

Active Learning in Professional Healthcare Education

January 6, 2016

7:15 a.m. - 7:45 a.m.	<u>Participant Check – In</u> (<i>Coffee and granola bars will be available</i>)
7:45 a.m. – 8:15 a.m.	Welcome: Thomas Mohr, P.T., Ph.D., Chair, Active Learning Task Force Joshua Wynne, MD, MBA, MPH, Vice President for Health Affairs and Dean Gwen Halaas, MD, MBA, Senior Associate Dean for Education Rick Van Eck, Associate Dean for Teaching and Learning
8:15 a.m. – 10:00 a.m.	Learning Is not a Spectator Sport: Why We Need to Get Our Students Active and Why Space Matters Adam Finkelstein, Academic Associate and Educational Developer Teaching and Learning Services, McGill University
10:00 a.m. – 10:15 a.m.	Break (<i>Coffee will be available</i>)
10:15 a.m. – Noon	Common Challenges for Teaching in an Active Learning Classroom (ALC): A Primer for First-Time Instructors Christina Petersen, PhD, Education Program Specialist Center for Educational Innovation, University of Minnesota
Noon – 1:15 p.m.	Box Lunches with Optional Roundtable Discussions <ul style="list-style-type: none"> • Active Learning in Online Classes: Facilitators: Richard Van Eck, LaVonne Fox, Ruth Paur • Patient Centered Learning (PCL) and Team-Based Learning (TBL): Facilitators: Thomas Hill, Peggy Mohr • Using a SCALE-UP Room & Teaching Large Classes: Facilitators: John Shabb, Kathy Sukalski • Active Learning in Lectures: Facilitators: Danielle Condry, Makoto Tsuchiya
1:15 p.m. – 3:00 p.m.	Strategies to Support Active and Collaborative Learning in Any Learning Space Adam Finkelstein, Academic Associate and Educational Developer Teaching and Learning Services, McGill University
3:00 p.m. – 3:15 p.m.	Break (<i>Coffee and bars will be available</i>)
3:15 p.m. – 5:00 p.m.	Teamwork: Dealing Effectively with Group Projects Christina Petersen, PhD, Education Program Specialist Center for Educational Innovation, University of Minnesota
5:00 p.m. – 5:30 p.m.	Q & A Panel Session Adam Finkelstein, Christina Petersen, Jeffrey Carmichael, Pat Carr, Danielle Condry, & Richard Van Eck

Abstracts

8:15 a.m. – 10:00 a.m. **Learning Is not a Spectator Sport. Why We Need to Get Our Students Active and Why Space Matters** – Adam Finkelstein, Presenter

Students who engage in deep learning report greater educational gains and success at university. However, in order to create opportunities for meaningful deep learning, students need to be actively engaged in the classroom. We will explore the theoretical foundation of active and collaborative learning and examine the evidence of its success in higher education. While active learning can be implemented in any classroom, *where* we learn has a significant impact on *how* we learn. As educators, we need to be aware of the impact that learning spaces have on learning and how we can take best advantage of them. We will examine evidence of the impact that space can have on learning and why space matters for not only active learning, but for all learning.

10:15 a.m. – Noon **Common Challenges for Teaching in an Active Learning Classroom (ALC): A Primer for First-Time Instructors** – Christina Petersen, Presenter

Active learning classrooms (ALCs) provide opportunities for increased student engagement and interaction with each other and with the instructor, which can be beneficial for student learning. ALCs also present challenges for first-time instructors who are used to teaching in more traditional classrooms. In this workshop, we outline common teaching challenges in ALCs and provide practical strategies for overcoming them. Common challenges we will discuss include 1) lack of a central focal point for students, 2) multiple distractions, 3) overwhelming technology, and 4) changes in traditional student and teacher roles. Participants will be encouraged to choose strategies that can be modified for their individual teaching situations.

1:15 p.m. – 3:00 p.m. **Strategies to Support Active and Collaborative Learning in any Learning Space** – Adam Finkelstein, Presenter

There are many examples of active learning strategies in the literature and in practical guides to classroom instruction. However, it can often be challenging to adapt these strategies to different learning spaces and different disciplines. How can we take advantage of active learning strategies in different classrooms? How can we use them in different disciplines across the health professions? In this workshop, participants will experience, evaluate and select different active learning strategies that can be effective in their own teaching.

3:15 p.m. – 5:00 p.m. **Teamwork: Dealing Effectively with Group Projects**
Christina Petersen, Presenter

The arrangement of Active Learning Classrooms, with small tables that position students to face each other, engenders the use of teamwork in our teaching regardless of discipline. Although team projects have been shown to increase student learning, many students are resistant to participating in them and some instructors are resistant to using them in their teaching. Some common challenges associated with teamwork projects that instructors face include coming up with appropriate projects and activities, holding student teams and individuals accountable, and dealing with student conflicts and problems that come up during the course of a term. In this workshop, we will address all of these challenges and provide practical, classroom-tested strategies for addressing them.

Please take time to review our Poster Abstracts related to Active Learning:

Abstract Title: Implementation of Active Learning into a Classroom: A Case Report

Author: Sean Degerstrom, Med, LAT, ATC; Makoto Tsuchiya MS, LAT, ATC

Abstract Title: Student Learning on Level II Fieldwork: A Focus on the First Two Weeks of a Physical Disabilities Placement

Authors: Cherie Graves, MOT, OTR/L; Debra Hanson, PhD, OTR/L

Abstract Title: Peer-assisted Learning and Evaluation of Clinical Skills

Author: Jay Metzger, PA-C

Abstract Title: Students Perspectives Regarding Team-Based Learning (TBL) Strategies

Authors: Peggy Mohr, PT, PhD; Thomas Mohr, PT, PhD; David Relling, PT, PhD; Mark Romanick, PT, PhD; Kimberly Olson, PT

Abstract Title: Factors Influencing Skill Development in Knowledge Acquisition, Application, Critical Thinking and Team Performance Required for Clinical Practice

Authors: Peggy Mohr, PT, PhD; Thomas M. Mohr, PhD, PT; David Relling, PhD, PT; Mark Romanick, PhD, PT

Abstract Title: Electronic Narrative Builder to Provide Formative Feedback to Medical Students

Authors: Devendra Pant, PhD, MD; Susan Splichal, PhD; Linda Olson, EdD

Abstract Title: Large Enrollment Lecture-free Introductory Biochemistry: Three Years of Experience in a SCALE-UP Learning Environment

Authors: John Shabb, PhD; Katherine Sukalski, PhD

Abstract Title: A Focus on Occupation through a Concept-Based SoTL Study of Student Learning Outcomes

Author: Jan Stube, PhD, OTR/L