2017 Educator Development Program

The Educator Development Program is a new, monthly, cohort-style program for College of Medicine educators who seek additional preparation for teaching across the medical education continuum. Participants will review principles of learning and development, discuss teaching and learning issues with colleagues, and develop instructional and assessment strategies. Participation in the program will also include mentorship for a scholarly project in education suitable for presentation and publication. The program consists of interactive, seminar-style sessions and readings. A flipped classroom approach will be used, i.e., materials will be available in advance of each session and participants will be expected to draw upon the materials during the sessions. Participants will also have the opportunity to observe teaching sessions and receive feedback on their own teaching.

Approximately eight faculty members will be selected for participation in the Educator Development Program. While targeted to junior faculty members, faculty with teaching experience who are interested in expanding their teaching skills and scholarship may also apply. Participants are expected to undertake a curriculum development initiative or other teaching-related project suitable for presentation and publication. The facilitator is Katie Huggett, PhD. Additional faculty and staff may be invited to co-facilitate or share resources and expertise at individual sessions.

Prerequisite: Applicants without previous preparation for teaching are advised to complete the 1-day Essentials of Teaching and Assessment course.

Proposed schedule: Monthly sessions, 9-11 AM on Friday morning*
Proposed Friday dates are January 20, February 17, March 17, April 21, May 19, June 23, July 14, August 18.
Additional consultation time 11-12 AM following monthly sessions

*If there is sufficient interest, a second cohort will be arranged for 5-7 PM on Tuesdays. Proposed Tuesday dates are January 10, February 14, March 14, April 4, May 9, June 27, July 11, August 22.

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<th>Friday 1/20/17</th>
<th>Session 1 A: Understanding Today’s Learners</th>
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<td>After completing this session, participants will be able to:</td>
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<td>1. Identify the characteristics common among today’s higher education learners</td>
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<td>2. Discuss theories of adult learning and their application to curricular design</td>
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<td>3. Describe techniques to engage today’s higher education learner</td>
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<td>4. Respond effectively to cross-cultural challenges in teaching settings</td>
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Session 1 B: Studying your Teaching
After completing this session, participants will be able to:
1. Explain the key principles of the scholarship of teaching and learning (SoTL)
2. Identify reasons for engaging in SoTL
3. List resources and venues for SoTL
4. Develop a personal educational research plan
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<th>Date</th>
<th>Session Title</th>
<th>Description</th>
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| 2/17/17   | Session 2: Developing Curricula and Educational Experiences | After completing this session, participants will be able to:  
1. Describe curriculum design models  
2. Discuss domains of learning and associated taxonomies, and the relationship of learning objectives to learning activities, outcomes assessment, and content selection  
3. Develop learning goals and objectives  
4. Explain the Novice to Expert progression of skill acquisition |
| 3/17/17   | Session 3: Providing Effective Feedback                  | After completing this session, participants will be able to:  
1. Differentiate between praise and effective feedback  
2. Explain how effective feedback contributes to learning  
3. Demonstrate a model for providing effective feedback (e.g., One Minute Preceptor) |
| 4/21/17   | Session 4: Teaching in Small Groups                     | After completing this session, participants will be able to:  
1. Explain educational outcomes of small group learning  
2. List attributes of an effective small group teacher  
3. Describe strategies for developing effective groups  
4. Modify a checklist for preparing to teach in small groups |
| 5/19/17   | Session 5: Promoting Active Learning                    | After completing this session, participants will be able to:  
1. Plan for AL in teaching sessions  
2. Increase learner engagement during lectures  
3. Promote understanding and retention of lecture material |
| 6/23/17   | Session 6: Using Assessment Data to Improve Teaching    | After completing this session, participants will be able to:  
1. Differentiate between assessment and evaluation  
2. Identify formative and summative evaluation  
3. Describe strategies for using assessment data to improve teaching |
| 7/14/17   | Session 7: Educational Leadership                       | After completing this session, participants will be able to:  
1. Explain the significance of developing a leadership style  
2. Describe group formation and dynamics  
3. Differentiate between management skills and leadership behaviors  
4. Describe opportunities for leadership in health sciences education |
| 8/18/17   | Session 8: Wrap-up and Project Presentations            | After completing this session, participants will be able to:  
1. Describe key literature and resources in their area of teaching interest  
2. Identify knowledge, skills, and resources required to improve their own teaching |