References: Maximizing Virtual Learning Webinar

1. Brennan, J. (2020). *Engaging learners through Zoom: Strategies for virtual teaching across disciplines* (First Edition). Jossey-Bass, a Wiley Imprint.
2. *Continuum of Synchrohonous to Asynchronous Learning Visual*. (n.d.). Retrieved January 14, 2021, from <http://cyprusinternetmarketingservices.com/e-learning>
3. Cook DA, Levinson AJ, Garside S, Dupras DM, Erwin PJ, Montori VM. Internet-based learning in the health professions: a meta-analysis. JAMA. 2008;300(10):1181–96
4. Costello, E., Cocoran, M., Barnett, J. S., Cohn, R., Ekmerkci, O., Falk, N., Harrod, T., Hermann, D., Robinson, S., & Walker, B. (2014). Information and Communication Technology to Facilitate Learning for Students in the Health Professions: Current Uses, Gaps, and Future Directions Costello, Ellen; Corcoran, Mary; Barnett, Jacqueline S.; Birkmeier, Marisa; Cohn, Rhea; Ekmekci, Ozgur; Falk, Nancy L.; Harrod, Thomas; Herrmann, Debra; Robinson, Sean; Walker, Bryan. *Online Learning*, *18*(4).
5. Dyrbye, L., Cumyn, A., Day, H., & Heflin, M. (2009). A qualitative study of physicians’ experiences with online learning in a masters degree program: Benefits, challenges, and proposed solutions. *Medical Teacher*, *31*(2), e40-46. <https://doi.org/10.1080/01421590802366129>
6. Howlett, D., Vincent, T., Gainsborough, N., Fairclough, J., Taylor, N., Cohen, J., & Vincent, R. (2009). Integration of a Case-Based Online Module into an Undergraduate Curriculum: What is Involved and is it Effective? *E-Learning and Digital Media*, *6*(4), 372–384. <https://doi.org/10.2304/elea.2009.6.4.372>
7. Kalyuga, S., Chandler, P., & Sweller, J. (2000). Incorporating Learner Experience into the Design of Multimedia Instruction. *Journal of Educational Psychology*, *92*(1), 126–136.
8. Lafleur, A., Côté, L., & Leppink, J. (2015). Influences of OSCE design on students’ diagnostic reasoning. *Medical Education*, *49*(2), 203–214. <https://doi.org/10.1111/medu.12635>
9. Lawless, C. (2020, April 23). Synchronous vs Asynchronous Learning: Which is Right for Your Learners? *LearnUpon Blog*. <https://www.learnupon.com/blog/synchronous-learning-asynchronous-learning/>
10. Leppink, J., & van den Heuvel, A. (2015). The evolution of cognitive load theory and its application to medical education. *Perspectives on Medical Education*, *4*(3), 119–127. <https://doi.org/10.1007/s40037-015-0192-x>
11. Means B, Toyama Y, Murphy R, Bakia M, Jones K. Evaluation of evidence-based practices in online learning: a meta-analysis and review of online learning studies. Washington, DC: US Department of Education; 2009. [revised 2010 Sept]
12. Mooney, G. A., & Bligh, J. G. (1997). Information technology in medical education: Current and future applications. *Postgraduate Medical Journal*, *73*(865), 701–704. <https://doi.org/10.1136/pgmj.73.865.701>
13. *My final recommendation would be to ensure that you consistently use active learning structures as the foundation for yo*. (n.d.).
14. Niebuhr, V., Niebuhr, B., Trumble, J., & Urbani, M. J. (2014). Online faculty development for creating E-learning materials. *Education for Health (Abingdon, England)*, *27*(3), 255–261. <https://doi.org/10.4103/1357-6283.152186>
15. A picture containing logo

    Description automatically generatedOakley, B. (2014). *A mind for numbers*. TarcherPerigee.
16. O’Doherty, D., Dromey, M., Lougheed, J., Hannigan, A., Last, J., & McGrath, D. (2018). Barriers and solutions to online learning in medical education—An integrative review. *BMC Medical Education*, *18*(1), 130. <https://doi.org/10.1186/s12909-018-1240-0>
17. Ozuah, P. O. (2002). Undergraduate medical education: Thoughts on future challenges. *BMC Medical Education*, *2*, 8. <https://doi.org/10.1186/1472-6920-2-8>
18. Paas, F. G., & Van Merrienboer, J. J. G. (1994). Variability of Worked Examples and Transfer of Geometrical Problem-Solving Skills: A Cognitive-Load Approach. *Journal of Educational Psychology*, *v86 n1*, p122-33.
19. Qiao, Y. Q., Shen, J., Liang, X., Ding, S., Chen, F. Y., Shao, L., Zheng, Q., & Ran, Z. H. (2014). Using cognitive theory to facilitate medical education. *BMC Medical Education*, *14*, 79. <https://doi.org/10.1186/1472-6920-14-79>
20. Sacasas, L. M. (2020). *A theory of Zoom fatigue. The Convivial Society: Dispatch No. 5.* <https://theconvivialsociety.substack.com/p/a-theory-of-zoom-fatigue.>
21. Sanders, E. G. (2020). *Secrets of the most productive people: I’ll be right back: How to protect your energy during Zoom meetings.* <https://www.fastcompany.com/90490716/ill-be-right-back-how-to-protect-your-energy-during-zoom-meetings>
22. Schuwirth, L. W. T., & Van der Vleuten, C. P. M. (2011). Programmatic assessment: From assessment of learning to assessment for learning. *Medical Teacher*, *33*(6), 478–485. <https://doi.org/10.3109/0142159X.2011.565828>
23. *Self-Efficacy Theory of Motivation—Team Management Training*. (n.d.). <https://expertprogrammanagement.com/2018/10/self-efficacy-theory-of-motivation/>
24. Smeraglio, A., DiVeronica, M., Terndrup, C., McGhee, B., & Hunsaker, S. (2020). Videoconferencing: A Steep Learning Curve for Medical Educators. *Journal of Graduate Medical Education*, *12*(5), 553–556. <https://doi.org/10.4300/JGME-D-20-00514.1>
25. *Use Diffuse Learning Breaks*. (n.d.).
26. van Merriënboer, J. J. G., & Sweller, J. (2010). Cognitive load theory in health professional education: Design principles and strategies. *Medical Education*, *44*(1), 85–93. <https://doi.org/10.1111/j.1365-2923.2009.03498.x>
27. Wieman, C. (2014). *Large-scale comparison of science teaching methods sends clear message.* <https://www.pnas.org/content/pnas/111/23/8319.full.pdf>
28. Wittich, C. M., Agrawal, A., Cook, D. A., Halvorsen, A. J., Mandrekar, J. N., Chaudhry, S., Dupras, D. M., Oxentenko, A. S., & Beckman, T. J. (2017). E-learning in graduate medical education: Survey of residency program directors. *BMC Medical Education*, *17*(1), 114. <https://doi.org/10.1186/s12909-017-0953-9>