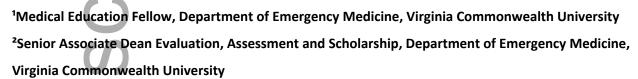
Rapid Adaptation to Remote Didactics and Learning in GME

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Introduction

Weekly didactic conference in emergency medicine education has traditionally united residents and faculty for learning and fostered community within the residency program. The global pandemic Coronavirus Disease-19 (COVID-19) has fueled a rapid transition to remote learning that has disrupted the typical in-person format. To maintain ACGME¹ educational experiences and requirements for residents in a safe manner, many residencies have moved to videoconferencing platforms such as Zoom™, Teams™, and WebEX.™

Given the importance of didactic conference as a ritual, educational experience and community-building activity, most residency programs have worked to maintain an active and robust didactic conference despite the many logistical challenges.² Engaging residency program members in the transition to remote learning and utilizing opportunities for innovation can help to maintain normalcy and combat isolation resulting from the loss of weekly in-person contact.

Herein, we propose practical tips for optimizing remote learning for weekly emergency medicine residency didactics.

Table 1.

Rapid Adaptation Strategies and Considerations

Adaptation Strategy	Considerations
1. Engage the whole	Establish a diverse team of faculty and trainees who can be in contact
educational team	frequently to guide the transition from in-person to remote didactics
	Empowering the entire educational team to feel ownership will
	enhance sustainability and prevent isolation ³
	Team goals include identifying needs and employing creative
	mechanisms to foster active learning
	Communicate changes and expectations with faculty and trainees at
<u> </u>	regular intervals
2. Identify video	Champions need to be facile with the different features available on the
conferencing	video conference platform used and understand how to navigate them
champions	to optimize educational sessions
\Box	• Examples include managing who is sharing their camera (presenters vs.
	learners), muting all audience members on arrival to prevent
	distraction, organizing break out rooms, and using the appropriate
	settings to host panel discussions or webinars
3. Designate	Having 2 moderators allows conference to continue smoothly if one
moderators	needs to take a break or troubleshoot a technical error
	 Make moderating fun—consider playing "walk up" music for speakers
	during transitions
	Moderators can also offload presenters from monitoring the chat and
—	can summarize questions or comments to them.
4. Build in breaks	Breaks allow learners to briefly pause without fear of missing content
	 Breaks reduce digital fatigue and optimize attention³
	Breaks also facilitate time for social interaction among participants
5. Perform	"Tech checks" offer an opportunity for speakers to troubleshoot and
technology checks	familiarize themselves with basic features of the platform
and education for	Consider job aids or short videos on basic function for virtual platforms
speakers	

		Anticipate technical difficulties, remain flexible and have a backup plan
6.	Perform	Debrief sessions to identify lessons learned for future conferences
	continuous quality	 Continue to evolve and seek out literature and colleagues for
	improvement	improvement ideas
7.	Leverage	 Engage in a community of practice⁴ of other educators in order to
	community of	crowdsource strategies and innovative ideas.
	practice	 Recruit alumni to present didactics or run educational sessions
		Utilize the remote format as a means to feature national leaders and
		experts on topics without the requirement for travel
8.	Allow participants	Utilize chat features that are built into the video conferencing platform
	to comment and	Consider other platforms i.e. Slack, Twitter, etc., that offer enhanced
	ask questions in	functionality and can more easily archive conversation⁵
	real time	 Promote engagement in real time such as integrating polls/questions
		and small group breakout sessions
	\Box	 Empower designated moderators to answer questions or pose
	(0	questions in the chat to the speaker
9.	Communicate	Create a shared understanding of appropriate etiquette for remote
	video etiquette	didactics
	standards	For example, communicate expectations to the audience according to
		the session type and audience size for whether or not they should share
		their video and/or mute themselves.
10	. Employ a	Consider third party attendance options such as QR codes that can
	mechanism for	directly connect the attendee to their resident site for conference hour
	taking attendance.	tracking (i.e. New Innovations™)
		 Attendees may send chat messages in the video software to a
		designated person tracking attendance (chat features are usually able
		to be saved by the host creating a record of attendance)
		Integrate a signed honor system acknowledging attendance

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