

TEACHERS COACHING GUIDE

BleClirc - BLENDED LEARNING CLINICAL REASONING COURSE

BleClirc is a strategic course designed in international cooperation and collaboration between teachers and students to improve clinical reasoning for physiotherapist at different levels.

The original idea of this course considers that students have the knowledge and potential to work in an autonomous way. Nevertheless, after developing the course with different partners we found interesting to prepare a “Teachers guide” to coach students along the process of the course. In this way, a same approach to contact students and developing the course could be used by every partner willing to implement it.

International cooperation and collaborative teaching-learning between universities should and will be the future considering the process of globalization. Considering all mentioned above all BleClirc contents are freely available for the public (with non-commercial profit) to copy, distribute, display, perform, modify and use. Just make sure appropriate attribution or credit is indicated.



Below you will find some useful suggestions to contact students involved in the process.

As established, this is a 5 weeks year’s course that emphasises in autonomous work and team work of each student. As could be seen in the description for each level, the common process is as shown in the left side of figure 1. In this case, the figure shows the process for level 2, but it could be applied for all the other levels. On the right side of the figure you can see what is expected from a teacher in order to give proper information to the students. Below you could find a short description of how to proceed.

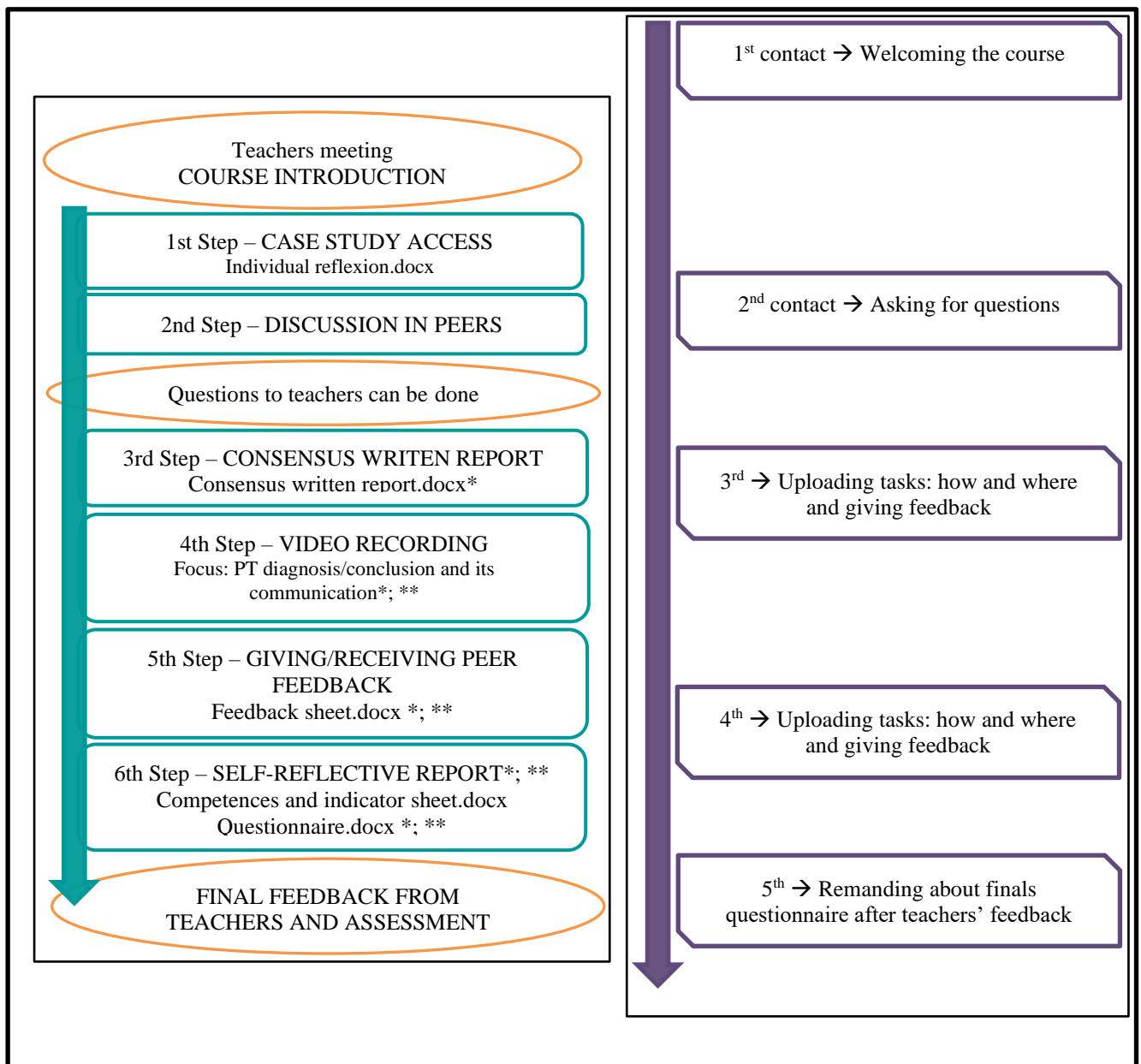


Figure 1. Course structure on the left and teachers coaching actions on the right.

ACTIVITIES

- 1st contact – The teacher leading the process should send an email one week before starting the course. The content of this email is (see email 1):
 - Welcoming the students to the course.
 - Attached information concerning course description.
 - Facilitating to the students the working pairs – national and international level, and the cases.
- 2nd contact – Reminding students to contact their own teachers if there are questions (see email 2).
- 3rd contact – Reminding students where and how they have to deliver tasks (see email 3). If using google drive, we suggest to create a folder for each task. Reminding as well that after step 4th –video recording- they should go through their pair video and have to give feedback.
- 4th contact - Reminding students to complete self-assessment (see email 4).
- 5th contact – Asking students to full fit final questionnaires after receiving teachers' feedback and thanks them to participate (see email 5).

EMAIL EXAMPLES

Email 1 – Welcoming students

Dear Student,

My name is xxx and I'm a teacher in xxx (www.website.com).
I would be part of the project as a supporter of the process.

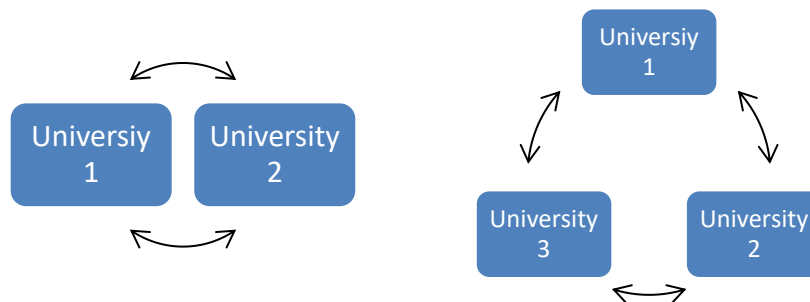
I'll welcome you to participate to the BLE-CLiRC project "Clinical reasoning course – LEVEL xx" organized between xxx (From Finland) and xxx (From Portugal). The course is "hosted" by ENPHE (www.enphe.org) and supported by xxx (adding here the name of university with the teacher leading this process of coaching students).

Maija Spaori (from University _____) and Rodrigo Gonsales (from university _____) will be the teachers along the course. You should contact your home teacher and/or myself, when you have questions related to the process.

Attached in this email you could find:

- A short description of this course (It's the same you had comment with your teachers and the same you could find in google drive) with a detailed line course/schedule. As you can see the course will start on xx/xx/19
- The matching sheet (excel) with the pairs you are going to work with (in the national level and the international one). You can contact the students with whom you will have to work to start talking to each other. I hope the excel will be clear enough for everyone.

The pairs are working **bidirectional/tridirectionally** (whatever you organize the course):



You will have access through **Google Drive (and/or other platform)** from now onwards in order to check some contents and start to work (see folder COURSE DOCUMENTS), if that's your need/wish. You will receive an invitation, so, accepted and start to work and or go to it by clicking the following link:

<http://diuhfdf/dihfbsd.pdf>. You will receive the assigned cases through email and/or google drive on xx/xx/19.

Do not hesitate to contact me rgonsales@myuniversity.com if you need it anything.

Warm regards and we'll keep in touch,



Email 2 – Reminding

Dear student,

Remember that if there is any missing information and/or any question, you have time until **xx/xx/19** to ask to your home teacher university:

Name of the teacher university 1 and email

Name of the teacher university 2 and email.

After this date, no question will be answer and You should proceed as you can considering that there is some missing information.

Sincerely,

Email 3 – How to deliver tasks

Dear student,

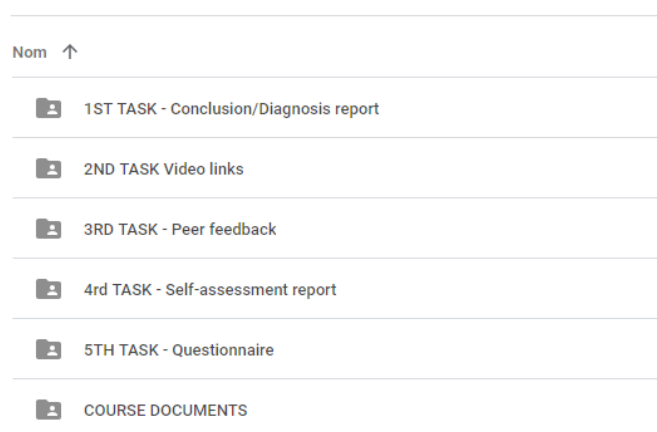
Hope the development of the course is going well and you all are struggling yourself to become a better clinical reasoning therapists.

Now that you have finished the first assignment, to write your conclusion you have to hand in in the proper folder created on google drive.

I shared with all of you 4 folders:

- 1) Conclusion (share with everyone)
- 2) Recorded video link (to share at least with teacher 1 teacher1@email.com , teacher 2 teacher2@email.com, your peer (check for the proper email) and myself myself@email.com , and if students agree, to share with all the other students). It would be a really good opportunity to see other ways of performing / telling a patient a conclusion. If you agreed we can share all the links/videos with everyone, but we need your permission. So, if you agreed on sharing with everyone, just let me know to proceed.
- 3) Peer feedback (to share with teacher 1, teacher 2, your peer and me)
- 4) Self-assessment report (to share with teacher 1, teacher 2, and me)
- 5) Questionnaire

A picture of the folders is attached here



Remember that after delivering your video your next task will be to give feedback to your peer. It is very important you can give the feedback to your peer on time **(dead line xx/xx/19)** in order for him/her to better analyse and do the self-assessment.

I hope this would be clear enough to everyone,
Keep in touch if anything is needed,

Email 4 – How to deliver tasks

Dear student,

Remember that you should give to your peer the feedback before the **xx/xx/19**. Giving feedback is essential for your peer since allow him/her to have an outside view of his/her performance. Please keep the schedule and deadlines.

Sincerely,

Email 5 – Final questionnaire

Dear Student,

You are almost finishing the Ble-Clirc Course LEVEL2. Maybe you have received the feedback form your teacher or you are just going to have it.

Attached you could find a link to a final questionnaire, it is the same questionnaire you could find in a word template in the folder of “COURSE DOCUMENTS”.

Please, this part would help us to improve as education developers and teachers. We would really like to see your feedbacks. Please, share your answers with teacher 1, teacher 2 and myself, so we can go on further with this course.

Feel free to add as much information and as detailed as you consider necessary to improve the course.

We have been happy you have enrole to this course. We hope all of you enjoyed and take profit of it.

Warm regards and have a nice time,