

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

Day One, Monday, June 1, 2020

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
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"> • 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	<ul style="list-style-type: none"> • 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
10:30 am to 10:45 am	BREAK			
10:45 am to 11:45 am	H. Wayne Lambert, PhD	Experiential Learning Through Writing Multiple Choice Questions	<ul style="list-style-type: none"> • 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	LUNCH			
12:30 pm to 1:30 pm	Rashida Khakoo, MD, MACP	Feedback	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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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Day Two, Tuesday, June 2, 2020

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 am to 9:00 am	Elizabeth A. Claydon, PhD	Qualitative Research Design	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	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"> 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	<ul style="list-style-type: none"> 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 Jason Craig, EMT-P, CHSE Lee Ann Miller, EdD, CHSE Russell Doerr, EMT-P, CHSE Adam Hoffman, MCCP Daniel Summer, RN, BSN, CHSE Dorian Williams, MD, FAAFP, CPI, CHSE Christy Barnhart, MSN, RN Gina Baugh, PharmD	Basics In Simulation	<ul style="list-style-type: none"> 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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Day Three, Wednesday, June 3, 2020

TIME	PRESENTER	CONTENT (TOPICS)	OBJECTIVES	TEACHING STRATEGIES
8:00 am to 9:00 am	Marie Abate, PharmD	Rubrics	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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