



# OAED NEWS

## Office of Assessment and Educational Development

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### Hello

The opportunities for faculty development are booming over the next few months. We hope you will take advantage of these opportunities covering a wide variety of topics. We also encourage you to reach out to us if there are projects you are working on or strategies you would like to incorporate into your teaching. The term is moving quickly, and we are happy to help as you move equally as fast.

## Fall Term Viewing Stats

Students viewed the video lectures in eMedley over 81,000 times during the Fall Term. The vast majority viewed from their computers but 898 views were from phones and 159 from tablets. This number is down from last Fall when there were over 86,000 views, but still a major use of the video lectures.

## Flipchart, Laptop, Whiteboard?

Given the choice of the three teaching tools above, we often lean toward the latest technology, so an electronic source such as a laptop would be the likely choice. However several faculty interviewed for the book *Intentional Tech* by Derek Bruff talked about the success they had with using whiteboards for group interaction. One microbiology faculty said she had the most success in encouraging collaboration by using group whiteboards. A whiteboard located at each table provided students with immediate access to a tool to use for brainstorming, developing and revising their ideas. The same faculty reported that when using tools such as Google Draw, students were reluctant to erase their work and start over which is often what is needed. The whiteboard “feels” less permanent. Another faculty noted that when given a large sheet of paper to put down their ideas to share with the class, students tended to use the paper as a “reporting tool” not a “thinking tool”. They waited and wrote down their final answer. Whiteboards can help students and faculty see how they are developing their answers or conclusions. They can help make learning visible. This can assist the faculty in seeing how the thinking is progressing and if they need to intervene with a group.

One university has small portable whiteboards they refer to as huddle boards hanging at the end of each group station. This makes a collaborative space available right where the students are located, and all students can see and participate as ideas develop. These can be passed around to other groups or shared via a “gallery walk” where students can view all the groups work.

## The Best Teaching Advice

At the 2019 Teaching Professor Conference, Kenneth Alford, a veteran professor from Brigham Young University, shared some of the advice he had received from various colleagues and others over the years. Here are a few of his shared pieces of advice:

*Be kind:* This is the advice he received the most often from great teachers.

*Capitalize on your strengths:* Don't copy others—be yourself.

*Front-load relevance:* Don't wait til the end of a lesson to put the pieces together. Give them the big picture up front

*Watch others teach:* You will always learn something whether it's negative or positive.

*Learn to ask good questions:* Go beyond who, what or when and get to the why and how.

*Admit when you don't know something:* Don't bluff, let them know you will find the answer, then not only provide the answer, but how you found the answer.

## Office of National Boards & Exam Center Update

We will be transitioning from TrueLearn (the resource that supports COMBANK) to Kaplan Medical (<https://www.kaptest.com/comlex/practice/level-1-qbank-integrated-plan>) as a board prep tool. The program will offer both COMLEX and USMLE Q-Banks as well as practice tests, video and reading reviews, as well as links to all the common board prep resources our students utilize. Please be on the lookout for calendar invites to learn more about how we hope to use the program, the resources they'll be providing, and how you can access and utilize them.



## Upcoming Faculty Development Opportunities

**March 10, 2020 Noon to 12:50 pm – Question Tagging Updates**

Room: Main Building Year 2 Classroom  
Presenter: Dr. Raeann Carrier

**March 12, 2020 9:00 am – 10:00 am Conversations about Licensure Exams**

Room: Main Building Year 2 Classroom  
Presenter: Dr. Donald Sefcik (No Meal)

**April 14, 2020 Noon to 12:50 pm – OMM Techniques for Visceral Disease**

Room: Main Building Year 2 Classroom  
Presenters: OPP Faculty

### Leadership Series

**March 13, 2020 Noon to 1:00 pm – Conflict Resolution and Difficult Behavior**

Presenter: Student Doctor Taylor Cochran-Sutton

**March 27, 2020 Noon to 1:00 pm – Teams and Team Building**

Presenter: Student Doctor Nathan Fravor

### Lunch and Learns

**March 4, 2020 Noon to 1:00 pm Admissions**

Presenter: Admissions

### IAMSE Spring 2020 Webcast Seminar Series

**Evolution and evolution in Medical Education: Health Systems Science**

Health Systems Science has evolved as the third pillar of medical education, integrated with the two historic pillars—basic and clinical sciences. To address this curricular innovation, the Spring 2020 series will explore the implementation of Health Systems Science (HSS) curricula in medical education. Experts and thought leaders will discuss curricular efforts to incorporate HSS in both the pre-clerkship and clerkship years as well as residency.

**March 5, 2020 Noon to 1:00 pm – The Third Pillar of Medical Education: Health Systems Science**

**March 12, 2020 Noon to 1:00 pm – Health Systems Science: The Pre-Clinical Years in Medical School**

## Accreditation Update

The COCA Annual Supplemental Report is due March 20, 2020, and the HLC Annual Institutional Report is due April 3, 2020. If you have received a request to submit information or data tables for either of these reports, please provide it as quickly as possible.

This month's newsletter continues the review of HLC's Criteria for Accreditation.

**Criterion 2 – Integrity: Ethical and Responsible Conduct** – The institution acts with integrity; its conduct is ethical and responsible.

**Core Component 2A** – The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

**Core Component 2B** – The institution presents itself clearly and completely to its students and to the public.

**Core Component 2C** – The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

**Core Component 2D** – The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

**Core Component 2E** – The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

You can find the details of Criterion 2 on the WVSOM website at this link: [https://www.wvsom.edu/sites/default/files/u198/HLCAdoptedCriteriaRevision\\_2019.pdf](https://www.wvsom.edu/sites/default/files/u198/HLCAdoptedCriteriaRevision_2019.pdf).

There is also a list of possible sources of evidence to include in an Assurance Argument. The list provides possible sources of evidence and should not be considered an exhaustive list or a checklist of evidence to consider, but rather items the institution could consider including. The list is at this link: [https://www.wvsom.edu/sites/default/files/u198/HLCProvidingEvidence\\_2020.pdf](https://www.wvsom.edu/sites/default/files/u198/HLCProvidingEvidence_2020.pdf).

## Links to Resources

- ◆ [OAED Website](#)
- ◆ [Institutional Data Request Form](#)
- ◆ [Faculty Development Resources](#)