

## AO Faculty Education Program—Educational plan 2015

**Goal:** The AO Faculty Education Program (FEP) is designed to train AO faculty by improving their educational skills, knowledge, and expertise. In order to achieve this goal, participants have the opportunity to explore a variety of teaching methods, concentrating on practical skills rather than on theory.

### Target participants:

New or existing faculty who fulfill the following requirements:

- AO member
- Assigned as faculty to an AO course within 3–6 months upon FEP completion
- Completed both the Basic and the Advanced Principles of Fracture Management courses or equivalent in other Clinical Divisions
- Recommendation by the AO Country Council
- Good working knowledge of the language in which the FEP is being taught

**No of participants:** up to 16

### Program objectives/competencies

#### 1. Teaching methods and techniques

1.1 Give a lecture

1.2 Lead a discussion group

1.3 Run practical exercises/skills labs in the role of table instructor/practical director

*1.4 Moderate an educational session (not taught in FEP)*

*1.5 Teach using online resources and methods in the virtual learning space (not taught in FEP)*

#### 2. Working with learners

2.1 Motivate learners

2.2 Encourage interaction with and between learners

2.3 Give appropriate feedback about performance

2.4 Promote and plan for reflection

2.5 Address potential barriers with learners

### Certificates:

In order to be certified as an AO faculty the following requirements must be fulfilled:

- Complete at least 80% of the online activities before and after the face-to-face event
- Attend the face-to-face event including giving a lecture, leading a small group discussion, and running a practical exercise
- Complete the Commitment-To-Change (CTC)

**Teachers:** Certified RET educators and surgeons

#### 3. Assessments and outcome related information

3.1 Use information about learner motivation, needs and cultural context

3.2 Work with educational outcomes throughout teaching

3.3 Monitor learning during the educational activity

3.4 Evaluate and improve personal teaching performance

#### 4. Manage time and logistics

4.1 Manage preparation time and logistics as part of educational strategies

## Online activities

Date/ time	Duration	Activity	Learning outcomes/objectives	Activity/Instr. Design	Tools	Handout/Journal Materials	Who	Comments
Before the program								
	6 months before event	Invitation email	Make participants aware of requirements to attend the FEP	Communication	Email (CMM invitation)	INVITATION to the AO Faculty Education Program.docx	Course organizer	Clear statements of what is expected from the participants
	8 weeks before event	Online activities welcome email	Prepare participants to start with the online activities	Communication	Email	AOT_FEP_Online_Introduction_Email.doc	Course organizer	
		Overview Online Activities	Give an overview of the tasks and explain the expectations	Reading	Email/content	AOT_FEP_Overview_Online Activities.doc		
Technical test module								
	7 weeks before event	Introduction to test module		Reading	Email News message	AOF_FEP_Online_Email_Test Module.docx	Course organizer	
		Reading introductory material	Become familiar with the virtual learning space	Reading	PDF	Schedule of online and live event Welcome message Technical instructions	Participants	
		Upload your picture	Understand how to access and use the virtual learning space		User guides		Participants	
		Post the absences you might have from now until DATE into the forum		Post message	Forum		Participants	
		Complete the demographic questions in the self-assessment section		Complete assessment	Quiz		Participants	
		Go to the participants list and check if you might know anybody else from the group		Reading and reflection	Participant list		Participants	
Week 1 (access and motivation)—5 hours—Introduction								
	5 weeks before event	Introduction to week 1		Reading	Email News message	AOF_FEP_Online_Email_Week1.docx AOF_FEP_Online_Week 1_Instructions.pdf	Course organizer	
		Get to know the virtual learning space	Get to know each other and build trust	Read the "News" messages in center screen Look at different functions, discussion area, course builder, participant list	News Content Discussion area Content browser		Participants	
		Introduce yourself in the forum	<ul style="list-style-type: none"> <li>Develop skills using the forum and communicate with other participants</li> <li>Develop social collaboration</li> <li>Build trust</li> </ul>	Moderated online discussion	Forum		Participants, faculty, educator	It is important that faculty and educator engage from the beginning!

Date/ time	Duration	Activity	Learning outcomes/objectives	Activity/Instr. Design	Tools	Handout/Journal Materials	Who	Comments
		Complete the precourse self-assessment	Recognize where your gaps are, for us to prepare the live event according to your level of knowledge and gaps	Online self-assessment (motivation, knowledge gaps)	Quiz tool		Participants	Make sure that all participants complete the self-assessment before they move on
		Read "Learning assessment toolkit JBJ5"	<ul style="list-style-type: none"> <li>Develop strategies that assess and affect learners' motivation to learn about specific topics and engage in specific learning activities</li> <li>Describe a framework for assessing and influencing learner motivation</li> </ul>	Reading	PDF		Participants	
		Summary of week 1  Reminder week 1	Summarize key teaching points to reinforce the learning	Email to participants who have not yet logged in		AOF_FEP_Online_Week1_reminder.docx	Course organizer	
<b>Week 2 (online socialization + information exchange)—5 hours—How people learn</b>								
	4 weeks before event	Introduction to week 2			Email News message	AOF_FEP_Online_Email_Week2.docx AOF_FEP_Online_Week2_Instructions.pdf	Course organizer	
		Read booklet "How people learn"	<ul style="list-style-type: none"> <li>Explain how adults learn and what influences their learning</li> <li>Recognize obstacles in the learning process</li> <li>Describe different strategies to assess and affect learner motivation</li> </ul>	Read the booklet and make notes if necessary, eg the concept on page 6 (learning pyramid)	PDF		Participants	
		Complete eModule "How people learn"	<ul style="list-style-type: none"> <li>Explain how adults learn and what influences their learning</li> <li>Recognize obstacles in the learning process</li> <li>Describe different strategies to assess and affect learner motivation</li> </ul>	Start module and complete the questions	eModule		Participants	
		Watch video "medieval helpdesk"	<ul style="list-style-type: none"> <li>Explain how adults learn and what influences their learning</li> <li>Recognize obstacles in the learning process</li> <li>Describe different strategies to assess and affect learner motivation</li> </ul>	Watch Video	Video	<a href="http://www.youtube.com/watch?v=pQH-XjgQvQ">http://www.youtube.com/watch?v=pQH-XjgQvQ</a>	Participants	
		Read "motivation and the facilitation of change, learning and participation in educational programs for HP"	<ul style="list-style-type: none"> <li>Describe the principle of learner motivation</li> <li>Plan educational activities purposefully to address known learner motivation issues</li> </ul>	Read article and make notes or write down questions	PDF		Participants	
		Discussion on motivation: Read the scenario. Answer questions posted	Recognize the importance of motivating learners	Moderated online discussion	Forum		Educator, faculty, participants	Keep all participants engaged, remind them to reply to postings of other participants
		Reminder week 2		Email to participants who have not done their tasks		AOF_FEP_Online_Week2_Reminder.doc	Course organizer	

Date/ time	Duration	Activity	Learning outcomes/objectives	Activity/Instr. Design	Tools	Handout/Journal Materials	Who	Comments
Week 3 (knowledge construction)—5–8 hours—Giving a lecture								
	3 weeks before event	Introduction to week 3			Email News message	AOF_FEP_Online_Email_Week3.docx AOF_FEP_Online_Week3_Instructions.pdf	Course organizer	
		Read booklet “Giving a lecture”	<ul style="list-style-type: none"> <li>Describe the educational value, advantages, and disadvantages of lectures</li> <li>Recognize that organized planning is important for an effective lecture</li> <li>Apply best practices when developing presentation slides (eg, amount and depth of content, fonts, animation)</li> </ul>	Reading and make notes	PDF		Participants	
		Complete eModule “Giving a lecture”	<ul style="list-style-type: none"> <li>Describe the educational value, advantages, and disadvantages of lectures</li> <li>Recognize that organized planning is important for an effective lecture</li> <li>Apply best practices when developing presentation slides (eg, amount and depth of content, fonts, animation)</li> </ul>	Start module and complete the questions	eModule		Participants	
		Discuss: why do we need lectures?	Recognize the importance of different teaching methods	Moderated online discussion Read the scenario. Answer questions posted	Forum		Educator, faculty, participants	Keep all participants engaged, remind them to reply to postings of other participants
		Prepare a 7-minute lecture for the microteaching session at the live event– clinical topic of choice	<ul style="list-style-type: none"> <li>Prepare a lecture according to AO's 7 principles of education</li> <li>Plan a lecture purposefully to stimulate interaction</li> </ul>	Prepare a 7 minute lecture	give clear instructions what they need to prepare		Participants	
		Summary of week 3 Reminder week 3		Email to participants who have not done their tasks		AOF_FEP_Online_Week3_Reminder.doc	Course organizer	
Week 4 (knowledge construction)—5–8 hours—Facilitating small group discussions								
	2 weeks before event	Introduction to week 4	<ul style="list-style-type: none"> <li>Describe the educational value, advantages, and disadvantages of small group discussions</li> <li>Describe the roles of a small group discussion facilitator</li> <li>Recognize that familiarity with the cases/content is very important for the success of a small group discussion</li> <li>Formulate a structure for planning and facilitating a discussion</li> <li>Identify a variety of techniques to stimulate discussion</li> <li>Describe how to handle participants who over- or under-contribute</li> <li>Summarize learning to close a discussion</li> </ul>		Email News message	AOF_FEP_Online_Email_Week4.docx AOF_FEP_Online_Week4_Instructions.pdf	Course organizer	

Date/ time	Duration	Activity	Learning outcomes/objectives	Activity/Instr. Design	Tools	Handout/Journal Materials	Who	Comments
		Reading booklet "Leading a group discussion"		Reading the booklet	PDF		Participants	
		Complete eModule "Leading a group discussion"		Complete module	eModule		Participants	
		Watching the Video "Leading a group Discussion"	<ul style="list-style-type: none"> <li>Evaluate a discussion group in terms of good and bad practice</li> <li>Describe feedback rules and how they apply in the AO setting</li> </ul>	Watch Video and prepare feedback for "John"	Video		Participants	
		Read the feedback guidelines	<ul style="list-style-type: none"> <li>Evaluate a discussion group in terms of good and bad practice</li> <li>Describe feedback rules and how they apply in the AO setting</li> </ul>	Reading	PDF		Participants	
		Give feedback to discussion group leader	<ul style="list-style-type: none"> <li>Evaluate a discussion group in terms of good and bad practice</li> <li>Describe feedback rules and how they apply in the AO setting</li> </ul>	Reflect and give feedback	PDF	Self-assessment checklist	Participants	
		Prepare a 10-minute small group discussion session for live event (Microteaching)–clinical case of choice	<ul style="list-style-type: none"> <li>Prepare a small group discussion, according to AO's 7 principles of education</li> <li>Plan a small group discussion purposefully to stimulate interaction</li> <li>Set learning outcomes.</li> <li>Select and prepare a case</li> <li>Identify and clarify key learning points for the discussion</li> </ul>	Prepare 10 minute case discussion for live event	give clear instructions what they need to prepare		Participants	
		Reminder week 4		Email to participants who have not done their tasks		AOF_FEP_Online_Week4_Reminder.doc	Course organizer	
<b>Week 5 (knowledge construction)—Running practical exercises</b>								
	1 week before event	Introduction to week 5	<ul style="list-style-type: none"> <li>Describe the educational value, advantages, and disadvantages of practical exercises</li> <li>Differentiate between the roles and tasks of practical director and table instructor</li> <li>Recognize that familiarity with the procedures and material is very important</li> <li>Recognize the importance of ethical considerations and adhere to health and safety guidelines (particularly with anatomical specimens)</li> <li>Identify the 4 key stages in teaching practical skills</li> <li>Describe the rationale for each of the 4 stages</li> </ul>		Email News message	AOF_FEP_Online_Email_Week5.docx AOF_FEP_Online_Week5_Instructions.pdf	Course organizer	

Date/ time	Duration	Activity	Learning outcomes/objectives	Activity/Instr. Design	Tools	Handout/Journal Materials	Who	Comments
		Read booklet “Running a practical exercise”		Read Booklet	PDF		Participants	
		Complete eModule “Running a practical exercise”		Complete module and questions	eModule		Participants	
		Prepare for running a practical exercise session for live event (Microteaching) eg, chunk video, prepare material	<ul style="list-style-type: none"> <li>Prepare a practical exercise according to AO's 7 principles of education</li> <li>Plan educational activities purposefully to stimulate interaction</li> </ul>		give clear instructions what they need to prepare		Participants	
		Discuss on "Expectations for the Live Event"	Identify their own expectations for the face-to-face event	Moderated online discussion	Forum		Educator, faculty, participants	Important for the educators and faculty to prepare for the face-to-face event → identify expectations of participants
		Read "Helping Physicians learn and change their practice performance"	<ul style="list-style-type: none"> <li>Explain why previous CME (continuing medical education) activities have not reached the desired goals of contributing effectively to the profession and to patient care.</li> <li>Describe the concept of CPD—continuous professional development—and how it should ensure that CME is appropriately applied to patient care.</li> <li>Recognize that the role of teacher is critical to the new CME or CPD and to the intent of this article.</li> </ul>	Read Article and make notes			Participants	

Online follow-up

Date/ time	Duration	Activity	Learning outcomes/objectives	Activity/Instr. Design	Tools	Handout/Journal Materials	Who	Comments
Week 6 (after the event—development)								
	Immediat ely after the event	Introduction to week 6		Email News message		AOF_FEP_Online_Week6_Email.doc AOF_FEP_Online_Week6_Instructions.p df	Course organizer	
		Complete postcourse self- assessment	<ul style="list-style-type: none"> <li>Benefit from a refresher and a check on personal knowledge</li> <li>Help your educator and faculty better understand how well the learning objectives were met</li> </ul>	Complete self-assessment, check for rationales	Quiz		Participants	Educator/faculty: make sure that you get the results for pre- and post-assessments from your course organizer
		Forum discussion on FEP “went well” and “next time”	Improve future FEPs	Reflection and evaluation				
		Reminder week 6		Email to participants who have not done their tasks		AOF_FEP_Online_Week6_Reminder.do c	Course organizer	



## Face-to-face activities

Time	Duration	Activity	Learning objectives	Level of outcome	Tools	Activity/Instr. Design	Who	Handout/Journal	Comments
Welcome & introduction									
	0:15	Registration							
	0:15	Welcome	<ul style="list-style-type: none"> <li>Outline the current AO education strategy and its impact on patient outcomes</li> <li>Describe the faculty career pathway</li> </ul>	K	PPT	Presentation	Chair (host)		
Best and worst teaching experience—plenary									
	1:30	Principles of quality education	<ul style="list-style-type: none"> <li>Identify common interests in the group</li> <li>Apply personal principles of quality education</li> <li>Describe the 7 principles of education and their rationale</li> </ul>	KH	Notebook Screen Flipchart	Interactive group discussion Ask for their best learning experience f → make notes (show them on screen or flipchart) Ask for their worst learning experience → make notes (show them on screen or flipchart) → hang-up 7 principles posters and relate their statements with principles	Educator Faculty	Hand out "7 principles" graphic	everybody needs to give his/her input → Check faculty syllabus for proper sequence!
	0:20	Feedback rules	<ul style="list-style-type: none"> <li>Describe the key components of an effective feedback session (giving and receiving feedback)</li> <li>Recognize the importance of feedback in effective teaching and learning</li> <li>Describe the four steps of giving feedback</li> <li>Identify opportunities to practice giving and receiving feedback using the four steps</li> </ul>	KH	Flipchart/poster	Interactive discussion	Educator		
	0:10	Reflection	<ul style="list-style-type: none"> <li>Reflect on their personal learning on quality education and feedback</li> </ul>	DO	Reflection sheet in program booklet	Reflective practice			
Give a lecture (Microteaching with videotaping)—2 groups									
	2:30	Giving a lecture	<ul style="list-style-type: none"> <li>Present a lecture effectively</li> <li>Keep to the given time</li> <li>Adopt personalized interactions and engagement with the learners</li> <li>Recognize that organized planning is important for an effective lecture</li> <li>Apply best practices when developing presentation slides (eg, amount and depth of content, fonts, animation)</li> <li>Request feedback and implement relevant changes to lecture presentations</li> </ul>	SH	Video taping Screen Flipchart	Participant gives lecture (is filmed) 1. ask lecturer what went well 2. ask other participants what went well, facilitate the feedback 3. ask lecturer what can be improved next time 4. ask other participants what can be improved, facilitate feedback and provide evidence	Educator Faculty	Participants mobile devices Feedback sheets Checklists for lecturers	→ Check faculty syllabus for important teaching points! will be filmed important to stick to the sequence of the steps Educator can switch between the two groups if two surgeon faculty are available
	0:10	Reflection	<ul style="list-style-type: none"> <li>Reflect on their personal learning on lecturing</li> </ul>	DO	Reflection sheet in program booklet	Reflective practice			

Time	Duration	Activity	Learning objectives	Level of outcome	Tools	Activity/Instr. Design	Who	Handout/Journal	Comments
Facilitating small group discussions (Microteaching)—2 groups									
	2:30	Facilitating small group discussions	<ul style="list-style-type: none"> <li>Facilitate and moderate an effective small group discussion</li> <li>Manage the discussion group and any issues that arise effectively (eg, difficult or non-contributing participants)</li> <li>Adopt personalized interactions and engagement with the learners</li> <li>Ensure that adequate time is allocated for reflection</li> <li>Ensure learners receive a summary of the learning points</li> <li>Request feedback and implement relevant changes to small group discussions</li> </ul>	SH	Screen Notebook Flipchart	Participant facilitates small group discussion 1. ask discussion facilitator what went well 2. ask other participants what went well, facilitate the feedback 3. ask discussion facilitator what can be improved next time 4. ask other participants what can be improved, facilitate feedback and provide evidence	Educator Faculty	Feedback sheets  Checklists for small group discussion leaders	→ Check faculty syllabus for important teaching points!  Educator can switch between the two groups if two surgeon faculty are available
	0:10	Reflection	<ul style="list-style-type: none"> <li>Reflect on their personal learning on facilitating small group discussions</li> </ul>	DO	Reflection sheet in program booklet	Reflective practice			
Teaching practical skills (Microteaching)—2 groups									
	2:30	Running a practical exercise	<ul style="list-style-type: none"> <li>Coordinate and run an effective practical exercise</li> <li>Adopt personalized interactions and engagement with the learners</li> <li>Manage the participants and any issues that arise effectively</li> <li>Apply the 4 key stages of practical skills teaching to your session you are coordinating and running</li> <li>Provide feedback and summary of learning points to participants</li> <li>Ensure that adequate time is allocated for reflection</li> <li>Request feedback and implement relevant changes to teaching at practical exercises</li> </ul>	SH	Practical exercise material DVDs/DVD player Flipchart	→ see separate instruction file	Educator Faculty	Instruction sheets  DVDs  Checklist for practical exercises	→ Check faculty syllabus for important teaching points!  → Make sure to check the practical exercise material the evening before. Power tools might need to be charged over night!!!
	0:10	Reflection	Reflect on their personal learning on teaching practical skills	DO	Reflection sheet in program booklet	Reflective practice			



Time	Duration	Activity	Learning objectives	Level of outcome	Tools	Activity/Instr. Design	Who	Handout/Journal	Comments
Conclusion session									
	1:20		<ul style="list-style-type: none"> <li>Prepare a plan for improving your personal teaching skills based on peer feedback in the FEP</li> <li>Explain the concept of Commitment-To-Change</li> <li>Track implementation of your intended changes in your next faculty assignment</li> <li>List possible barriers for your teaching</li> </ul>	SH	7 Principles poster	Interactive discussion  Complete commitment-to-change form	Educator	Commitment-to-change form	Course organizer to copy CTC forms and hand copies back to participants
Open issues/questions/evaluation									
	0:05	Complete evaluation				Complete evaluation form in order to get CME credit points		Evaluation form	Only for Europe
	0:15	Run evaluation session			Screen, flipchart	Moderated feedback session: what went well, next time			Feedback should be as specifically as possible Educator and faculty can run it OR a participant can be asked to run it and faculty/educators leave the room

### Additional activities for AOSpine

Time	Duration	Activity	Learning objectives	Level of outcome	Tools	Activity/Instr. Design	Who	Handout/Journal	Comments
Quality education									
	0:20	AOSpine Curriculum & AOSpine Principles (wheel)	<ul style="list-style-type: none"> <li>Describe the AOSpine curriculum and its value for quality education</li> <li>Use the AOSpine curriculum framework to prepare for your teaching assignments</li> <li>Appreciate the value of the AOSpine Principles</li> </ul>	KH	PPT, screen	Presentation	Faculty	AOS Curriculum brochure  AOSpine Principles Wheel brochure	
	0:15	Competencies and job descriptions of Faculty, Chairperson and Educational Advisors (EA)	<ul style="list-style-type: none"> <li>Identify the different faculty roles and career path within AOSpine</li> <li>Value the presence of the EA at courses</li> </ul>	KH	PPT, screen	Presentation	Faculty	Competencies and job descriptions	