



OAED NEWS

Office of Assessment and Educational Development

In this issue:

- Crickets
- Accreditation Update
- Follow Up on Peer Review
- Faculty Development
- IAMSE Call for Proposals
- The Last Five Minutes of Class
- Links

Farewell to Summer

Believe it or not, Summer is almost over. The yearly faculty development sessions are in full swing and we start the Fall IAMSE series next week. Be sure to take advantage of these offerings throughout the upcoming months.

As always, please let the OAED staff know how we can assist you with your classes and projects. Enjoy those last days of summer and look forward to the upcoming Fall season.

When you get nothing but crickets

On warm summer nights, if it is quiet, often all you can hear are the crickets. The phrase nothing but crickets is often used to describe the silence that follows an embarrassing remark or a question no one wants to answer. While this might be nice when sitting outside in August, it is not what you want to happen in class after you have asked a question. Jennifer Gonzalez recent blog post from Cult of Pedagogy discusses what happens when you ask a question in class and get nothing but crickets. She indicates that this frequently happens because no one wants to look dumb. The audience does not respond because 1) they know you are not talking to them; 2) they think everyone else gets it; 3) you're asking for too much; 4) someone in the room is intimidating; or 5) they really don't know what you are talking about.

She suggests several ways to overcome the cricket response and increase audience participation. One way is to ask for a show of hands.— similar to our use of clickers. You could single out one person with a direct question. She also recommends using a think-pair-share. For other ways to overcome the cricket issue check out her blog post at <https://www.cultofpedagogy.com/crickets/>. There are other valuable resources available at the Cult of Pedagogy website. In addition to Gonzalez's blog there are links to interesting articles, videos and podcasts all related to pedagogy (the study of teaching). And really...it isn't a cult.

Accreditation Update

WVSOM has received continued accreditation by the Higher Learning Commission (HLC). While the comprehensive evaluation visit is complete and continued accreditation has been granted, the school soon will begin preparation for the next review visit, which will take place in the 2024-2025 academic year.

Follow-up on Peer Review

As a follow-up to the recent Faculty Development session on Peer Review, here are some additional resources that may be useful.

Vanderbilt University has a Center for Teaching and offers a guide to Peer Review of Teaching. This resource is available at <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/>

Cornell University offers a Peer Review program out of their Center for Teaching Innovation. Their resources can be found at <https://teaching.cornell.edu/teaching-resources/assessment-evaluation/peer-review-teaching>

Another resource is from the Fox School of Business at Temple University's Center for Innovation in Teaching and Learning. Their information is located at <https://www.fox.temple.edu/institutes-and-centers/center-for-innovation-in-teaching-and-learning/classroom-evaluations/peer-reviews/>

Ohio State University's College of Medicine has a peer review program with a variety of resources located at <https://medicine.osu.edu/faculty/fame/ourprograms/educators/couragetoteach/Pages/index.aspx>

Quotes

Don't struggle to be a better teacher than everybody else. Simply be a better teacher than you ever thought you could be. - Robert John Meehan



Upcoming Faculty Development Opportunities

September 10, 2019

Changes Regarding ST-01 and the Fact Finding Committee Procedures

Time: Noon - 12:50 pm

Room: Main Building Year 1 Classroom

Presenter: Dr. Courtney Eleazer

October 8, 2019

Updates on EPAs in Medical Education

Noon—12:50 pm

Room: Main Building Year 2 Classroom

Presenter: Dr. Mabelle Linsenmeyer

IAMSE Fall Webinar Series

Thursdays in Room B311 (Senior Classroom)

Light lunch will be served

September 5 – The Current Landscape of Faculty Development: Challenges and Opportunities – Alice Fornari, EdD

September 12 – Recruiting, Retaining and Developing a Diverse Faculty – Darin Latimore, MD

September 19 – Congratulations! You've been promoted! Introducing the IAMSE Educator Toolkit – Bonny Dickinson, PhD and Maria Sheakley, PhD

September 26 – Innovative Faculty Development Programs: Two Case Studies – David Rogers, MD and Melissa Klein, MD

October 3 – “See One, Do One, Teach One”: Developing Trainees as Medical Educators – Valerie O’Laughlin, PhD and Teri Turner, MD

Save the Date:

Faculty Development: TBA

November 12, 2019

Time: Noon—12:50 pm

In-Service

December 18, 2019

1—5 pm

IAMSE Call for Focus Sessions

September 1 is the deadline for proposals for focus sessions for the 24th Annual IAMSE Conference to be held in Denver Colorado June 13-16 2020. You can submit your proposal online at <https://iamse.site-ym.com/page/focus20>. Additional information about the IAMSE Meeting can be found at <http://www.iamse.org/you-cant-miss-the-iamse-annual-conference-in-2020/>

The Last Five Minutes of Class

Concluding the information from the eBook *How to Make Class Time Really Count.*, Dr. James Lang discusses ways to make class time more effective. The last five minutes of class, according to Dr. Lang, should be used “cementing the material they’ve just covered.” The goal should be to get the students to leave with a feeling of accomplishment about the time they have spent in class. One method of wrapping up the class is the “minute paper” where students write down three takeaways from the class or the class discussion. Students can also write down five ways in which the material appears in contexts outside of the classroom. You can close the loop by going back to the question you posed at the beginning of class. Refer to this question and ask the students how that day’s class changed their perspective or answered the question you asked at the beginning of class. Choose a method that works for you and “entails wrapping up things more thoughtfully and deliberately.”

Whatever method you use to end the class, remember the last five minutes do count.

In wrapping up his eBook, Dr. Lang reminds faculty that small changes can make a big difference. While making changes can be difficult at first, they soon become habits.

Links to Resources

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