

ACCP Academy Teaching and Learning Newsletter

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Editor: Thomas D. Zlatic, Ph.D.

Welcome Home from Phoenix



According to John Carolus, S.J., “We think too much about effective methods of teaching and not enough about effective methods of learning.” This was not the case in Phoenix in early April when the ACCP Academy Teaching and Learning Certificate Program (TLCP) presented four workshops during the ACCP Spring Practice and Research Forum:

Required modules

- Planning for Effective Teaching
- Implementing Teaching and Learning Strategies

Electives

- Monitoring the Pulse of Student Learning: Classroom Assessment Techniques for Didactic and Clinical Teaching Classroom/Clerkship Assessment Techniques
- From Avatars to Yugma: Exploring Electronic Technologies to Teach

This issue of the *Newsletter* summarizes and extends the material from those workshops, providing clarifications and additional resources. If you have further insights or resources, we would be happy to hear from you.



It's not what is poured into a student that counts, but what is planted.

Linda Conway

Clarifying the Muddiest Point

Dana Hammer, Ph.D., University of Washington

As part of the most recent “Implementing Teaching and Learning Strategies” workshop at the ACCP spring meeting in Phoenix, participants were asked to respond to a “muddiest point” prompt halfway through the workshop: “The one thing I’d like to learn more about, or didn’t understand from the day’s workshop so far, is _____.”

The responses received focused on three areas: learning more about specific active learning strategies, creating classroom civility strategies, and implementing active learning in experiential settings. Because the workshop was coming to a close at the time the facilitators were able to respond to these muddiest points, facilitators cited resources that participants could use to help answer their questions. Some of these resources were referenced in the workshop handout and also can be found in the Teaching and Learning Resources section of the ACCP Bookstore at <http://www.accp.com/strteach.php>.

Active learning strategies:

- Angelo TA, Cross KP. Classroom Assessment Techniques: A Handbook for College Teachers, 2nd ed. San Francisco, CA: Jossey-Bass, 1993.

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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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- Bonwell CC, Eison JA. Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report No. 1. Washington, DC: The George Washington University, 1991.
- Silberman ML. Active Learning: 101 Strategies to Teach Any Subject. Boston: Allyn and Bacon, 1996.
- Stanley CA, Porter ME, eds. Engaging Large Classes: Strategies and Techniques for College Faculty. Bolton, MA: Anker, 2002.
- Zlatic TD. Re-visioning Professional Education: An Orientation to Teaching. Kansas City, MO: American College of Clinical Pharmacy, 2005.

Civility:

- Berger BA. Incivility. Am J Pharm Educ 2000;64:445–50. Available at <http://www.ajpe.org/legacy/pdfs/aj640418.pdf>.
- Berger BA, ed. Promoting Civility in Pharmacy Education. Binghamton, NY: Pharmaceutical Products Press, 2003. Co-published as J Pharm Teach.
- Richardson SM, ed. Promoting Civility: A Teaching Challenge. San Francisco, CA: Jossey-Bass, 1999.

Experiential learning:

- Cuellar LM, Ginsburg DB. Preceptor’s Handbook for Pharmacists. Bethesda, MD: American Society of Health-Systems Pharmacists, 2005.
- Chris Lynch shared his ideas and insights regarding experiential learning during the latter half of the workshop.
- There is a substantial amount of information that can be applied to the experiential teaching and learning provided during the “Basic Training” workshop held annually prior to the fall ACCP Annual Meeting.

Remember that the first time you attempt new teaching strategies, they may not always be successful – make sure not to abandon your ideas, but to troubleshoot how the activity could have gone better, revise, and try again! Several iterations may be needed before it really flies.

Please feel free to contact any of the three workshop facilitators for more specific answers to your questions: Dana Hammer dphammer@u.washington.edu; Eric Hobson hobsone@mail.belmont.edu; J. Chris Lynch jalynch@siue.edu.

Follow Up on Classroom Assessment Techniques

Eric H. Hobson, Ph.D., Belmont University

Following up on the “Monitoring the Pulse of Student Learning: Classroom Assessment Techniques for Didactic and Clinical Teaching Classroom/Clerkship Assessment Techniques” workshop, this article offers a starting point for further discussion of formative assessment strategies and resources that support their use in clinical and didactic education.



Teachers in didactic and clinical settings have responded to the need to keep a continuous readout on the learning pulse of their students with ingenuity and insight. They have created a broad range of formative assessment tools that capture answers to three key questions:

1. What are my students’ needs?
2. Where are they at any given moment in relation to the learning envisioned in course goals?
3. What are they thinking and feeling about the instruction and their learning?

This broad-based educational trend toward ongoing, critical assessment of teaching and student learning during, not after, the course has been labeled “classroom assessment.”

The range of available “classroom assessment techniques” (CATs) is broad, and the variety illustrates the seriousness with which college- and professional-level faculty take this facet of their professional responsibilities.

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The authoritative and most widely available text on classroom assessment in didactic education is Angelo TA, Cross KP. Classroom Assessment Techniques: A Handbook for College Teachers, 2nd ed. San Francisco, CA: Jossey-Bass, 1993. This book contains a strong background discussion of classroom assessment, descriptions of 40 proven CATs, a self-administered Teaching Goals Inventory, and a comprehensive bibliography.

There is only a small amount of literature on CATs in clinical/experiential settings, however. Although this is frustrating, there is good news: most CATs that work in the didactic area also work in experiential/clinical settings. In addition, many CATs have been derived from or adapted for experiential/clinical education. This pattern of basic adaptation can be seen in the examples of CATs presented on the following Web site: <http://www.aacp.org/memonly/sections/phpr/CLASSASS.html> (Report of the Task Force on Classroom Assessment, Section of Teachers of Pharmacy Practice, AACP Annual Meeting, July 1999).

To facilitate the development and sharing of CATs for pharmacy education (didactic and clinical), a new Web site (pharmacypreceptor.com) is under construction to serve as a convenient and vetted clearinghouse/collection point. Although it is in the earliest stages of development, this site's goal is to share with teaching preceptors who want to learn more about teaching and assessment strategies.

The next article in this series will discuss the use of CATs that work well in both didactic and clinical settings. Future articles will switch back and forth between settings.

Using a Script to Improve Teaching

Sheldon Holstad, Pharm.D., St. Louis College of Pharmacy

Wait! How can using a “script” make a class/clerkship session more focused on student-active learning? We often tell students not to script their patient case presentations because it leads to the reading of a prepared document. In this case, we are talking about a script as a tool for planning, implementing, self-assessing, and revising—not as a monolog script.

When used by an experienced instructor, student-active learning techniques can appear to be spontaneous and perfectly timed to emphasize or clarify a point. They are not; at least, most often this isn't the case. Effective and efficient enhanced lectures or discussion sessions require careful and thoughtful planning.

Education's purpose is to replace an empty mind with an open one.

Malcolm S. Forbes

The Academy's Planning for Effective Teaching Symposium highlights the value and use of scripts and provides a portfolio assignment for participants to create and use scripts in their own teaching.

Here are some requirements for successful scripts:

- The script clearly identifies
 - What the activities are,
 - The amount of time allotted for each activity,
 - Who is responsible for the activities (if team taught),
 - How the activities will be conducted (directions with roles clearly explained for students and faculty),
 - Why each activity is being done (outcome you hope to achieve by the exercise),
 - How feedback will be provided, and
 - Whether the activity will be graded.
- Each activity optimally develops the ability outcome component identified.
- The activities are assigned appropriate amounts of time to achieve the desired ability outcome objectives.
- The activities are of sufficient variety.
- The activities are appropriately sequenced so they build on one another.
- The activities are clearly thought out and well structured.
- Together, all activities provide sufficient practice of the assigned ability outcomes or objectives.
- The activity designated to be graded is an appropriate test of the student's ability.
- Sufficient mechanisms for feedback are included.
- The activities require sufficient use of the performance criteria for each ability outcome.

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Together We're Better: Tools for Online Collaboration

Donna Huynh, Pharm.D., University of Maryland

At the ACCP Spring Forum meeting, Dr. Stuart Haines and Dr. Donna Huynh facilitated a workshop titled "From Avatars to Yugma: Exploring Electronic Technologies to Teach." During the workshop, participants explored the use of avatars, virtual stimulations, blogs, wikis, discussion boards, and online conferencing tools for teaching and learning. At the workshop, participants generated a list of their potential uses, advantages, and disadvantages in education, which has been posted on the Education and Theory blog at <http://edtheory.blogspot.com/>. The following is a synopsis of two electronic technologies that were discussed during the presentation.

Blogs

Blogs, or "Web logs," are similar to personal journals. Authors can post text, hyperlinks, images, and videos in a chronological sequence. Blogs can cover many different topics and have more than one author. Unlike other collaborative tools, other users typically cannot edit existing entries, but they can comment on them.

Instructors have started using blogs in their classrooms to engage students in knowledge sharing and reflection—at the University of Maryland School of Pharmacy, for example, Dr. Haines has students keep a blog in his Educational Theory and Practice class. By reading one another's entries, instructors and students can learn from each other.

Blog comments allow students and instructors to share their thoughts and provide feedback. Blog entries are indexed by date, which facilitates searching. Potential uses of blogs include reflective journaling,

forum for exchanging ideas, e-portfolio, and repository of learning resources.

Although blogs are relatively easy to set up, some considerations should be made before their use. In most cases, content posted on blogs can be viewed by the public, so student and patient privacy need to be protected. Policies should be developed regarding the posting of copyrighted, misleading, or inappropriate information. By focusing the blog on a specific content area, the amount of inappropriate posting should be limited. Comments can also be screened by the instructor before posting via the comment moderation function.

For more information on blogs, check out Blogger at <http://blogger.com/>.

To me the sole hope of human salvation lies in teaching.

George Bernard Shaw

Wikis

Wiki, meaning "swift" in Hawaiian, is a Web page that allows visitors to edit its content. Most wikis, such as Wikipedia, are open to the general public; however, some wikis are password-protected to increase their security.

Wikis can serve as a collaborative learning tool and a method of communication among learners and educators. Through a wiki, learners can share information with each other, construct knowledge as a group, and disseminate it.

Because it is a Web page, different forms of media (e.g., text, images, files, videos) can be incorporated into the wiki or added as a hyperlink. Any changes to the wiki are automatically saved, which allows educators to track the knowledge construction process. Visitors can also post comments to the wiki.

Some educators have started to use wikis in their courses for written assignments, course resources Web sites, group projects, and presentations. For more information about wikis, check out pbwiki at <http://pbwiki.com/education.wiki> to learn how to set up a free wiki. For a description of how different courses in higher education have used wikis, check out the following wiki article: http://scienceofspectroscopy.info/edit/index.php?title=Using_wiki_in_education.

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LATE SHOW

with the American College of Clinical Pharmacy

Top 10 DOs and DON'Ts to Develop Top-Notch Pharmacy Practice Experiences (PPEs)

Dee Melnyk, Pharm.D., CLS, Duke University

DO

10. . . . invest time and effort to communicate effectively with students—roles, responsibilities, expectations, and assessment feedback. Provide formative feedback throughout the rotation (preferably face to face). Spend time preparing your syllabus, giving critical thought to your outcomes and learning strategies. Otherwise, you would be beginning the rotation unprepared. Providing this information for yourself and learners before the first day of rotation saves time, which we all know is priceless.
9. . . . be sensitive to the student's learning needs, and be able to assess the student's strengths and weaknesses without intimidation or hesitancy.
8. . . . lead by example—demonstrate professionalism, mutual respect, intellectual curiosity, and drive to improve abilities. Some abilities are better retained when they are observed. Students always take a little bit of you with them when they leave your practice site; they become a collage of the clinicians they observe. It is important to set an example and give them time to acquire the abilities.
7. . . . check with the students often and throughout the rotation experience to ensure their comfort with, and enjoyment of, the practice environment and to determine what they like best/worst about the rotation and how you can better help them achieve the goals of the rotation. Be sure to give them feedback on an ongoing basis. This includes comments on what they are doing well and constructive criticism on how they can improve. If you are going to point out an ability that students have not mastered, be prepared to

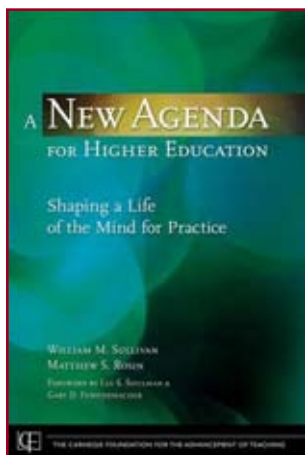
provide them with guidance on how to strengthen this weakness, and then follow up on their progression.

6. . . . use Socratic questioning throughout the rotation, where applicable. This really helps stimulate critical thinking and reasoning. It helps the preceptor determine the students' thought process and how to supplement gaps (missing bricks) in their foundation of knowledge. Do not assume that students know WHY something is the way it is. Your job is to ensure that they know the WHY.

DON'T

5. . . . make the student an employee of the practice site, but engage the student. Make him/her a part of the team. Advanced PPEs are typically more work for the preceptor if done correctly.
4. . . . be too rigid. Be sensitive to the student's learning needs, and be able to assess the student's strengths and weaknesses without intimidation or hesitancy. (Each student is an individual—be flexible to his or her needs.)
3. . . . be too easy. Tap the full potential of the student—be motivating and challenging. Set the bar high, but make sure that your students are prepared to stretch themselves to reach it based on their abilities. You do not have to be their best friend (although that may come later); they just need to learn from you. I promise that they will look back on things in a few years and appreciate the tough love; I know I did.
2. . . . answer the students' questions reflexively; have them look it up themselves. This also gives you time to prepare. However, remember that students learn just as much from you when you admit you do not know ALL of the answers. Be sure to follow up on requests made to students. I usually assign students a topic in advance, and they have 24 hours to be prepared to respond. However, I reserve the right to call on them to present anytime after the 24-hour deadline. We usually advise students to keep "lists" of questions. It is important that preceptors follow this advice as well. I have a white board, right outside my office, which has a running list of topics each month. When we have 5 minutes, we pick a topic to discuss. Do not assume students know the best resources – ask WHERE they found the information and, if that resource were suddenly to become unavailable, where they would turn next.
1. . . . **forget to have FUN! After all, this is why we teach *students*, not *subjects*.**

A New Agenda for Higher Education?



Review. Sullivan WM, Rosin MS. *A New Agenda for Higher Education: Shaping a Life of the Mind for Practice*. Foreword by Lee S. Shulman and Gary D. Fenstermacher. The Carnegie Foundation for the Advancement of Teaching. San Francisco, CA: Jossey-Bass, 2008.

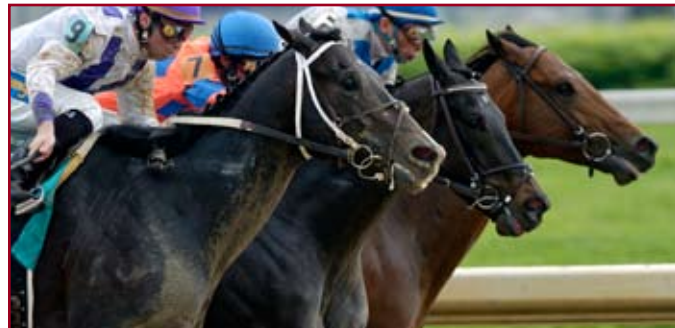
For more than a decade within pharmacy, there have been periodic calls for an

integration of professional and general or liberal education. A new book by William M. Sullivan and Matthew S. Rosin, *A New Agenda for Higher Education: Shaping a Life of the Mind for Practice*, extends the argument. In collaboration with the Carnegie Foundation for the Advancement of Teaching, the authors propose that “practical reasoning” be the common goal of liberal and professional education, using theory and critical thinking to solve problems that graduates encounter in their professional, civic, and personal lives. Included are syllabi from courses that implement the strategies the book proposes, though none are from pharmacy.

A New Agenda for Higher Education most likely will initiate several important conversations regarding the purposes and methods of higher education in the United States. It would be beneficial if faculty in pharmacy education could contribute to the discussions.

For a sampling of the ideas in the book, you can check the March/April issue of *Change Magazine*. The book will soon be available through the ACCP Bookstore at <http://www.accp.com/strteach.php>. Discounted pricing will be provided to all ACCP members.

Upcoming TLCP Academy Programming at the 2008 ACCP Annual Meeting and the 2009 International Congress on Clinical Pharmacy



October 18–22, 2008, Louisville

- *Basic Training for New Clinical Educators and Preceptors*
- *Implementing Teaching and Learning Strategies*
- *Two electives (tbd)*



April 24–28, 2009, Orlando

- *Planning for Effective Teaching*
- *Assessing Student Learning*
- *Two electives (tbd)*

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