

The Journal of the American Osteopathic Association



The Journal of the American Osteopathic Association (JAOA) encourages osteopathic physicians, faculty members and students at colleges of osteopathic medicine, and others within the health care professions to submit comments related to articles published in the JAOA and the mission of the osteopathic medical profession. The JAOA's editors are particularly interested in letters that discuss recently published original research.

Letters must be submitted online at <http://www.osteopathic.org/JAOAsubmit>. Letters to the editor are considered for publication in the JAOA with the understanding that they have not been published elsewhere and are not simultaneously under consideration by any other publication. All accepted letters to the editor are subject to editing and abridgment.

Although the JAOA welcomes letters to the editor, these contributions have a lower publication priority than other submissions. As a consequence, letters are published only when space allows.

Challenges of Teaching Live and Distance Audiences Simultaneously

To the Editor:

The Ohio University Heritage College of Osteopathic Medicine (OU-HCOM) recently opened an extension campus in Dublin; a second in Cleveland will open for the 2015-2016 academic year. The goal of OU-HCOM is to provide a transformative educational experience equally for the main campus and 2 extension campuses, and this goal largely focuses on videoconferencing technology. For our faculty who must now attend to 3 geographically separate audiences, we call it “the new reality” of teaching.

Videoconferencing at OU-HCOM is primarily used for medical education through classroom lectures—still the

crux of the first 2 years of medical school. Whereas technological innovations can accommodate multiple locations, they exacerbate 4 interrelated challenges: classroom attendance, learner-centered education, videoconference teaching, and faculty development.

Classroom attendance for lectures is not required. Because audio and video recordings are available online, many students elect to attend lectures online only, where they can jump to any part of the recording, rewind, and control the speed. However, online lectures may be less engaging.

In addition to lower attendance rates, engaging students is now more difficult for faculty because of higher student numbers and the challenges of simultaneous live and videoconference teaching. Many faculty now choose a more traditional style of

lecture instead of a more engaging learner-centered strategy supported by educational and cognitive science literature.¹⁻⁴

Teaching a large lecture hall full of students is an art, as is teaching distant audiences. Distance education requires mastering new skills, including the following⁵:

- engaging live and remote audiences simultaneously
- making eye contact with the remote audience by looking at the camera
- staying in camera view range
- identifying and knowing remote participants
- being cognizant of millisecond speaking delays, reliance on microphones, and remote room configurations

We have worked hard to orient OU-HCOM faculty to technological innovations. Although our efforts have been useful, they are often simulated without the fidelity of the actual experience. Faculty development must evolve to address these challenges and identify the best learner-centered teaching practices for live and distance audiences.

One strategy OU-HCOM is exploring is the use of remote site classroom faculty to coordinate with the primary instructor and help with activities, handouts, and unique instructions. We have also developed frequently asked questions and checklists for faculty regarding videoconferencing technology.⁶⁻⁸

As technology, new delivery models, and the philosophy of teaching and learning continue to evolve, colleges of

osteopathic medicine must collaborate to answer such questions as:

- How do new teaching modalities, such as the flipped classroom (ie, using the classroom for engaging activities based on learning before and outside of class), effect the new reality of teaching?
- How can one engage both live and remote students effectively?
- How can colleges of osteopathic medicine engage busy faculty members mastering new teaching skills needed for success in this changing environment?

It is incumbent on all educators to help each other in the new reality of teaching through research on best practices, participation in national conferences, and continued dialogue on this important topic. We realize the challenge of effectively teaching live and distant audiences simultaneously is a marathon and not a sprint, and we recommend that educators include this topic as an ongoing agenda item for future medical education meetings. (doi:10.7556/jaoa.2015.038)

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Correction

The American Osteopathic Association's Department of Quality and Research regrets an error that appeared in 15 abstracts in the *JAOA*'s August 2014 issue:

58th Annual AOA Research Conference—abstracts, 2014.
J Am Osteopath Assoc.
2014;114(8):e84-e117.
doi:10.7556/jaoa.2014.132.

In abstracts C7, C8, C9, C10, C12, C13, C14, C15, C16, C17, ME5, ME6, ME7, ME8, and ME9, the location provided was Western University of Health Sciences College of Osteopathic Medicine of the Pacific, Pomona, California. The location for all of these abstracts should have appeared as Medical Anatomy Center, Western University of Health Sciences College of Osteopathic Medicine of the Pacific-Northwest, Lebanon, Oregon.

These changes will be made to the full text and PDF versions of the abstracts online.