



OAED NEWS

Office of Assessment and Educational Development

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Summer!

"It's summertime and the livin is easy." Well, maybe not easy, but hopefully a little more relaxing with some time to recharge. This issue of the newsletter provides resources and tidbits that might be useful as you are gearing up for the new year. Also, remember that the OAED staff are here to help with summer projects and new term preparations.

In the meanwhile, take some time and put your "toes in the water, toes in the sand" and let us know how we can help.

Appreciative Advising

This month's MedEdPearls focused on appreciative advising which builds on the model of appreciative inquiry. Appreciative inquiry is about the search for the best in people, their organizations, and the strengths-filled, opportunity-rich world around them. Appreciate advising has six phases:

Disarm: Recognizing the importance of first impressions, create a safe, welcoming environment for students.

Discover: Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.

Dream: Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.

Design: Help students devise concrete, incremental, and achievable goals.

Deliver: The students follows through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.

Don't Settle: The advisor challenges the student to proactively raise the student's internal bar of self- expectations.

Alternatively, another form of the appreciative inquiry is appreciative coaching. Similar to appreciative advising, appreciative coaching guides individuals through four stages—discovery, dream, design, and destiny. Both models inspire individuals to have an empowering view of themselves and their future and are especially useful for remediation of medical students.

Learn more about use of appreciative advising and coaching through the references below!

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The Appreciative Advising Revolution*. Champaign, IL: Stipes Publishing.

White, M.K. and Barnett, B. *A Five Step Model of Appreciative Coaching: A Positive Process for Remediation*. In: Kalet A, Chou LC, editors. *Remediation in medical education: a mid-course correction*. New York: Springer; 2014. pp. 265–281.

Have you used appreciative advising? Share your ideas on Twitter at #MedEdPearls! #MedEdPearls are developed monthly by the [Central Group on Educational Affairs](#).

#MedEdPearls are developed monthly by the Central Group on Educational Affairs. Previously, #MedEdPearls explored topics including microresistance, coaching for peak performance, and reflective practice.

Video Views

How much were your videos used last year? From the first day of class in July 2018 to graduation in May 2019 there were 154,000 views of the videos posted for the 2018-19 academic year. While the majority of these were from computers, 480 views were from phones and 96 from tablets. The average viewing time was 36 minutes.

AACOM Educating Leaders 2020

The call for abstracts for the March 25-27, 2020 AACOM Annual Conference closes on July 18, 2019. The theme for the 2020 event is "Advocating Wellness, Advancing Education. Be sure to get in your submission if you want to be considered for a presentation at this event. For more information go to <https://www.aacom.org/news-and-events/2020-educating-leaders/home>



Upcoming Faculty Development Opportunities

Tips, Tricks and Good Ideas

July 9, 2019
Year 2 Classroom
Noon—1:00 pm
Bridget Moore

Description: From this session participants will be able to: List tips for using PowerPoint to improve lectures; Identify uses of the document camera, tablet and other classroom technology to enhance lectures; Share ideas that have worked well for them in lectures and other classroom settings

Faculty In-Gathering

July 19, 2019
CEC Grand Hall

Optional Morning Session
9:00—Noon

Title: Building the Coaching Relationship

Description: This interactive session will allow participants an opportunity to explore the components of the coaching process and apply coaching practices when working with medical students. Using an Active Inquiry framework, participants will begin to develop coaching skills that will help them help others in a variety of situations.

Presenter: **Jean Bailey, PhD**, is the Associate Dean for Faculty Development at the Virginia Commonwealth University School of Medicine. She works with a variety of medical school faculty to provide training sessions focused on teaching and learning, coaching, scholarship, leadership, career advancement, and service.

Lunch
Noon—1:00 pm

Mandatory Afternoon Session
1:00—4:00 pm
Additional information will be coming via email

IAMSE Web Seminars will return in September with the theme “Re-Imagining Faculty Development in Health Professions Education”

The First Five Minutes of Class Matter

Last month we looked at making the most of the minutes before class. This month we are focusing on the first five minutes of class from the publication *How to Make Class Time Really Count*.

Dr. James Lang compares the first five minutes of class to flipping a switch. He suggest not focusing on deep content, but using this time to get students thinking and focused on learning. One way to do this is to start with a question. It could be a question or problem that will require them to be curious. You can return to the same question at the end of class to see how well the lecture answered the question. Another type of question might be to revisit what they already should know about the subject matter. To add to the active learning, you may want to use a clicker question or questions as a way to determine prior knowledge. Polling at the beginning of class based on the reading or previous lectures is an effective way to get started.

For more information you can find this article at: <http://offers.tophatlecture.com/rs/566-JGI-821/images/TopHat-HowToMakeClassTimeReallyCount.pdf>

IAMSE Conference

The recent IAMSE Conference was held in Roanoke Virginia. There was a wide range of presentations, poster sessions, exhibitors, keynote speakers and networking opportunities.

Dr. Claudia Krebs, Professor of Anatomy at the University of British Columbia was one of the keynote speakers. She discussed how to use technology to make education better— not just different. Working with other anatomy educators she has created open education resources for neuroscience and anatomy. Here are links to two websites that may be of interest to you. These sites include videos, interactive modules, illustrations and other materials.

Clinical Anatomy — <http://clinicalanatomy.ca/>
Functional Neuroanatomy — <http://www.neuroanatomy.ca/>

Links to Resources

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