TEACHING AND LEARNING UPDATE – December 2009

Upcoming Programs and Events:

Both noon conference series, the Faculty/Resident Development Program, led by Dr. Hank Sakowski, and the Advancing Clinical Teaching Series (open to all faculty and residents) will resume in January 2010. Upcoming session topics include teaching with simulation, providing effective feedback, and writing test questions.

Education Conferences and Events:

- **Addressing the Health Needs of the Underserved: An Innovative Faculty Development Program for Primary Care Physicians**
  In its 10th year, the program provides participants with administrative, scholarly, and teaching skills to develop and implement programs in the primary care of the underserved. The sponsors note “You will acquire skills to develop teaching programs for medical students or residents in community medicine, do scholarly work in primary care of the underserved, and create community based programs.” Dates for 2010: May 10 - April 14; September 20-24; and December 6-10, 2010. Application Deadline: February 1, 2010. [http://underserved.ucsd.edu/](http://underserved.ucsd.edu/)

- **10th Annual International Meeting on Simulation in Healthcare**
  January 23-27, 2010 in Phoenix, Arizona

New Year, New Goal?
Make a New Year’s resolution to study some aspect of your teaching and share your findings at a regional or national meeting, in an education journal, department meeting...somewhere! The Office of Medical Education can assist you with all aspects of the process: selecting a topic or research question, designing a study or evaluation, preparing a literature search, collecting and analyzing data, finding an appropriate education journal or meeting, writing the abstract or manuscript, and even designing your poster.

Two-Minute Tutorial: Tips for Teaching Using Videoconferencing

Gill et al. (2005) offer 12 tips that may seem obvious but serve as good reminders. For example,

**Tip 5:** “Prepare the teaching session with military precision, paying special attention to time and interaction. The lecturer needs to ensure that he/she has included ways of establishing rapport and encouraging interaction early in the session to ensure students will contribute to the session.” Gill et al. also remind faculty to balance the body of the talk with other activities and question periods to keep people interested.

Other guides to teaching using videoconferencing offer the following strategies and tips:

- Change activities every 10-15 minutes
- Plan to cover 10-20% less than you would cover in a face-to-face session (i.e., eliminate 5-8 minutes of a 50 minutes class)
- Establish discussion protocols at the start (e.g., Should they hold their questions, or is it o.k. to interrupt you?) and then encourage interaction rather than passive viewing
• Use a student list to ensure you mention learners by name at least once during the session
• Use good visuals – don’t just be a “talking head”
• Use even more questioning than you would in a face-to-face session. Expect to miss non-verbal cues and use questions to diagnose content that is unclear or confusing. Use “seed” questions to start discussions.
• Use your normal voice and gestures, but vary the pitch and volume of your voice


Resources of the Month:

Videoconferencing teaching strategies: Some hints and tips

Faculty Guide to Teaching through Videoconferencing
http://ets.tlt.psu.edu/whitepapers/Faculty_VC_Guide.pdf

Miss an issue of the Teaching and Learning Update?

Archived issues of the Teaching and Learning Update are available here:
http://medschool.creighton.edu/medicine/admin/teach/teachingupdate/index.php

Need help writing lecture objectives or preparing a poster for presentation? Want to know more about MedEd Portal, a peer-reviewed repository and publication site for teaching materials?

Please email or call for a consultation: kathryn huggett@creighton.edu