The OHSU Teaching and Learning Center Presents:
TRAIN YOUR BRAIN: SPRING 2018 ROADSHOW EDITION

	SESSION TITLES	DESCRIPTION	LEARNING OBJECTIVES	AUDIENCE	LENGTH (MINS)	VISION 2020 GOALS
FEEDBACK AND ASSESSMENT	Evaluations—The Nitty Gritty	In this session we'll review best practices for course and teaching evaluations including how to: increase evaluation response rates, improve the quality of responses in evaluations, access your course and teaching evaluation reports, and how to get assistance with Blue.	1. Faculty will be able to employ evaluation best-practices that increase response rates and improve overall evaluation quality. 2. Faculty and staff will be able to describe the evaluation process at OHSU and how they play a role in it. 3. Faculty and staff will be able to analyze course evaluation results and use the data to improve teaching and/or the course/program.	Faculty and Program Coordinators	15-45	1.3, 4.3
	Gathering Student Feedback for Course Improvement	Learn to use midterm survey tools to gather student feedback and make changes during the term for greater student success.	1. Faculty will be able to identify opportunities to gather formative feedback using surveys. 2. Faculty will be able to write survey questions that generate useful and timely student feedback. 3. Faculty will be able to interpret student feedback to make meaningful and student-driven changes during the term and in subsequent terms.	Faculty and Program Coordinators	15-30	4.3
	Writing Multiple-Choice Questions (MCQs)	In this session, we will discuss multiple choice item-writing flaws, as outlined by the National Board of Medical Examiners (NBME) and how to avoid them.	1. Identify flaws to avoid in writing MCQs. 2. Analyze poorly-written MCQs.	Faculty	45-60	1.3, 2.2, 4.2, 4.3
	Item Analysis and Test Review	You have delivered your multiple-choice question test, now what do you do? How do you know your test is valid and reliable? In this session, we will discuss how to review test and item analytics to further improve your questions and test.	1. Define the following terms: reliability, validity, discrimination index, point biserial, Diff(p), KR-20. 2. Apply reliability and validity measurements to rewriting MCQs.	Faculty and Staff	30-60	1.3, 2.2, 4.2, 4.3
	How to Give Your Students Useful Feedback	Have you ever wondered what students pay attention to when you give feedback? How much is too much? This workshop will help you understand the message, timing, and form of useful feedback.	1. Faculty will be able to recognize student feedback needs based on assignment length and depth. 2. Faculty will be able to compose useful and timely feedback to students.	Faculty	15-30	4.3
STUDENT SUPPORT	Disability Cultural Competency: Diversity, Equity, and Social Justice	This session will provide context for understanding disability not as a medical problem but as a socially constructed phenomenon.	1. Participants will be able to define Universal Design. 2. Participants will understand the difference between the medical and social model of disability. 3. Participants will know the legal definition of disability.	All OHSU Faculty, Students, and Staff	60	1.1, 1.2, 4.1, 4.3
	AT 101: Demystifying Access Technologies	This session will introduce software and hardware that can reduce barriers to learning and working. Examples for notetaking, magnification, text to speech and speech recognition will be provided along with resources to learn more.	1. Participants will be able to define Assistive Technology. 2. Participants will understand at least 3 different technologies that reduce barriers to learning and working.	All OHSU Faculty, Students, and Staff	60	1.1, 1.2, 4.1, 4.3
	Foster Academic Resilience in Students	Option 1: A training session and curriculum for faculty to lead academic resilience workshops for students within their own programs. Option 2: An hour session on the 3 main components of academic resilience, including a brainstorming session on ways to increase student engagement around academic resilience.	1. Participants will be able to define academic resilience. 2. Participants will be able to identify at least one strategy to use to help improve academic resilience.	All OHSU Faculty, Students, and Staff	30-60	1.3, 4.1, 4.3
	Disability Accommodations: What To Do When You Don't Know What To Do	This session will discuss the process students go through to obtain accommodations, what accommodations are and are not, and provide valuable information on common points of confusion. There will also be time for Q&A.	1. Participants will know the process that students engage in to receive accommodations. 2. Participants will understand obligations under law and OHSU policy. 3. Participants will understand the role of Program Accommodation Liaisons and the Office for Student Access in student academic accommodations.	Faculty and Program/ Course Coordinators	60	1.1, 1.2, 4.1, 4.3
	Active Studying Techniques	Expand your toolbox when working with students. Workshop would focus on how to help students understand the importance of utilizing and applying active studying techniques, such as SQ4R, Reciprocal Peer Teaching, using charts/diagrams/visual aids, and the use of pre-work.	1. Participants will learn at least one new active studying technique.	All OHSU Faculty, Students, and Staff	30	4.3

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TEACHING AND LEARNING ACTIVITIES	Creative Ideas for Group Work and Forum Discussions	Do you have a group assignment that has gone badly? Are your students uninspired in forum discussions? Get some ideas for assigning group work and forums that are exciting and engaging.	1. Faculty will be able to recognize the importance of group interaction in student engagement in a course. 2. Faculty will be able to evaluate current group assignments and forums for their effectiveness using a student-centered approach. 3. Faculty will be able to create interesting and novel group assignments and forums increase student learning and engagement.	Faculty	15-60	4.1
	Increasing Instructor Touch in Online and Hybrid Courses	It can be difficult for students to feel their online instructors' presence. In this workshop, we will learn about ways to increase presence and help students feel connected and engaged.	1. Faculty will be able to identify areas in their course that need more instructor presence. 2. Faculty will be able to employ online tools greater student engagement. 3. Faculty will be able to design materials that express the instructor's personality and creativity.	Faculty	15-45	4.3
	Teacher-Friendly Strategies for Large Classes	Instructors are often asked to teach more students than they can comfortably handle. This workshop gives strategies for teaching large groups that are student and teacher friendly.	1. Faculty will be able to identify the most common problems in large courses. 2. Faculty will be able to design discussions, feedback mechanisms, and assessments that value student contributions and instructor investment.	Faculty	15-45	4.1
	Make Your Sakai Course Shine	Learn how to design an easily navigated, robust, dynamic hybrid or online course using Sakai.	1. Faculty will be able to apply course organize best practices when designing or revising their online course.	Faculty and Program/ Course Coordinators	30-60	4.1
	Keep it Active: 4 simple Strategies to Foster Active Learning in the Classroom	In this session, we will discuss the following active learning methods and how to implement them in a large or small classroom: audience polling, muddiest point, think/pair/share, and the minute-paper.	1. Recognize how active learning can improve knowledge retention in, and student satisfaction with, your lecture. 2. Differentiate among the following active learning techniques: audience polling, muddiest point, think/pair/share, and the minute paper.	Faculty and Staff	15-30	1.3, 4.3
	Micro-Learning: Creating Short Bursts of Learning that Stick	Sometimes less is of more, when it comes to learning. Micro-learning can bind together connections between major course objectives and assignments or intervene in a precise way when there is a pause in the larger learning process.	1. Faculty will be able to recognize the value of providing small student-centered learning opportunities in a course. 2. Faculty will be able to evaluate when to place micro-learning opportunities in their current courses to increase learning effectiveness. 3. Faculty will be able to create precise micro-learning activities in Sakai, including short videos, checklists, mini quizzes, to increase student learning and engagement.	Faculty and Staff	30-45	4.3
	Designing Successful Peer Review Assignments	Peer review is an important part of learning, but it is hard to make peer review work for assignments. This workshop will provide keys to making peer review work.	1. Faculty will be able to recognize challenges and opportunities of peer review assignments. 2. Faculty will be able to prepare students for providing and receiving meaningful peer review.	Faculty	15-45	4.3
LEARNING OUTCOMES	Curriculum Planning—What's Your Next Step?	In this session, participants will be asked to create a shared vocabulary around curriculum development and improvement, as well as will work together to come up with next steps for planning or improving a curriculum.	1. Define the following terms: curriculum, assessment, competency domains, student learning outcomes, course/rotation/clinical experience purpose statements and goals, milestones, learning objectives. 2. Describe the process of planning new curriculum. 3. Identify your next steps for planning/revising curriculum.	Faculty and Staff	30-45	1.3, 2.3, 4.3
	Goals Vs. Objectives—What's the Difference?	An interactive session with practice discriminating between the two and practice writing goals and objectives.	1. Participants will be able to distinguish goals from objectives. 2. Participants will be able to demonstrate the ability to write goals and objectives.	Faculty and Program/ Course Coordinators	30-45	4.3
	Syllabus Design for Success	A syllabus is a guide, a map, and a contract. Learn how to effectively use Concourse to create, update, and manage syllabi.	1. Faculty will become familiar with Concourse, the new syllabi management system at OHSU. 2. Faculty will become familiar with key policy changes for posting new, modifying, and copying archived syllabi through the use of Concourse. 3. Faculty will be able to modify their syllabi according to best practices for accessibility, course format, and audience.	Faculty and Program/ Course Coordinators	30-60	1.1, 1.2, 4.1, 4.3, 6.2