### Day One, Monday, June 1, 2020

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<tr>
<th>TIME</th>
<th>PRESENTER</th>
<th>CONTENT (TOPICS)</th>
<th>OBJECTIVES</th>
<th>TEACHING STRATEGIES</th>
</tr>
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<tbody>
<tr>
<td>8:00 am to 8:30 am</td>
<td>Welcome/Logistics</td>
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| 8:30 am to 9:30 am| Tara Whetsel, PharmD, BCACP, BC-ADM| Flipping the Classroom: The What, Why and How of Flip Teaching | • Describe flip teaching.  
• Discuss the potential advantages of a flipped classroom.  
• Describe the steps involved in developing a flipped classroom.  
• Describe how team based learning can be incorporated into a flipped classroom. | Presentation / Discussion            |
| 9:30 am to 10:30 am| Lena M. Maynor, PharmD, BCPS       | Generational Diversity Among Preceptors and Learners | • Describe the central attributes and formative events of generations involved in education.  
• Examine preferred learning styles of Generation Z learner.  
• Discuss communication issues and misunderstandings that may arise due to generational differences between teachers and students.  
• Identify potential solutions to common challenges in an education setting due to generational differences. | Presentation / Discussion            |
| 10:45 am to 11:45 am| H. Wayne Lambert, PhD               | Experiential Learning Through Writing Multiple Choice Questions | • Contrast and compare the relative advantages and disadvantages of different assessment methodologies.  
• Describe the elements of a single best-answer multiple choice question.  
• Identify common item writing flaws.  
• Describe how to construct high-quality single best-answer multiple choice question.  
• 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. | Presentation / Discussion            |
| 11:45 am to 12:30 pm| Rashida Khakoo, MD, MACP            | Feedback                                | • Distinguish between feedback and evaluation.  
• Describe the importance of feedback as part of any educational endeavor.  
• Discuss the importance of feedback in improvement of learning experiences.  
• Discuss giving and receiving feedback. | Presentation / Discussion            |
| 1:30 pm to 2:30 pm| Karen Woodfork, PhD                 | Large Group Teaching                    | • Describe best practices for organization of content and creation of materials for large group presentations.  
• Discuss ways to gain students’ attention and connect with previously learned material.  
• Identify strategies for promoting active learning in large group sessions.  
• Discuss methods for encouraging communication in large group sessions.  
• View examples of resources that are useful for engaging students in a large classroom.  
• Create an outline for a mini-activity to intersperse with lecture content in a large class context. | Presentation / Discussion            |
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| 8:00 am to 9:00 am | Elizabeth A. Claydon, PhD     | Qualitative Research Design    | • Describe three qualitative research methods.  
• Identify research questions that are appropriate to the various methods.  
• Discuss the concept of methodological rigor in qualitative methods. | Presentation / Discussion |
| 9:00 am to 10:00 am | Alfgeir L. Kristjansson, PhD, Msc | Quantitative Research Design   | • Explain the philosophical prerequisites for quantitative research.  
• Compare and contrast the strengths and applicability of different study designs. | Presentation / Discussion |
| 10:00 am to 10:15 am |                             |                                |                                                                                                                                  |                           |
| 10:15 am to 11:15 am | Scott Cottrell, EdD           | Implementing the Scholarship of Teaching and Learning (SOTL) | • Discuss how participants can clarify their research question.  
• Discuss study designs that will be useful in answering various research questions. | Presentation / Discussion |
| 11:15 am to 12:15 pm | Gina Baugh, PharmD            | Inter-Professional Education   | • 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).  
• Describe the four Interprofessional competencies developed by the WVU IPE Workgroup.  
• Discuss techniques to address the barriers and challenges to IPE in teaching (ex. Schedules; credit). | Presentation / Discussion |
| 12:15 pm to 1:15 pm  | LUNCH                         |                                |                                                                                                                                  |                           |
| 1:15 pm to 4:00 pm  | STEPS                         | Basics In Simulation           | • Describe the role of simulation in healthcare.  
• Discuss activities for a healthcare curriculum.  
• Determine the appropriate simulation modality for a provided scenario.  
• Differentiate 4 simulation modalities.  
• Evaluate your current curriculum for ways that simulation can benefit learners.  
• Evaluate simulation needs vs. objectives for your class.  
• Discuss the importance and role of interprofessional education in healthcare. |                           |
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| 8:00 am to 9:00 am | Marie Abate, PharmD            | Rubrics                           | • Describe the types and key components of a rubric.  
• Discuss the potential advantages with the use of rubrics as learning and assessment tools.  
• Describe the steps involved in developing and modifying a rubric.  
• Begin to construct a rubric to meet an identified student learning/assessment need. | TO BE DETERMINED.            |
| 9:00 am to 10:00 am | Lesley E. Cottrell, PhD       | Survey Research                   | • Describe what a survey is.  
• Identify why and when surveys are done.  
• Describe who does surveys.  
• Describe how surveys are done.  
• 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. | Presentation / Discussion   |
| 10:00 am to 10:15 am | BREAK                         |                                   |                                                                                                                                           |                             |
| 10:15 am to 11:15 am | Rashida Khakoo, MD, MACP       | Clinical Teaching                 | • Discuss the importance of clinical teaching.  
• Discuss various effective methods of teaching in clinical settings.  
• Discuss opportunities and challenges of clinical teaching. | Presentation / Discussion   |
| 11:15 am to 12:15 pm | Chris M. Terpening, PhD, PharmD, BCACP, CGP | World’s Worst Lecture | • Describe the positive/negative aspects of developing a lecture, including AV aids and handouts. | Presentation / Discussion   |
| 12:15 pm to 12:45 pm | LUNCH                         |                                   |                                                                                                                                           |                             |
| 12:45 pm to 1:30 pm | Tracey J. Beckley, MPM         | Developing an Education Development Portfolio | • Explain the purpose and value of an Education Development (Teaching) Portfolio and how it can demonstrate your personal teaching philosophy;  
• Discuss the main elements of a teaching portfolio and brainstorm evidence types to be collected to ensure relevance;  
• Compare and contrast example teaching portfolios to discover how approaches may differ across disciplines. | Group Discussion            |
| 1:30 pm to 2:15 pm | Albert S. Berrebi, PhD         | Getting Started on Your Research Agenda | • Describe WVU’s research structure and processes.  
• Discuss approaches to carving out sufficient time for scholarship.  
• Identifying a research mentor(s).  
• Understand team science. | 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   |