



LEARNING OBJECTIVES

Faculty Skills 201 Workshop

Teaching and Learning Styles: Learn How to Learn

Description: This session will discuss the different facets of teaching styles, as well as their relationship to student learning styles. Participants will determine their personal teaching styles through completion of teaching style inventories and discern the ability to change teaching style based on the learning context.

Objectives:

1. Discuss the importance of understanding instructor and student learning styles
2. List and describe different teaching styles and underlying pedagogical theory
3. Discern personal teaching style through completion of teaching style inventory
4. Create a personal style that integrates current research on effective teaching and learning that enhances learning and makes teaching fulfilling

Teaching Philosophy

Description: It is important for PA educators to see a commonality among their own personal ideas of teaching and learning compared to the philosophy of the program, other faculty, and the institution. This commonality will enhance teamwork and lead to a more cohesive environment for faculty and students. This session will explore these concepts and apply them to participants' individual experiences.

Objectives:

1. Define and articulate a personal teaching philosophy
2. Define and articulate a programmatic teaching philosophy
3. Understand the relationship between mission, vision, goals, and teaching philosophy
4. Understand programmatic dysfunction and conflict as it relates to varying philosophies
5. Understand the impact of a personal and programmatic teaching philosophy on teaching styles and programmatic outcomes

Objectives and Assessment

Description: This session develops the participants' skills in developing course and instructional objectives that guide student acquisition of skills and knowledge. Discussion and practice will include how to link objectives to learning outcomes and assessment methods.

Objectives:

1. Explain the levels of Bloom's Taxonomy
2. Apply Bloom's Taxonomy to the development of learning objectives
3. List, define, and apply the SMART and ABCD methods of writing learning objectives
4. Write learning objectives that are measurable and can be linked to learning outcomes
5. Select assessment methods that can be used to measure different levels of Bloom's Taxonomy and that reflect complexity of the material

Unconscious Bias: A Brief Introduction

Description: In this 60-minute session, we'll explore ideas about and research on unconscious bias — how our decisions are significantly influenced by non-conscious patterns of thinking and how we can mitigate these effects to improve decision-making and create more inclusive educational environments. This topic has received extensive attention in behavioral economics, diversity and inclusion, and decision theory (among other areas), and is a crucial topic for new and future program directors to be familiar with. We'll discuss a number of examples and studies from the research literature and also engage in interactive exercises to explore these ideas in practice.

Objectives:

1. Understand the basic ideas of unconscious bias — how our unconscious minds automatically interpret the world in a certain way, independent of our conscious values and intentions
2. Distinguish the major types of bias — implicit association, affinity bias, confirmation bias, projection bias, etc.
3. Discuss the role that unconscious bias plays in organizational development
4. Develop systems and use techniques to counteract or mitigate unconscious bias — in faculty and student interviews, departmental decision making, etc.

Intergenerational Issues

Description: For the first time in history, there are four generations interacting in the workplace and the classroom. This multi-generational mix can lead to misunderstanding and conflict. One way to avoid this is through understanding the different generations and their characteristics, as well as what different behaviors can be attributed to. The most prevalent generation in the classroom today is the millennial generation. Using Strauss and Howe's seven characteristics of the millennial generation from the book "Millennials Go To College," we will illuminate behaviors discuss strategies for how to best interact with millennials in the classroom.

Objectives:

1. List the unique characteristics of the millennial student and how those attributes impact the classroom

2. List the expectations that millennial students and their parents have of the educational system and how these may differ from administration and faculty expectations
3. Discuss the learning styles, attitudes, motivations, and approach to learning that millennials most adhere to
4. Discuss the impact that technology has had on the millennial adult learner in terms of their communication, critical thinking, and analysis/skill
5. Identify and describe communication and teaching methodologies that enhance the millennial learning experience and lead to positive educational outcomes

Developing Critical Thinking

Description: A common complaint from many educators is that students are not capable of critical thinking when they emerge from undergraduate education. This session will discuss the concept of critical thinking and how to foster critical thinking in your teaching.

Objectives:

1. Define critical thinking
2. Define the relationship of critical thinking along Bloom's Taxonomy and the default mode for most millennial students
3. List and explain methods of developing critical thinking with students
4. List and explain the critical thinking questions
5. Apply and experience the concepts of one critical thinking model while in class

Active Learning

Description: This session reviews the various methods of active learning, with an emphasis on those that stimulate analysis, synthesis, and application of material. Discussion will include best practices for incorporating active learning methods into a lecture-based program. Participants will have an opportunity to practice development of a class activity.

Objectives:

1. List five methods of active learning
2. Review the evidence for the efficacy of active learning
3. Select an active learning exercise appropriate for achieving a specific instructional objective
4. Formulate a class session that is structured around one or more active learning methods
5. Identify methods that assure students are prepared for the in-class activities

Curricular Mapping

Description: This session is designed to show attendees how to map curricular content by linking to the ARC-PA Accreditation Standards, Competencies for the Physician Assistant Profession, and the NCCPA content blueprint. Attendees will learn how curricular mapping

can be used to track educational outcomes, promote ongoing program improvement, and facilitate the self-study process for accreditation.

Objectives:

1. Describe and utilize curricular mapping process linking NCCPA Blueprint/Tasklists, ARC-PA Accreditation Standards, and Competencies for the Physician Assistant Profession
2. Use an e-blueprint map to identify deficiencies in didactic and/or clinical curriculum
3. Generate and implement an accreditation self-study document using curriculum mapping
4. Improve program outcomes by collecting and analyzing data then implementing appropriate changes

Your Role in Ongoing Program Assessment

Description: This session is designed to identify the types of data that can be collected starting with admission, through both phases of the curriculum, and extending through graduation. Data collection will be linked to different faculty and administrative roles in the program as well as corresponding Accreditation Standards. Attendees will learn how data collection can be used to drive ongoing self-assessment and program improvement.

Objectives:

1. Recognize that data collection is an important objective measure of program health
2. Differentiate different types of program data used for collection and evaluation
3. Generate and implement continual self-evaluation process using data
4. Produce a database linking program competencies to ARC-PA Accreditation Standards
5. Design and implement program self-evaluation process that is proactive versus reactive

Taking Your Item Writing Skills to the Next Level

Description: This session develops the participants' skills in constructing exam questions that are meaningful, versatile, reliable, and valid. Best practices, analysis of structure, and common mistakes will be reviewed. Discussion and practice will include methods for constructing exam items based on Bloom's Taxonomy and linking exam items to course and learning objectives and outcomes.

Objectives:

1. Identify the types of questions best suited to assess students' knowledge and evaluation skills
2. Identify the components of a reliable and valid exam question
3. Construct exam items to align with Bloom's cognitive levels
4. Align exam items with learning objectives and outcomes
5. Utilize exam items to identify gaps in knowledge and instruction