

**Teaching Scholars Summer Institute 2021
Continuing Education Form**

Day One, Tuesday, June 1, 2021

| TIME | PRESENTER | CONTENT (TOPICS) | OBJECTIVES | TEACHING STRATEGIES |
|----------------------|-------------------------------------|--|--|----------------------------|
| 8:30 am to 9:30 am | Tara Whetsel, PharmD, BCACP, BC-ADM | Flipping the Classroom | <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 | Jonathan M. Kline, PharmD | Intergenerational Conflict and Educational Strategy | <ul style="list-style-type: none"> Describe some of the historical and cultural differences between generations involved in education and learning today. Identify the formative events for the current generations and how those events led to their particular qualities. List potential obstacles and identify solutions to address communication with millennial students. | Presentation / Discussion |
| 10:30 am to 10:45 am | BREAK | | | |
| 10:45 am to 11:45 am | Christopher Martin, MD, MSc | Writing Multiple Choice Questions using Chris's objectives | <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 4:30 pm | | Basics in Simulation, for ALL Summer scholars | | |

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Day Two, Wednesday, June 2, 2021

| TIME | PRESENTER | CONTENT (TOPICS) | OBJECTIVES | TEACHING STRATEGIES |
|----------------------|--------------------------------|---|---|----------------------------|
| 8:00 am to 9:00 am | Elizabeth 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 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 Inter-professional 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 Inter-professional 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 12:45 pm | LUNCH | | | |
| 12:45 pm to 1:45 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. | |

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Day Three, Thursday, June 3, 2021

| 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. | Presentation / Discussion |
| 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 | Christopher Martin, MD, MSc | 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 1:45 pm | Tracey Beckley, MPM | Developing an Education 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 |
| 1:45 pm to 2:45 pm | Albert 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. | Presentation / Discussion |
| 2:30 pm to 3:00 pm | Rashida Khakoo, MD, MACP | What Did We Learn? | | Group Discussion |