance to basic sciences, in particular to the Science of Medicine theme
- Consolidates biomedical science knowledge
- Allows students to apply their basic science knowledge to clinical medicine
- Integrates theoretical science knowledge with clinical practice
- Helps develop lifelong learning skills, including self-directed learning, enquiry-based learning, critical analysis and working in small groups

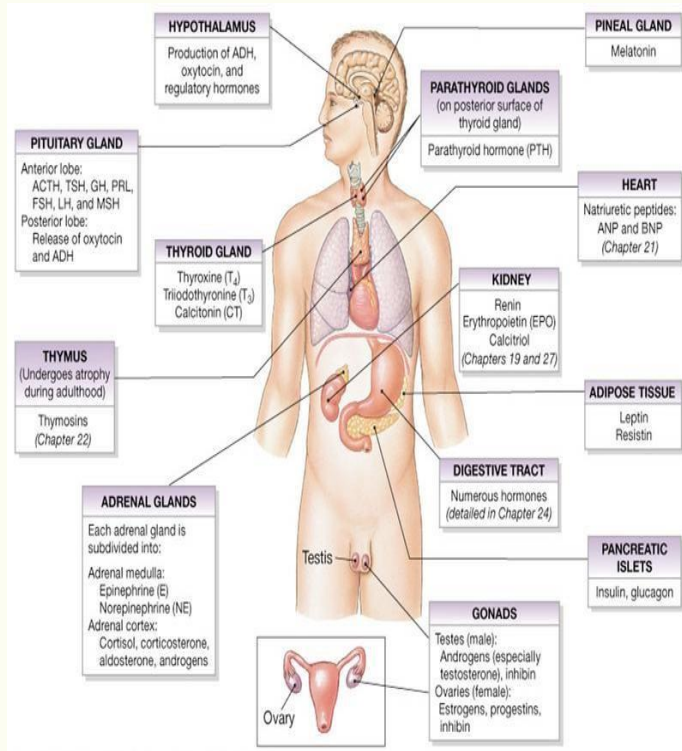


Small Group CBL – what happens?

- The CBL cases are available from the first day of the block. Students should read through them and try and study for each question.
- At the small group session, students discuss the answers to each question in turn.
- This will help them to:
 - Consolidate their knowledge by putting it into words and discussing it with each other.
 - Assist each other in understanding difficult concepts and share resources that someone in the group has found helpful
 - Critique and correct misconceptions and resolve conflicts raised by the literature –
 - Start to learn the discipline of citing and criticising resources, judging the validity of information by its source, appraising the strength of the evidence and learning ‘triangulation’ of evidence by cross-checking different sources.



Large Group CBL – what happens?



- In Big CBL, students don't bring in any notes that they have previously taken, but they are allowed to make notes during the session. One of the aims of CBL is to measure how their understanding is growing. They can't do this if they are reading from notes.
- The convenors lead the session and take students through each case and questions and ask members of the group to explain each answer, possibly drawing diagrams on the whiteboard. Other group members can ask for clarification and further discuss the answers and the convenors can provide guidance.
- There are usually two convenors – one science academic and one clinician

Some Considerations

- Students have no notes
- Select students to questions at random.



On the Day

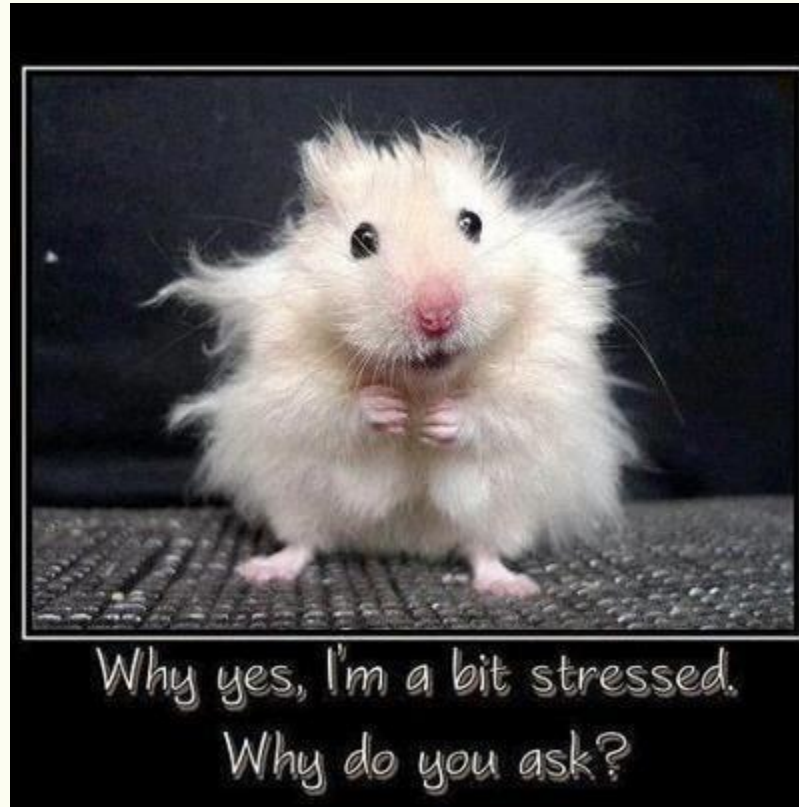
- Divide students into 4 groups
- Flipchart paper and pens.
- Allow students to discuss first question.



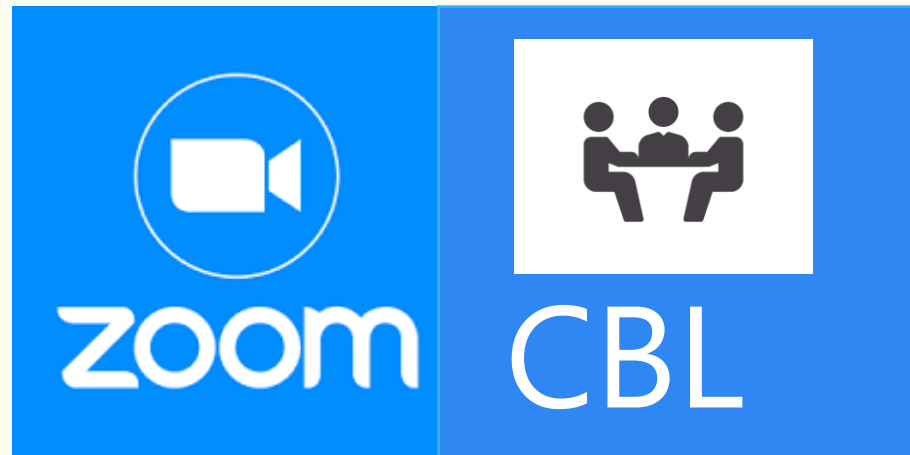
Key Aspects to Note

- Circulating while students are discussing in small groups
- Format changes slightly as academic year progresses
- Managing transitions
- Techniques for dealing with a student who is struggling
- Techniques for dealing with dominant students

Then it was Monday 16th March ...



Necessity is the Mother of Invention ...



Becomes ...

- Discussing in smaller groups
- Socratic Questioning
- Formative in - session feedback
- Students ask a clarifying question or offer an answer
- Breakout rooms
- Screenshare trigger material
- Polls function
- Chat function

Thank you!

Any Questions?

