

JUNE SESSIONS

Active Learning Tech Tools

Thursday, June 6 | 9:30–10:30 a.m. | Room 323, Medical Education Building | Presented by Rebecca Butler and Robin Thompson

A one-hour session focusing on evidence-based strategies for optimizing the use of technology to teach at a distance, with a focus on increasing student active engagement within course material.

Technology in Clinical Teaching

Thursday, June 13 | 8:30–9:30 a.m. | Room 323, Medical Education Building | Presented by Dr. Kathryn Schneider

A one-hour session to demonstrate technology that can be used to teach in the clinical setting without disrupting patient care. Attendees should bring a tablet or a smart phone.

Canvas

Thursday, June 20 | 11:00 a.m.–12:00 noon | Lab 324, Medical Education Building | Presented by Dr. David R. Norris

A one-hour session focusing on intermediate and advanced features of Canvas that make course management more efficient and effective, while decreasing the administrative burden on the course director and administrator.

Clinical Assessments

Tuesday, June 25 | 3:00–5:00 p.m. | Room 323, Medical Education Building | Presented by Drs. Zeb Henson & Lyssa Weatherly

This two-hour session is designed to enhance the provision of clinical feedback and narrative assessment. During the first hour of the presentation, the facilitators will review the principles of high-quality feedback and narrative assessments. During the second hour, participants will work together to provide narrative assessment to a “standardized student” via recording or in person.

Narrative Feedback

Friday, June 28 | 8:30–10:30 a.m. | Room 323, Medical Education Building | Presented by Dr. Calvin Thigpen

A two-hour workshop designed to enhance the quality of narrative feedback. Narrative feedback is critical in providing students timely information that can be utilized to change or reinforce their behaviors in order to promote success in a course. The SOM, adhering to LCME expectations, holds that students should always receive formative feedback; and this feedback should be provided by the midpoint of a course that is 4 or more weeks in length. Participants in this workshop will:

- (a) increase their understanding of the role of narrative feedback in student development as well as in supporting the Dean’s Letter/Medical Student Performance Evaluation (MSPE),
- (b) examine examples of narrative feedback with varying levels of quality; and
- (c) write high quality narrative feedback after viewing clips of video.

JULY SESSIONS

ExamSoft

Thursday, July 11 | 3:00–5:00 p.m. | Room 323, Medical Education Building | Presented by Dr. Stephen Stray

A two-hour workshop designed to highlight the features of ExamSoft and ways to use it to inform instruction and evaluate a course. This workshop will help faculty examine trends and improve course design.

Designing Instruction

Friday, July 12 | 8:30–10:30 a.m. | Room 323, Medical Education Building | Presented by Dr. Loretta Jackson-Williams

This two-hour session allows the participant to examine the key phases in designing instruction. Focus areas of this workshop include identifying and writing measurable objectives, and aligning instruction to objectives, selecting course activities, and constructing assessments.

Capturing and Producing Videos for Education

Thursday, July 18 | 9:00–11:00 a.m. | Lab 326, Medical Education Building | Presented by Jessica Green Overby

This two-hour workshop provides participants opportunities to experience software to capture presentations. UMMC offers several tools that allow instructors and students to communicate or actively collaborate through videos. This workshop will also illustrate how the various tools may facilitate a flipped classroom by providing students with a video presentation on specific topics.

Hidden Curriculum

Friday, July 19 | 8:30–9:30 a.m. | Room 101, Medical Education Building | Presented by Dr. Juanyce Taylor

This one-hour session is designed to increase faculty and staff understanding about diversity and inclusion by examining the construct of the hidden curriculum. After a presentation on the history, content, and unintentional outcomes of the *hidden curriculum*, participants will analyze problematic behaviors or situations, as well as ways to avoid unintentionally communicating negative messages about individuals, groups, or other specialties/professions.

~ OPEN TO ALL UMMC FACULTY ~

