



OAED NEWS

Office of Assessment and Educational Development

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Fall Semester Begins!

As we get the Fall Semester underway, things look different than previous falls. We have provided in this issue, as well as through other resources, things to help you as you brave this different landscape. Please let us know how we can help as you make adjustments to lectures, convert face-to-face activities to virtual activities, and incorporate new strategies into your teaching.

Good luck!

Coaches' Corner

Hopefully, by now, everyone has contacted their coachees via email. We encourage you to also consider scheduling a virtual meeting with your coachees—especially the Year 1 students. Students seem to appreciate the chance to meet other students and some may be feeling isolated and apprehensive. It can be as simple as letting everyone introduce themselves and emphasizing you are available to answer questions as needed. The data from last year's class indicated that over 80% of students felt their relationship with their coach had a positive impact on their progress.

Virtual Icebreakers

We are all familiar with icebreakers and may have used them in classes or at conferences. They are usually an interesting, easy exercise to get everyone engaged. You can also use these in a virtual environment without taking up any or very little class time. Use the time before the lecture begins as students start logging into the class for an ice breaker. Here are some examples:

- *Play music:* the song could relate to the lecture or not (i.e. Achy Breaky Heart for a heart lecture; Can't Strain My Brain for a neuro lecture) Have students type in the chat when they know the name of the song or what anatomy is mentioned in the song. This is also a good way for students to know they have made it into class and that their audio is working.
- *Make a choice:* Post a choice on your opening slide and have it displayed as students are logging in. Again, using the chat feature have the students type in their choice of two items such as cat or dog, pancakes or waffles, early bird or night owl. This gets them engaged in something easy and comfortable while using chat to communicate. It also helps them know they have connected correctly.
- *Simple questions:* Post a simple question on the opening slide. Again, these could be related to the lecture or totally unrelated. Make sure they can be answered in one or two words. Have the students type their answer into chat. Then share the correct or best answer as you start class or use it as a starting point for your lecture.
- *In arms reach:* Have a mini virtual show and tell. Instruct the students to pick up an object that is within arms reach, turn on their cameras and share with the class. They don't need to say anything just show it on their camera. This gets them comfortable using the camera and being on camera. You could comment on some of the more interesting items or ask a few students to explain their item.

More icebreaker activities that can be used virtually can be found on our [Faculty Resources sharepoint link](#).

Tips for Virtual Lectures

As we begin the term with live streamed lectures, here are some tips that may be helpful to you.

- * Start the lecture with yourself on screen. Establish your presence.
- * Look at the camera. Make sure you are making eye contact with the camera which is where the students are located.
- * If you are using your office computer for meetings or other events, be sure you are looking at the camera which may not be on the monitor where you are seeing the meeting.
- * Utilize different camera setting, if you move from behind the podium, especially if you are demonstrating something.
- * Try to end the lecture with you on camera—or at least end with a slide that includes your contact information
- * Be positive. No one signed up for life this way. Don't apologize or say that this is not the way you want to delivery your course. Make this the best experience possible.
- * Ask for help. If you are not sure how to make something virtual or you tried something that didn't go as planned, OAED staff are here to help.



Upcoming Faculty Development Opportunities

Links to these virtual opportunities will be emailed prior to the date of each event.

Kaplan Faculty Orientation Presentation Recording

<https://kaptest.zoom.us/rec/share/psYIC7Px3WVLQ7fc70zNeLAsHLrYT6a80CMcqflFyEYpHV07vdjS6gnuT-f6H5n0>
Password: 6T?fulj0

Using Teams in Small Group Learning

August 11, 2020
12:00 to 12:50 pm

Using Turning Point in Your Virtual Lectures

August 25, 2020
12:00 to 12:50 pm

Continued Conversations on Coaching: Professionalism

September 8, 2020
12:00 to 12:50 pm .

Conversations on Incorporating Small Group Activities in a Virtual Environment

October 13, 2020
12:00 to 12:50 pm

Accreditation Update

This month's newsletter begins the review of COCA's Standards, Elements, and Required Evidence.

Standard 1

Mission and Governance - A College of Osteopathic Medicine (COM) must have a written statement of mission and goals for the osteopathic medical education program, conduct ongoing planning and assessment, and have written bylaws that describe an effective organizational structure and governance processes. In the conduct of all internal and external activities, the COM must demonstrate integrity through its consistent and documented adherence to fair, impartial, and effective processes, policies, and practices.

Element 1.1

Program Mission (CORE) - A COM must have a mission statement that: 1) explains the overall purpose of the COM's program; and 2) serves as guide for program planning and assessment. Where the COM is part of a larger educational institution or parent institution, the COM's mission must be consistent with the institution's mission. The COM must review its program mission at least once every five years and upon review, if the COM deems it to be appropriate to do so, the COM should revise its mission to meet the COM's growth and continued development. The COM must consider the input of its faculty, staff, and students when reviewing and revising its mission.

Required Evidence:

1. Provide copies of program mission/vision (optional)/goals or objectives (optional) and a public link to where the documents are published.
2. If the COM is part of a larger educational institution (parent Institution), provide a copy of the parent institution's mission statement. The documents should show last updated date (or effective date).
3. Provide documentation of the revision process, participants, and meeting minutes documenting the most recent governing board approval of the COM's mission.

You can find the details on the COCA Standards on the WVSOM website at: <https://www.wvsom.edu/sites/default/files/u198/com-continuing-accreditation-standards.pdf>, and the COCA Standard Accreditation Tables at: <https://www.wvsom.edu/sites/default/files/u198/com-continuing-accreditation-tables.pdf>.

Turning Point

If you have not used Turning Point since lectures went virtual, you will need to get the new version. Media Services has a [video](#) and a link to [download the new version](#). When downloading, choose the center option of TurningPoint PC (no install) and unzip the file after download. This will place the Turning Point folder onto your desktop with the application inside. No install is required. This version allows students to utilize Turning Point via WebEx and also has a mobile device version. Students will be using either their laptops or their mobile devices to respond. If you are interested in learning more, consider attending the faculty development session on August 25, 2020. We will be discussing ways to incorporate Turning Point into Virtual Lectures.

Links to Resources

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