



Faculty Tools and Resources to Support Distance Learning

Icebreakers to increase student engagement

[The Importance of Icebreakers in Online Classes](#)

[Icebreaker Ideas for Students Learning Remotely](#)

Classroom Response Systems, i.e. “Clickers” – compatible with any web-enabled device

[Turning Point Mobile App](#)

[Poll Everywhere](#)

[How to effectively use clickers for student engagement](#)

McGraw Hill Quizzes and Cases

[Review Questions](#)

[Case Files](#)

Engaged Reading

[Hypothes.is Tutorial Videos](#)

McGraw Hill Content Mapped to Educational Standards for Accreditation

[Content Maps](#)

Engaging Discussion Board Technologies

[VoiceThread](#)

[Flipgrid](#)

Discussion Board Rubrics

[A Rubric for Evaluating Student Blogs](#)

[Blogging Rubric](#)

[Mark Sample’s Simple 5- Point Rubric for Grading Online Discussions](#)

Organization of Content for Online Courses

[Microlearning in Health Professions Education: Scoping Review](#)



[Sample Organization of Content for Online Course](#) – Boston University

Online Communication Technologies

[How Schools Can Ramp Up Remote Learning Programs Quickly with Microsoft Teams](#)

[Zoom for Education](#)

[Webex for Higher Education Faculty](#)

Additional Resources

[A preliminary investigation of “teaching presence” in the SUNY Learning Network](#)

[A follow-up investigation of “teaching presence” in the SUNY Learning Network.](#)

[Effective Feedback: An Indispensable Tool for Improvement in Quality of Medical Education](#)

[Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment](#)

[Integrated Modular Teaching in Undergraduate Medical Education](#)

[Microlearning in Health Professions Education: Scoping Review](#)

[Promoting Student Metacognition](#)

[Resources for Just-in-Time Online Teaching](#)

[Strategies for Improving Learner Metacognition in Health Professional Education](#)

[The Difference Between Emergency Remote Teaching and Online Learning](#)

[Thinking about thinking: changes in first-year medical students’ metacognition and its relation to performance](#)

