

**Teaching Scholars Summer Institute 2020**  
**Continuing Education Form**

**Day One, Monday, June 1, 2020**

<b>TIME</b>	<b>PRESENTER</b>	<b>CONTENT (TOPICS)</b>	<b>OBJECTIVES</b>	<b>TEACHING STRATEGIES</b>
7:30 am to 8:00 am	Registration			
8:00 am to 8:30 am	Welcome/Logistics			
8:30 am to 9:30 am	Tara Whetsel, PharmD, BCACP, BC-ADM	Flipping the Classroom: The What, Why and How of Flip Teaching	<ul style="list-style-type: none"> <li>• Describe flip teaching.</li> <li>• Discuss the potential advantages of a flipped classroom.</li> <li>• Describe the steps involved in developing a flipped classroom.</li> <li>• Describe how team based learning can be incorporated into a flipped classroom.</li> </ul>	Presentation / Discussion
9:30 am to 10:30 am	Lena M. Maynor, PharmD, BCPS		<ul style="list-style-type: none"> <li>• Describe the central attributes and formative events of generations involved in education.</li> <li>• Examine preferred learning styles of Generation Z learner.</li> <li>• Discuss communication issues and misunderstandings that may arise due to generational differences between teachers and students.</li> <li>• Identify potential solutions to common challenges in an education setting due to generational differences.</li> </ul>	Presentation / Discussion
10:30 am to 10:45 am	BREAK			
10:45 am to 11:45 am	Christopher J. Martin, MD, MSc	Writing Multiple Choice Questions	<ul style="list-style-type: none"> <li>• Contrast and compare the relative advantages and disadvantages of different assessment methodologies.</li> <li>• Describe the elements of a single best-answer multiple choice question.</li> <li>• Identify common item writing flaws.</li> <li>• Describe how to construct high-quality single best-answer multiple choice question.</li> <li>• Discuss how to interpret the results of item analysis to judge the performance single best-answer multiple choice question and determine whether or not such items should be rejected or retained in an examination.</li> </ul>	Presentation / Discussion
11:45 am to 12:30 pm	LUNCH			
12:30 pm to 1:30 pm	Rashida Khakoo, MD, MACP	Feedback	<ul style="list-style-type: none"> <li>• Distinguish between feedback and evaluation.</li> <li>• Describe the importance of feedback as part of any educational endeavor.</li> <li>• Discuss the importance of feedback in improvement of learning experiences.</li> <li>• Discuss giving and receiving feedback.</li> </ul>	Presentation / Discussion
1:30 pm to 2:30 pm	Karen Woodfork, PhD	Large Group Teaching	<ul style="list-style-type: none"> <li>• Describe best practices for organization of content and creation of materials for large group presentations.</li> <li>• Discuss ways to gain students' attention and connect with previously learned material.</li> <li>• Identify strategies for promoting active learning in large group sessions.</li> <li>• Discuss methods for encouraging communication in large group sessions.</li> <li>• View examples of resources that are useful for engaging students in a large classroom.</li> <li>• Create an outline for a mini-activity to intersperse with lecture content in a large class context.</li> </ul>	Presentation / Discussion

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**Day Two, Tuesday, June 2, 2020**

<b>TIME</b>	<b>PRESENTER</b>	<b>CONTENT (TOPICS)</b>	<b>OBJECTIVES</b>	<b>TEACHING STRATEGIES</b>
8:00 am to 9:00 am	Elizabeth A. Claydon, PhD	Qualitative Research Design	<ul style="list-style-type: none"> <li>• Describe three qualitative research methods.</li> <li>• Identify research questions that are appropriate to the various methods.</li> <li>• Discuss the concept of methodological rigor in qualitative methods.</li> </ul>	Presentation / Discussion
9:00 am to 10:00 am	Alfgeir L. Kristjansson, PhD, Msc	Quantitative Research Design	<ul style="list-style-type: none"> <li>• Explain the philosophical prerequisites for quantitative research.</li> <li>• Compare and contrast the strengths and applicability of different study designs.</li> </ul>	Presentation / Discussion
10:00 am to 10:15 am	BREAK			
10:15 am to 11:15 am	Scott Cottrell, EdD	Implementing the Scholarship of Teaching and Learning (SOTL)	<ul style="list-style-type: none"> <li>• Discuss how participants can clarify their research question.</li> <li>• Discuss study designs that will be useful in answering various research questions.</li> </ul>	Presentation / Discussion
11:15 am to 12:15 pm	Gina Baugh, PharmD	Inter-Professional Education	<ul style="list-style-type: none"> <li>• Discuss multiple aspects of Interprofessional Education (IPE), including advantages of IPE and collaborative practice (Ex. HealthCare Reform and the need for more provider types, lower costs, improved patient care).</li> <li>• Describe the four Interprofessional competencies developed by the WVU IPE Workgroup.</li> <li>• Discuss techniques to address the barriers and challenges to IPE in teaching (ex. Schedules; credit).</li> </ul>	Presentation / Discussion
12:15 pm to 1:15 pm	LUNCH			
1:15 pm to 4:00 pm	STEPS	Simulation		

**Teaching Scholars Summer Institute 2020  
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***Day Three, Wednesday, June 3, 2020***

<b>TIME</b>	<b>PRESENTER</b>	<b>CONTENT (TOPICS)</b>	<b>OBJECTIVES</b>	<b>TEACHING STRATEGIES</b>
8:00 am to 9:00 am	Marie Abate, PharmD	Rubrics	<ul style="list-style-type: none"> <li>Describe the types and key components of a rubric.</li> <li>Discuss the potential advantages with the use of rubrics as learning and assessment tools.</li> <li>Describe the steps involved in developing and modifying a rubric.</li> <li>Begin to construct a rubric to meet an identified student learning/assessment need.</li> </ul>	TO BE DETERMINED.
9:00 am to 10:00 am	Lesley E. Cottrell, PhD	Survey Research	<ul style="list-style-type: none"> <li>Describe what a survey is.</li> <li>Identify why and when surveys are done.</li> <li>Describe who does surveys.</li> <li>Describe how surveys are done.</li> <li>Give guidance to Scholars on their education related scholarly projects. You will be provided the research questions in advance for your review in preparation for this session.</li> </ul>	Presentation / Discussion
10:00 am to 10:15 am	BREAK			
10:15 am to 11:15 am	Rashida Khakoo, MD, MACP	Clinical Teaching	<ul style="list-style-type: none"> <li>Discuss the importance of clinical teaching.</li> <li>Discuss various effective methods of teaching in clinical settings.</li> <li>Discuss opportunities and challenges of clinical teaching.</li> </ul>	Presentation / Discussion
11:15 am to 12:15 pm	Chris M. Terpening, PhD, PharmD, BCACP, CGP	World's Worst Lecture	<ul style="list-style-type: none"> <li>Describe the positive/negative aspects of developing a lecture, including AV aids and handouts.</li> </ul>	Presentation / Discussion
12:15 pm to 12:45 pm	LUNCH			
12:45 pm to 1:30 pm	<p>Developing an Education Development Portfolio, Tracey J. Beckley, MPM</p> <p>Getting Started on Your Research Agenda, Albert S. Berrebi, PhD</p>	<p>(2) <u>Group Discussions:</u></p> <p>Developing an Education Development Portfolio</p> <p>Getting Started on Your Research Agenda</p>	<p><u>Developing an Education Development Portfolio</u></p> <ul style="list-style-type: none"> <li>Explain the purpose and value of an Education Development (Teaching) Portfolio and how it can demonstrate your personal teaching philosophy;</li> <li>Discuss the main elements of a teaching portfolio and brainstorm evidence types to be collected to ensure relevance;</li> <li>Compare and contrast example teaching portfolios to discover how approaches may differ across disciplines.</li> </ul> <p><u>Getting Started on Your Research Agenda</u></p> <ul style="list-style-type: none"> <li>Describe WVU's research structure and processes.</li> <li>Discuss approaches to carving out sufficient time for scholarship.</li> <li>Identifying a research mentor(s).</li> <li>Understand team science.</li> </ul>	Group Discussion

1:30 pm to 2:15 pm	<p>Developing an Education Development Portfolio, Tracey J. Beckley, MPM</p> <p>Getting Started on Your Research Agenda, Albert S. Berrebi, PhD</p>	<p>(2) <u>Group Discussions:</u></p> <p>Developing an Education Development Portfolio</p> <p>Getting Started on Your Research Agenda</p>	<p><u>Developing an Education Development Portfolio</u></p> <ul style="list-style-type: none"> <li>• Explain the purpose and value of an Education Development (Teaching) Portfolio and how it can demonstrate your personal teaching philosophy;</li> <li>• Discuss the main elements of a teaching portfolio and brainstorm evidence types to be collected to ensure relevance;</li> <li>• Compare and contrast example teaching portfolios to discover how approaches may differ across disciplines.</li> </ul> <p><u>Getting Started on Your Research Agenda</u></p> <ul style="list-style-type: none"> <li>• Describe WVU's research structure and processes.</li> <li>• Discuss approaches to carving out sufficient time for scholarship.</li> <li>• Identifying a research mentor(s).</li> <li>• Understand team science.</li> </ul>	Group Discussion
2:15 pm to 2:30 pm	BREAK			
2:30 pm to 3:00 pm	Rashida Khakoo, MD, MACP	What Did We Learn		Presentation / Discussion