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## meta|morphosis: From Real-Time to Online

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# meta | morphosis

from real-time to online

kopana terry | university of kentucky | NDNP/n/DC 2011

- getting started in NDNP
- request for proposals
- microfilm 101
- microfilm to digital
- imaging 101
- film scanning
- practical metadata
- production infrastructure
- data wrangling
- hands-on sessions
  - fixing broken batches (metadata instruction)
  - microfilm evaluation (physical and intellectual)

real-time courses

- video tutorials only
  - robs users of printed material
- power point w/audio only
  - robs users of visually inspired learning
- interactive possibilities
  - long-term commitment by UK
  - staffing long-term

more questions than answers

- how do we lecture effectively?
  - to an empty room
  - before a small audience
- how do we effectively present the hands-on sessions?
  - well produced video clips
  - leave it to the user's imagination
- do we make tutorials and that's all?
- do we offer periodic live sessions?
  - a la Google+ hangouts
- do we offer guest lecturers?
  - EX: Errol Somay on "Being a Good Customer"

more questions than answers

- optional teaching tools

- Echo 360

- ❑ “blended learning”
- ❑ content can be tagged and shared
- ❑ bookmark any section

UNC SCHOOL OF MEDICINE

MAR 14, 2011 1:00:00 AM - ECHO360: HOSTING, SAMPLES CAPTURE - SAMPLE, CAPTURE  
Medical Grand Rounds

## Aortic Stenosis

A distinct clinical entity  
*Christian HA JAMA 1931;97: 158-161*

- 57 autopsy cases with the diagnosis of aortic stenosis alone or accompanying aortic regurgitation or mitral stenosis
- 21 cases showed calcification confined to the aortic valve with the other valves essentially normal
  - 13 ≥ 50 years of age
  - 7 ≥ 60 years of age
  - 15 male

Applications

SCENE 5 10:00 - 11:07  
Aortic Stenosis  
A distinct clinical entity  
Christian HA JAMA 1931;97: 158-161  
• 57 autopsy cases with the diagnosis of aortic stenosis alone or accompanying aortic regurgitation or mitral stenosis  
• 21 cases showed calcification confined to the aortic valve with the other valves essentially normal

- 13 ≥ 50 years of age
- 7 ≥ 60 years of age
- 15 male

SCENE 6 11:07 - 12:07  
Aortic Stenosis  
A distinct clinical entity  
Christian HA JAMA 1931;97: 158-161  
• Occurrence usually in males, infrequently in the elderly  
• Calcification usually in the aortic valve with varying degrees of aortic regurgitation appearing late, though not necessarily such as to preclude the flow of blood  
• History of myocardial infarction  
• History of anything in the later half of the twenty years on the history

SCENE 7 12:07 - 13:07  
Aortic Stenosis  
A distinct clinical entity  
Christian HA JAMA 1931;97: 158-161  
• No history of anything in the later half of the twenty years on the history  
• The aortic valve of the valve with degrees of calcification  
• The aortic valve of the valve with degrees of calcification  
• The aortic valve of the valve with degrees of calcification  
• The aortic valve of the valve with degrees of calcification

SCENE 8 13:07 - 14:07  
Aortic Stenosis  
Etiology uncertain  
Christian HA JAMA 1931;97: 158-161  
• Inflammatory cellular changes, calcification of the valve with varying degrees of aortic regurgitation, or both or combined  
• The aortic valve of the valve with degrees of calcification  
• The aortic valve of the valve with degrees of calcification  
• The aortic valve of the valve with degrees of calcification  
• The aortic valve of the valve with degrees of calcification

SCENE 9 14:07 - 15:08

00:09:23 / 01:05:00

echo 360

online teaching options

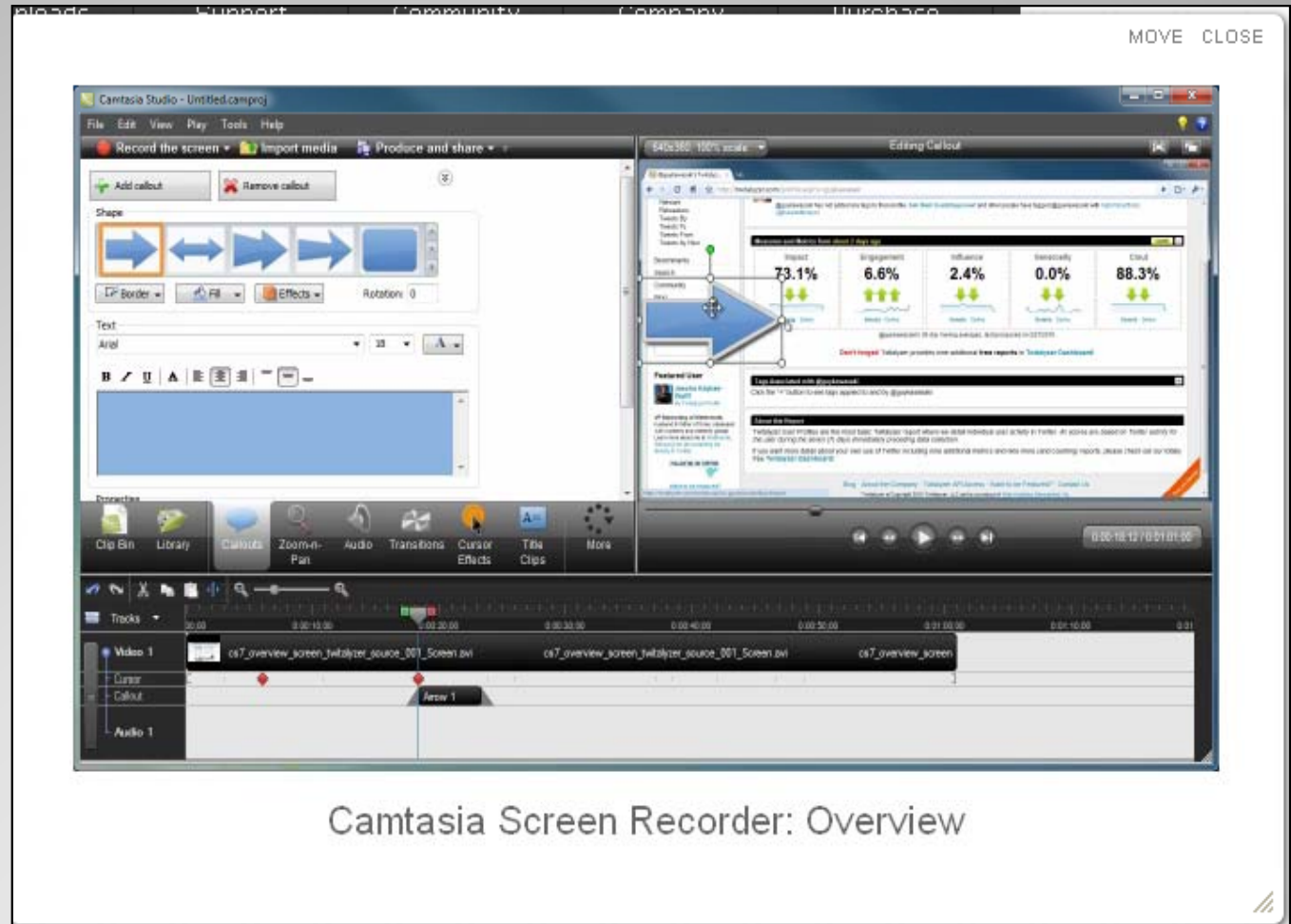
- optional teaching tools

- Camtasia

- ❑ turns your screen into video

- ❑ produced by you w/webcam video, animations, and voice over!

- ❑ upload your finished product to YouTube



Camtasia Screen Recorder: Overview

online teaching options

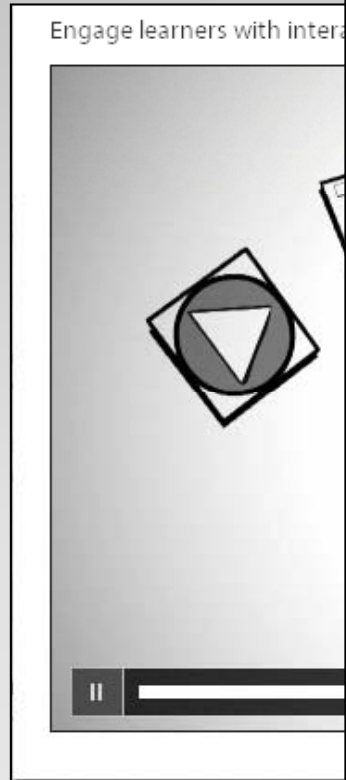
- optional teaching tools

- Adobe Captivate!

- ❑ start with a power point presentation

- ❑ synchronize video, film clips, audio, animation, widgets, voice over

- ❑ user interactive with embedded quizzes and instant scoring and reporting



online teaching options



- past participants: what was the most crucial MM session for you?
- new participants: what do you think you need most from such a program?
- how do you learn best?
- are there other teaching mechanisms we should investigate?

your ideas here

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