College of Pharmacy Teaching Workshop
May 16, 2014
University Athletic Club
8:30 am to 5:00 pm

There are four major goals for the workshop:

1. Awareness of need for change – demonstrate the evidence for why one must move from pure traditional ‘lecture’ formats to evidence-based learning techniques.
2. Awareness of opportunity – Make faculty aware of techniques that can augment and enhance (e.g., audience response) learning events as well as techniques for completing altering the classroom experience (e.g., flipping the class).
3. Cultivate participant interests in becoming ‘facilitators of learning’, as opposed to deliverers of knowledge.
4. Demonstrate a selection of active learning techniques of interest to one’s teaching.

Assumptions:

1. The new curriculum will be changing student expectations to help them become active learners.
2. Few opportunities will be designed in the new curriculum to move to repeated small classroom teaching. That is, few classes such as PPL where we are teaching three groups of 36 students, either serially on a single day or over more than one day.
3. A student body class size of 108 students

Learning Objectives:

After the workshop, participants should be able to

1. Explain how teaching techniques related to facilitating learning impacts student learning.
2. Create a learning environment that enables students to learn more effectively.
3. Demonstrate various active learning strategies that could be integrated into their teaching.
4. Map learning techniques to desired teaching outcomes.
5. Build assessment capabilities into the learning classroom.
6. Identify at least one active learning technique that will be incorporated into their current teaching.
Agenda

8:00 – 8:30   Continental Breakfast
8:30 – 8:45   Welcome from Dean Letendre
8:45 – 10:00  Presentation: “Strategies to improve student learning.”
              Adam Persky, PhD, University of North Carolina.
10:00 – 10:15 Brief Break
10:15 – 12:00 Active learning techniques
              Adam Persky.

Overview of active learning techniques:
• Classroom Assessment Techniques (e.g., muddiest point, 1-minute paper);
• Cooperative learning - short duration (think-pair-share, jigsaw, etc);
• Cooperative learning - complex (TBL, designing group projects/presentations);
• Audience Response Systems;
• Developing Critical Thinking Skills / Questioning;
• Getting students to prepare for class;
• Just-in-time-teaching.

Small group discussions with suggested techniques.
  Facilitated by Adam Persky, Jean Florman.

12:00 to 1:00 Lunch Buffet Break.

1:00 – 2:00   Presentation: “Active learning techniques, examples of innovations and new programs”
              Jean Florman, The University of Iowa Center on Teaching;
              Cornelia Lang, Associate Professor of Physics & Astronomy;
              Sarah Vigmostad, Assistant Professor of Biomedical Engineering.

2:00 – 3:00   Small group discussions.
              Facilitated by Jean Florman and Adam Persky.

• The ‘flipped classroom’
• in-class team-based learning
• Inquiry based learning
• Others.

3:00 – 3:15  Brief Break
3:15 to 3:45  Creating Portfolio Artifacts
              Wayne Jacobson, The University of Iowa Center on Teaching.
3:45 – 4:15   How to think about assessing your techniques.
              Facilitated by Deanna McDanel and Wayne Jacobson.
4:15 – 5:00   Open Discussion.
              Adam Persky and Jean Florman.
5:00         Reception
**Speaker Bios**

**Adam Persky** received his B.S. in biology from Purdue University, his M.S. in exercise science from the University of Massachusetts Amherst, and his Ph.D. in pharmaceutical sciences at the University of Florida. He is currently a clinical associate professor in the Division of Pharmacotherapy and Experimental Therapeutics at the UNC Eshelman School of Pharmacy. Persky teaches physiology and pharmacokinetics and has received several of the school’s teaching awards, including Best Overall Instructor. He has given more than 30 workshops across the country.

**Jean Florman**, Center for Teaching Director, has led the effort to introduce and support service learning at the University of Iowa. A writer and public radio producer, she has taught a variety of nonfiction writing courses at the UI, including the personal essay, and nature and science writing. She has a bachelor’s degree in anthropology and art history from Cornell University and a Master’s degree in anthropology and a JD degree from the University of Arizona.

**Wayne Jacobson** is Director of Assessment in the Office of the Provost, and also holds an Adjunct Faculty appointment in Educational Policy and Leadership Studies. He is responsible for coordinating learning outcomes assessment in academic programs at UI, and is also involved in preparation for UI’s next institutional accreditation, UI participation in national assessment initiatives, and assessment collaborations with other CIC and Iowa Regents universities. Before coming to Iowa, he was Director of the Center for Instructional Development and Research at the University of Washington. He holds a Ph.D. in Adult Education from the University of Wisconsin - Madison.

**Cornelia Chesley Lang** is an Associate Professor in the Department of Physics and Astronomy. Professor Lang especially enjoys teaching the large introductory astronomy lecture courses and was awarded with the Collegiate Teaching Award in 2007 and the President and Provost Award for Teaching Excellence in 2013. Currently Professor Lang is teaching a newly developed general education course entitled “Origins of Life in the Universe”. This course is a multi-disciplinary, inquiry-guided course taught by faculty across five departments. This pilot course has been recently funded by the Office of the Provost as part of their Student Success Initiative.

**Sarah Vigmostad** is an Assistant Professor in Biomedical Engineering. Sarah’s teaching experience ranges from classes of 140 sophomore students from all engineering disciplines to small, PhD level, discipline-specific courses. Over the past several years, she has transformed content throughout these courses in an effort to make the classroom a dynamic, active learning environment. She has always enjoyed sharing her teaching experiences with colleagues throughout the university, through the participation in and organization of workshops focusing on TILE-based and active learning classes. She has been honored with the Engineering College’s Teaching Award, and the University’s James N. Murray Faculty Award.