August 2016
Tomorrow’s Teaching Newsletter

Tomorrow’s Teaching newsletter is a publication produced by the MUSC Online Advisory Council and the Apple Tree Society providing news, advice, and resources for 21st century teaching with technology and innovative strategies.

Included in this newsletter:
- Quick Tips – What the Best Teachers Do
- Top Advice from an MUSC Faculty Member – Scott Bragg, PharmD
- Trends – JiTT
- Back to School Resources
- Upcoming Apple Tree Sessions

Quick Tips:

Ask your students during the first day of class or the first week of class this question: “What do the best teachers do?”

In 2004, Ken Bain wrote a book titled, What the Best College Teachers Do. According to Bain, the best teachers:
- Know their subject matter extremely well
- Prepare for their teaching sessions as serious intellectual endeavors, as important as research and scholarship
- Expect more from students
- Understand and study how humans learn
- Put a lot of preparation into their teaching
- Create a natural critical learning environment
- Treat students fairly
- Check progress and evaluate efforts
- Seek comments
- Help students to learn outside of class
- Engage students in disciplinary thinking
- Create a natural critical learning environment
- Create diverse learning experiences

Source: Adapted from Bain (2004).

On the flip side, Richmond, Boysen and Gurung, (2016), found students consider good teaching:
- Engaging learners, reinforcing their response and acceptance of feedback, modeling what they are teaching.
- Hands-on. Critique. Letting us take tests over and over so we get a deeper understanding of the material.
• Acknowledging that we exist and that we try despite full-time jobs, students, and multiple other factors.
• When the teacher is passionate about the information they’re delivering and when they’re really caring and understanding about their students!
• Patience with a willingness to explain/demonstrate the same concept in multiple ways in order to achieve understanding
• Igniting the life-long learner in all of us—“If I leave a formal or informal classroom thinking about phrases that were said verbatim, and find myself going down a rabbit-hole of my own thoughts”.
• Pushing/encouraging/mentoring students to places they never knew existed.
• A professor who cares so much about students (not only grade-wise but personally as well) that it shows in everything they do, teach, and encourage. Taking the time to explain things and really being invested in their success.
• A good teacher leaves questions unanswered. They leave their students with a sense of longing for that answer and the drive to find it for themselves. A good teacher does not simply lecture; they teach their students how to help themselves and be self-sufficient problem-solvers and world citizens.

Richmond, A., Boysen, G., and Gurung, An Evidence-based Guide to College and University Teaching: Developing the Model Teacher, (2016). Retrieved from https://bookshelf.vitalsource.com/#/books/9781317283263/cfi/6/6%5B;vn;idref=opf02%5D

Notice how much the students wrote about passion and wanting connection. Students wanted to be inspired. Students wrote about relationships. Does it surprise you that expertise, knowledge, and content did not come up in detail, if at all?

How do you think your students will respond to the question? Prepare to be surprised!

Top Advice from an MUSC Faculty Member

Scott Bragg, PharmD, is an Assistant Professor in the College of Pharmacy and an MUSC Family Medicine inpatient clinical pharmacist at Trident Medical Center. He is the recipient of the 2016 MUSC Teaching Excellence Developing Teacher Award and will be recognized for this achievement during Faculty Convocation on August 23, 2016.

Scott said that one of his favorite teaching methods was the ARCH feedback model. "I find it quite helpful for developing learner self-assessment, challenging students to be 'life-long learners', and establishing SMART (specific, measurable, achievable, realistic, time-bound) goals. I use ARCH to provide feedback on clinical performance of learners on rotation. I start feedback encounters by asking learners what are their two biggest strengths and challenges with their performance. This encourages practice with self-reflection skills and helps me adapt feedback to learners who have inaccurate self-assessments. My comments/feedback reinforces or corrects the learner self-assessments. Lastly, I help learners develop their own plan for improvement by focusing on specific tasks they can improve within 1 week.”
Here's a link describing the process:
Trends

Just-in-time Teaching (JiTT)

Just-in-time teaching (JiTT) is a pedagogical strategy that promotes active learning in the classroom by using outside of classroom time to collect information from students to build on during class time. While students are leveraging their time outside of class preparing for it, there can be more quality time spent in class. JiTT relies completely on pre-class assignments to be completed by students before class meetings, so that faculty can review and changes can be considered to the classroom emphasis. Quotes from student assignments or statistics from various questions can be presented in class to address learning gaps or areas students might want to learn more about. This can make the time spent in class much richer since it is geared toward where the students are at and where you as the instructor want them to go.

JiTT is most effective when it is thoughtfully set up and used as an integral part of the lesson. When creating a JiTT question to be used, consider the following:

- Is informed by education research, both cognitive and discipline-specific.
- Yields a rich set of student responses for classroom discussion.
- Requires an answer that cannot easily be looked up.
- Encourages the student to examine his/her prior knowledge and experience.
- Requires that the student formulate the response, including the underlying concepts, in his/her own words.
- Contains enough ambiguity to require the student to supply some additional information not explicitly given in the question. (This feature enriches the subsequent classroom discussion.)
- Targets a conceptual bottleneck.
- Is just outside the comfort zone.
- Is extendable and memorable.
- Is sufficiently captivating so that even struggling students may be interested in the answer.

These kinds of questions challenge students to not just simply give an answer, but critically think about how they would respond. Questions like this will not change the flow of your entire in class time together; however, they will alter the words that are used during the discussion to be fresh and interesting to the students. This pedagogy lends itself to certain topics over others, but with the right facilitator it can be used in almost any class to stimulate critical thinking and communication. JiTT pedagogy can be effective if you consider the following:

- Let students know that JiTT will be used, why, and how it works. Make clear what a quality response looks like.
- Use JiTT regularly, but keep it short and manageable.
- Use JiTT questions on exams, and use responses in distractors. Also, let JiTT count toward the final grade. Grade for effort.
- Include climate questions, and ask students how they reached their answers.
- Look for patterns in responses, and link responses to in-class activities.
- Make responses easy to submit and manage. Provide personal feedback as much as
Although this pedagogical strategy has been around since the early 1990’s, new technologies offer many new options for how you and your students share information and engage with one another. Take advantage of Moodle to collect information from your students to then inform how you will teach them. Be relevant and timely in your teaching to get students motivated about learning!


**Back to School Resources**

Current Education News
- The Chronicle of Higher Education
- Inside Higher Ed
- Huffington Post
- Medical Teacher Journal (Medical Teacher is the journal of AMEE, an international association for **all involved with medical and healthcare professions education**)

Revolutionize Your Teaching
- Carl Wieman’s Webinar on Revolutionizing Teaching
- Creating Quality In-Class Experience

Free Webinars for Professional Development
- Innovative Educators
- Online Learning Consortium

**Upcoming Apple Tree Sessions**

**Thu Aug 11, 2016**
Using history, making history: Resources of the Waring historical library – Waring Library, 12:00 – 1:00 PM

**Mon Aug 15, 2016**
Yammer and Social Media Policies – Rm 405 Education Center/Library, 12:00 – 1:00 PM

**Thu Aug 18, 2016**
Designing Moodle in a SNAP! Moodle’s New Theme SNAP – Room 116/118 Education Center/Library, 12:00 – 1:00 PM

**Thu Aug 25, 2016**
Stop Serving the Feedback Sandwich – Clinical Sciences HE628H, 12:00 – 1:00 PM

Apple Tree will have set dates for future sessions **on the second Thursday of every month from 12:00pm-1:00pm**. Additional sessions will be added throughout the month on other days and times, but these dates are set so make sure to put the following dates on your calendar early!
- Thu Sep 8, 2016
- Thu Oct 13, 2016 (Apple Talk - Meet the Millennials)
Previous Tomorrow’s Teaching Newsletters: http://academicdepartments.musc.edu/appletree

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