



CBL Tutorials – Transitioning from in-person to Zoom tutorials

All 72 CBL small groups in years 1&2 transitioned to on-line synchronous learning using Zoom technologies. As a group and as individuals, tutors demonstrated their ingenuity, tolerance and good humour through this transition. Supported by MedIT, Course Leadership and Faculty Development, tutors found the transition to be largely seamless and positive. Post-session debriefs highlighted implications related to 1) group functioning, and; 2) handling technology.

1) Optimizing Group Functioning: Tutors and students need to re-negotiate ground rules iteratively, as the impact of an on-line environment become evident. For example:

- It is fair to ask students to please keep their camera on so that the tutor can effectively facilitate and engage learners by reading students' body language, and nonverbal cues.
- Expectations and standards around professional dress and attire may need to be discussed as a group.
- While drinking water, coffee or tea is appropriate, eating during CBL sessions can be distracting to other students.
- If you find too many students try to talk at once, and to be respectful of more and less talkative students, you can use the "Raise Hand" feature or the chat box.
- It can sometimes be challenging to know when students are wanting to ask questions. Consider assigning a 'student facilitator' who manages the group with regards to microphone time and chat, and monitoring questions, and the "raised hand" feature.
- Virtual clinics are becoming increasingly the norm, tutors can remind students that attending CBL sessions virtually gives them an opportunity to practice telehealth/ehealth discussions.
- Please be mindful of time and plan to end CBL Tutorials at the scheduled time (9:50AM).
- **For Year 1 ONLY:** Tutors and students need to find an optimum platform for giving mid-cluster feedback (e.g. personal zoom accounts, facetime, skype).

2) Optimizing Technology Use: Various features within Zoom may require an orientation and practice, and some features are found to be more useful in a CBL tutorial. For example:

- Switching between "speaker" and "gallery" view depending on the activity.
- When you are muted and need to jump into the conversation, hold down the spacebar while talking to temporarily unmute yourself. It will re-mute you when you let go.
- The whiteboard can have a significant time lag. Consider using google docs, purchasing personal whiteboards and pointing cameras at them. Students with a tablet (iPad, surface device) can also share their screen and use their tablet as a whiteboard.



- Some groups have found Google docs as a more effective way to collaborate on the case together. If there is a disconnection, this document also allows the tutor or students to catch-up on the group's discussion.
- Make fonts and drawings bigger to help improve visibility.
- Advise students that they must only use the meeting ID for that specific session, and not to use that same meeting ID to meet up outside the assigned hours, to prevent unwanted visitors joining tutorials.
- If an individual has wifi/connection issues, consider staying on video using Zoom, and dial-into the session using your phone.