

IAMSE Webinar Series 2015  
Training the Next Generation of Health-Science Educators

## Graduate Courses on Teaching Skills

Michael J. Parmely, Ph.D.  
Department of Microbiology, Molecular Genetics and Immunology  
KU School of Medicine

Robert G. Carroll, Ph.D.  
Department of Physiology and Office of Medical Education  
Brody School of Medicine, East Carolina University

## Objectives of this Session

- Describe models for aligning faculty skills with higher education goals
- Contrast a full teaching course (KU) and a workshop approach (APS)
- Identify key components of these two approaches
  - Educational theory and best practices
  - Emphasis on application, activity and reflection
  - Modeling good teaching and course design
  - Stimulating creativity and risk-taking in teaching
  - Providing resources for continued growth as a teacher

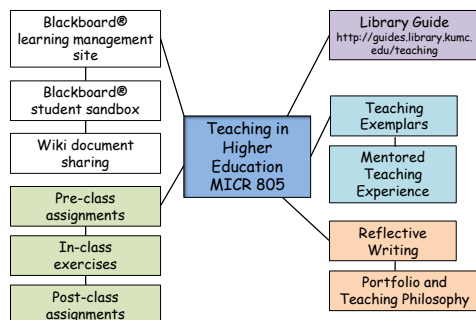
## Why graduate courses on teaching?

- Discipline experts are not necessarily the best teachers.
- Entry-level faculty rarely have teaching theory or practical experience.
- Development of teaching skills is essential for professional advancement.
- Few medical schools have full-time faculty mentors who are professionally trained in education.
- Ph.D. and Master's candidates recognize the need for formal educational training (theory and practice).

## KU "Teaching in Higher Education" course

- 15-week, 1-credit, pass/fail graduate course
- 9 enrolled
- Educational Intentions
  - Nurture passion for teaching
  - Encourage creativity
  - Challenge assumptions about teaching/learning
  - Observe models (content and pedagogical exemplars)
  - Emphasize doing and reflecting
  - Document professional growth

## KU Course Design



## Topic Sequencing

1. Interviews and assessment of prior learning
2. Alignment of competencies, course outcomes and learning objectives
3. Constructing assessments of learning
4. Creating constructive feedback
5. Instructional methods
6. Active learning approaches
7. Cultivating critical thinking
8. Challenges faced in the classroom
9. How learners learn

## Topic Sequencing

10. Course and program quality improvement
11. Incorporating educational technology
12. Preparing for your first teaching assignment
13. Professional development and challenges
14. Individual and team lesson plans
15. Capstone integrating projects
  - Learning portfolios
  - Mini-teaching sessions
  - Teaching philosophy statements

## Session 1: Instructional alignment

### *Pre-class assignments*

- Find your graduation competencies.
- State your teaching philosophy.

### *Orienting lecture*

### *In-class exercises*

- Align course outcomes with your competencies.
- Prepare learning objectives for a session.

### *Post-class assignment*

- Use linkage grid to map curriculum to competencies.
- Reflective writing on most valuable learning, learning gaps.

## Teaching Exemplars

- Faculty of the Schools of Nursing, Medicine and Graduate Studies
- Develop model and mentoring relationships
- Observe application of novel learning methods
- Identify professional issues
- Consider career options involving teaching

## Student Reviews of Course Strengths\*

1. Encouraged me to reflect on what I learned.
2. Helped me develop teaching skills.
3. Encouraged my creativity.
4. Aided me in finding teaching resources.
5. Helped me apply what I learned.

\* Greater than 4.3 on Lickert scale (1 - 5)

## Student Reviews of Course Strengths

Ranking instructional activities (n = 6):

1. Developing lesson plans
2. Writing a teaching philosophy
3. Preparing a teaching portfolio

## Student Reviews of Course Areas of Improvement\*

1. Greater emphasis on working within groups
2. More time for discussion in class
3. Devote less time on lectures, more on practical work in class.
4. Emphasize practical tasks - lesson plans and teaching philosophies.
5. Provide guidance on compiling teaching portfolios.
6. Provide individualized feedback and mentoring

\* Derived from narrative comments.

## Significant surprises

- Cautious student approaches toward teaching - reluctance to stray from lecturing
- Student newly discovered admiration for the commitment of teachers and the challenges of teaching
- Student desires to read and discuss the primary literature

## Role of Professional Societies

- APS Professional Skills Training Courses
  - Publication Ethics (NSF funded)
  - Writing and Reviewing for Scientific Journals
  - Interviewing Skills
  - Meeting and Presentation Skills
- Live and on-line
- Develop a Community of Practice
  - Workshops alone have limited long-term impact
  - Continued reinforcement/recommitment needed to induce change



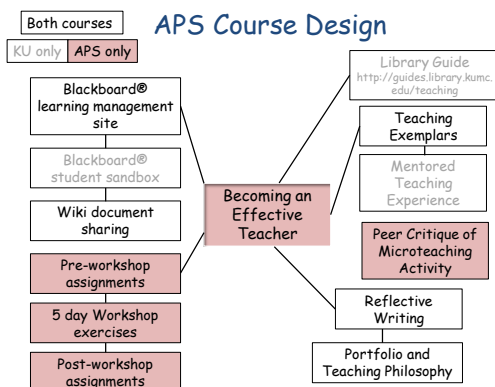
<http://www.the-aps.org/mm/Education/GraduateProfessional/Educational-Projects/Prof-Skills-Training/Take-a-Course/Upcoming-Live-Courses/Effective-Teaching>

## PST Course: Becoming an Effective Teacher

- Upper level graduate students, post-doctoral fellows, and early career faculty who want to develop their teaching skills
- Pre- and post-workshop assignments will be required, as well as those that are part of the in-person course
- A micro-teach demonstration to illustrate an understanding of effective teaching.
- Cost: \$800 covers registration, dorm housing, meals on site

## Most Course Goals Equivalent to the KU Graduate Course

- Two additional ones
  - Describe and demonstrate methods for teaching students from diverse groups
  - Identify professional standards of practice in teaching



## What we knew

- Pre workshop and post-workshop assignments are essential to generate impact
- Peer feedback was most influential component
- Developing a community of practice is key to changing behavior

## Significant surprises in the first year

- Course interest was high
  - oversubscribed
- Course participants **HIGHLY** motivated
  - Seen as essential to academic progression
- Teaching portfolios already embedded in promotion and tenure process

## Summary of this session

- Increasing need for formal training in education
- Graduate course in teaching in higher education
- Multi-component approach sensitive to learning styles.
- What we have learned our first year
- Where we are going next at KU?
  - Expansion of existing predoctoral course
  - Adaptation for faculty and postdoctoral fellows