

ACCP Academy Teaching and Learning Newsletter

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TLCP: Developing Better Teachers

The ACCP Academy Teaching and Learning Certificate Program (TLCP) is designed to help enrollees plan, present, and assess learning strategies for both classroom and experiential settings. Although the TLCP is geared toward new faculty and residents, many enrollees are mid-career faculty/preceptors.

The TLCP administrators encourage deans and division directors to integrate their own faculty development efforts with the TLCP curriculum. Deans, division directors, and faculty development coordinators are invited to attend TLCP modules to determine their applicability to their own programs. In particular, they are encouraged to integrate the TLCP portfolio with their own faculty development efforts. The ACCP portfolio assignments create excellent opportunities to provide mentoring feedback.

Similarly, the TLCP enrollees are encouraged to explore with deans, division directors, and coordinators how the TLCP can be integrated into current faculty development efforts.

Earning the ACCP Teaching and Learning Certificate requires the completion of three components:

1) Required Modules

- Acad 100: Basic Training for New Clinical Faculty and Preceptors (prerequisite for 200 level modules)
- Acad 201: Planning for Effective Teaching
- Acad 202: Implementing Teaching and Learning Strategies
- Acad 203: Assessing Student Learning

2) Elective Modules

Five 2-hour elective modules at the 300 level designation

3) Teaching Portfolio

For each required module, participants are given assignments to complete and enter into a formative electronic teaching portfolio.

Additional information and application forms can be located at <http://academy.accp.com/teach.asp>.

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William Arthur Ward

TLCP Electronic Teaching Portfolio: Enhancing Faculty Performance

The ACCP Academy Teaching Portfolio is intended to be a formative tool that allows participants to improve their teaching through reflection, assessment, and mentor feedback. Once this “formative” portfolio has been completed, the participant will have the opportunity to transform it into a “showcase” portfolio that can be used for job applications, promotion/tenure dossiers, or other documents required for professional

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Editor's note: The ACCP Teaching and Learning Academy Newsletter is a quarterly electronic publication initiated to publicize ACCP Academy updates, to provide resources and tips that can enhance teaching, and to serve as a means of exchange for those involved in the ACCP Academy Teaching and Learning Certificate Program (TLCP). You are invited to contribute by suggesting ideas for content and by providing short items of interest. Please send your suggestions and comments to Wendi Sirna, ACCP Project Manager, at wsirna@accp.com.

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advancement. The major portfolio assignments for the four required modules are:

Basic Training

Teaching Philosophy with Worksheets

Planning for Effective Teaching

Syllabus with Assessments

Implementing Teaching and Learning Strategies

Teaching Strategy Description and Assessment

Assessing Student Learning

Criteria-referenced and Evidence-based Assessments of Simulated and Actual Student Performances

No man can be a good teacher unless he has feelings of warm affection toward his pupils and a genuine desire to impart to them what he himself believes to be of value.

Bertrand Russell

It is possible to upload additional instructional components to the electronic portfolio if an individual or department so desires. This option facilitates the integration of the ACCP TLCP into institution- or department-wide developmental programs.

TLCP participants are encouraged to engage a mentor who can provide formative feedback regarding the planning, implementing, and assessing of teaching and learning strategies that are documented in the portfolio. Ideally this mentor can also provide encouragement and feedback regarding the new faculty member's development at the school or institution.

The ACCP Academy Teaching and Learning Portfolio system can be accessed at <http://academy.accp.com/teach.asp>. From the menu bar at the top of the screen, select "Portfolio" and then log-in using your ACCP username and password.

Upcoming ACCP Teaching and Learning Academy Programming

At each Fall and Spring ACCP meeting, two required and two elective modules are offered. For the Spring 2008 meeting in Phoenix, the required modules are Mod 201: Planning for Effective Teaching (Saturday, April 4, from 1:00 to 5:15 p.m.) and Mod 202: Implementing

Teaching and Learning Strategies (Wednesday, April 9, from 8:00 a.m. to 12:00 p.m.). Both require Basic Training as a prerequisite.

The two electives offered in Phoenix will focus on assessment and electronic technologies for teaching.

Eric Hobson (Belmont University) will present *Classroom/Clerkship Assessment Techniques: Monitoring the Pulse of Student Learning* on Tuesday, April 8, from 3:45 to 5:45 p.m. Traditional testing methods and schedules provide sparse and not-too-timely information to answer the question, "Are students getting it?" In this two-hour session, participants will practice formative, point-of-learning assessment methods that provide real-time, rich data to help faculty monitor the pulse of student learning. This workshop distinguishes between summative and formative assessment methods and illustrates the ease with which faculty can integrate wide-ranging and well-established "classroom" assessment techniques into learning experiences across the curriculum.

Stuart Haines and Donna Huynh (University of Maryland) will lead participants on a journey *From Avatars to Yugma: Exploring Electronic Technologies to Teach* on Sunday, April 6, from 2:00 to 4:00 p.m. This highly interactive workshop is intended for clinician-educators who want to learn when and how to effectively use electronic technologies in the teaching/learning continuum. Participants will be encouraged to share their own experiences using electronic technologies inside and outside the traditional classroom setting. The facilitators will demonstrate and share examples of how electronic technologies have been successfully used to teach a variety of topics.

Remember, for all electives, it is important for participants to ensure that their names are recorded on a sign-up sheet distributed during the session. Contact the presenters immediately if you do not have an opportunity to sign in.

Below is the schedule of programming for the 2008-09 academic year.

Fall 2008 (Louisville)

Required

Acad 100: Basic Training

Acad 202: Implementing

Electives

2 modules: *TBA*

Spring 2009 (Orlando)

Required

Acad 201: Planning

Acad 203: Assessing

Electives

2 modules: *TBA*

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A teacher is one who makes himself progressively unnecessary.

Thomas Carruthers

Other Conferences/Workshops on Teaching and Learning

Conferences on teaching and learning can introduce new faculty to innovative pedagogy and enthusiastic, creative professors. Two conferences particularly helpful for new faculty are *The Lilly Conferences on College and University Teaching* and *The Alverno College Workshops*.

The Lilly Conferences provide forums to participate with nationally acclaimed educators in programs on topics such as “Advancing Active Learning,” “Teaching Well with Technology,” “Engaging and Motivating Students,” “Promoting Diversity,” “Service/Experiential Learning,” and “Scholarship of Teaching and Learning.” These national conferences will be held this year in Greensboro (February 8–10), Pomona, CA (March 20–22), Newark, DE (April 16–18), and Traverse City, MI (September 18–21). The International Conference is at Miami University in Oxford, Ohio, on November 20–23. For more information, visit <http://www.lillyconferences.org/>.

Alverno College, located in Milwaukee, Wisconsin, has been a leader in the assessment movement for the past 25 years and was influential in the creation of ability outcomes for the profession of pharmacy. Alverno offers two workshops annually. A 1-day program (April 3) provides an overview of Alverno’s approach to teaching, learning, and assessment. A week-long program, “Connecting Student Learning Outcomes to Teaching, Assessment, and Curriculum,”

Good teaching is more a giving of right questions than a giving of right answers.

Josef Albers

allows more in-depth practice with abilities-based educational principles and methods. The 2008 session begins on June 16, in Milwaukee. For details, see http://www.alverno.edu/for_educators/day_long.html.

“Desktop” Faculty Development

A convenient way to learn about current issues and strategies in teaching and learning is to subscribe to the free listserve, TOMORROW’S PROFESSOR(SM) MAILING LIST, sponsored by the Stanford University Center for Teaching and Learning. About 100 times a year, subscribers receive e-mails that reprint short pedagogical articles that have appeared in print or electronic journals.

Recent postings include “Leading Initiatives for Integrative Learning,” “Eleven Things You Could Start Doing Today for the Benefit of Your Students’ Writing,” “The Socratic Method: What It Is and How to Use It in the Classroom,” and “How to Prepare New Courses While Keeping Your Sanity.”

Subscribe to the Tomorrows-Professor Mailing List at <https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>. An archive of all past postings can be found at <http://ctl.stanford.edu/Tomprof/postings.html>.

An Invitation to Contribute

Now that the TLCP has completed its first cycle of required modules, a number of you have documented your successes in planning, implementing, and assessing teaching and learning strategies. All participants are invited to submit descriptions of teaching and learning strategies that they implemented, highlighting what was successful and what might be avoided or improved upon in the future. If you have something to share, please forward it to wsirna@accp.com.

What the teacher is, is more important than what he teaches.

Søren Kierkegaard

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