

2.4 Key considerations for virtual CE delivery

As virtual delivery methods become more prominent, consider the following strategies when designing your CE intervention:

1

Minimize disruptions to the flow of the session by providing technology requirements prior to the session.

2

Assign a second facilitator to help learners offline with technical issues.

3

Encourage learners to stay on camera and prompt them to change their screen name so that it reflects their preferred name.

4

Breakout rooms can employ self-managed facilitation to guide discussion or a facilitator can be present in each breakout room to monitor the discussion.

5

Facilitators should provide clear guidelines and task-oriented instructions when learners are engaging in virtual breakout rooms.

2.5 Additional resources

Needs assessment

- Mann KV. Not another survey! Using questionnaires effectively in needs assessment. Journal of Continuing Education in the Health Professions. 1998;18(3):142-9. doi:[10.1002/chp.1340180303](https://doi.org/10.1002/chp.1340180303)
- McCawley PF. Methods for conducting an educational needs assessment. University of Idaho. 2009;23: 6-14. <https://www.extension.uidaho.edu/publishing/pdf/bul/bul0870.pdf>
- Michener Institute of Education at UHN: [A Guide to Performing Needs Assessments](#)
 - *Tip sheet on methods and tools for performing needs assessments among learners*
- Grant J. Learning needs assessment: assessing the need BMJ 2002; 324 :156 doi:[10.1136/bmj.324.7330.156](https://doi.org/10.1136/bmj.324.7330.156)

Learning objectives

- Association of American Medical Colleges (AAMC): [Writing Learning Objectives](#)
 - *Tip sheet outlining the steps for writing a learning objective and how to use Bloom's Taxonomy*
- American College of Surgeons Division of Education: [Tips for Writing Learning Objectives](#)
 - *Tip sheet with explanation and examples of how to write learning objectives*

IDEA principles

- Centre for Addiction and Mental Health (CAMH): [Health Equity and Inclusion Framework for Education and Training](#)
 - *Report outlining a framework for integrating equity and inclusion into the planning, development, and implementation of educational initiatives*
- ACCME: [Advancing Social Justice Resources](#)
 - *Webinar and additional resources about how to integrate equity, diversity, and inclusion principles into CE sessions*

Additional resources

Virtual delivery considerations



- ACCME: Best practices for planning and leading virtual meetings - tips for faculty
 - *Tip sheet for facilitators using online learning tools*
- Harvard University: Best practices for teaching remotely
 - *Website outlining course types and tips for teaching through virtual and blended methods*
- Royal College of Physicians and Surgeons of Canada: Ten tips for virtual teaching
 - *Tip sheet identifying strategies for virtual teaching*
- Temerty Faculty of Medicine University of Toronto CPD: Tips for use of ZOOM technology for digital learning
 - *Tip sheet for using Zoom to facilitate a video conference session*
- Temerty Faculty of Medicine University of Toronto CPD: Virtual synchronous teaching using Zoom (interactive webinar)
 - *Webinar on tips for synchronous teaching and applying interaction features on Zoom*
- Dr. Heather MacNeill: Synchronous teaching and learning
 - *Youtube channel about online learning, effective teaching principles, co-facilitation, and interactivity using Zoom*
- The University of Minnesota: Online course design resources
 - *An online course that instructs how to develop remote teaching plans, assignments, and assessments*