March 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:
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- Quick Tips - The Power of Not Yet: Believing That You Can Improve
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Quick Tips:

Classroom Assessment Techniques (CATs) are, typically, ungraded activities conducted in the classroom setting. Their purpose is to provide the instructor feedback on whether or not students understand course material so that adjustments can be made before the end of the term. Frequent use of CATs also can assure students that the instructor takes a genuine, active interest in their learning process throughout the course, before the summative assessment (e.g., final exam) is given at the end of the term.

Implementation and Examples of CATs
There are 50 tested assessment techniques from Angelo and Cross. The table below describes 5 techniques that can be easily adapted for and implemented in a classroom setting.

Tips on implementation
- Start off simple by choosing a technique that easily fits your teaching style and classroom time limits.
- Conduct at least one CAT before the first major assignment, so that you can intercept any problems or questions before the fact.
- Don't feel obligated to do a CAT every day or every week. You'll create information overload for yourself and "survey overload" for your students.
- When you do any CAT, explain its purpose and your goal clearly to
- Report your findings to your students and let them know what you plan to do in terms of their feedback.

NOTE: A PDF of the table below is attached. It may be easier to read.
I heard about a high school in Chicago where students had to pass a certain number of courses to graduate, and if they didn’t pass a course, they got the grade "Not Yet". And I thought that was fantastic, because if you get a failing grade, you think, “I’m nothing, I’m nowhere”. But if you get the grade "Not Yet" you understand that you’re on a learning curve. It gives you a path into the future. Scientists measured the electrical activity from the brain as students confronted an error.

On the left, you see the fixed mindset students. There’s hardly any activity. They run from the error. They don’t engage with it. But on the right, you have the students with the growth mindset, the idea that abilities can be developed. They engage deeply. Their brain is on fire with yet. They engage deeply. They process the error. They learn from it and they correct it.
We can praise the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement. First of all, we can praise wisely, not praising intelligence or talent. That has failed. Don’t do that anymore. But praising the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement. This process praise creates kids who are hardy and resilient.

See more at: http://www.mercecardus.com/the-power-of-not-yet-believing-that-you-can-improve/#sthash.Mccs9L9g.dpuf

**Become a Better Learner**

Staying within your comfort zone is a good way to prepare for today but a terrible way to prepare for tomorrow. To sustain success, you must develop the capacity for rapid, continuous learning. Enlisting a coach can be an invaluable way to do it. But if you don’t have a coach, ask some colleagues for feedback on how you performed on a recent task. Don’t get defensive when you hear their answers — remind yourself that you’re trying to learn new things. Then make time for reflection. Get into the habit of asking yourself questions like “What have I learned from this experience?” and “What turned out differently than I expected?” Leaders who demonstrate and encourage reflection both learn more themselves and lay the foundation for higher levels of learning agility in their teams and organizations.

Adapted from “4 Ways to Become a Better Learner,” by Monique Valcour

**Top Advice from an MUSC Faculty Member**

**Katherine Twombley, M.D.,** is the 2015 John Raymond Fellow and selected for the MUSC 2015 Outstanding Clinician Award. She is the medical director of the Pediatric Kidney Transplant Program and chief of the Division of Pediatric Nephrology. Katherine has received numerous recognitions of her outstanding teaching in clinical settings. You will find that her advice applies across a broad spectrum of teaching environments.

**Katherine’s Advice:** At the start of a rotation, I always try to figure out what each learner wants or needs to get out of their time with me. With the students/residents, I start the rotation by asking them to list 5 topics that they really want to learn on my rotation, and I promise to cover at a minimum those 5 topics. They usually pick topics related to what they are going into. For example, the residents going into general pediatrics usually want to know about microscopic hematuria, proteinuria and hypertension as well as understand how much of that can they workup or treat in their office safely. Those going into intensive care units want to know more about the various forms of dialysis. I have found that tailoring the rotation to what their needs are helps keep their interest and motivates them to learn. Once we have reviewed a topic, I always try to reinforce the topic with the patients that we see in clinic or as inpatients. Applying what they have learned to real patients tends to solidify that knowledge so that it is not just memorizing, it is understanding.
**Trends – Gamification**

This year at MUSC Interprofessional Day, students participated in a game to teach them about other professions in the process of developing and managing a healthcare system workforce. This innovative curriculum to teach and challenge millennials is known as gamification. Gamification refers to the integration of game design elements in non-game contexts to increase engagement and better material retention. This learner-centered approach focuses on solving problems in a fun way in tools such as health/fitness apps, patient education apps, a protein structure predictor app called FoldIt, and an app to help kids fight cancer called Pain Squad. These tools can enhance traditional methods of teaching, not replace them, by adding engaging components to lectures and activates that ensure mastery of the topic is reached and accounted for. Gamified experiences help to maintain engagement of all individuals, opportunities for individuals to feel empowered to achieve goals, and provide immediate feedback and learning through the process – all of which is important in medical education.

The gamification approach has three main elements of design that make it unique to teaching and learning: abstraction, mechanics, and interfaces. First, real world scenarios are abstracted into a series of simplified challenges allowing the individual to learn skills sequentially building on one another to mastery. Second, mechanics are placed to judge mastery and provide feedback at each level, whether positive or negative, toward to main objective/goal. Third, interfaces are set up to create a sense of fun and engagement in the topic even after experiencing obstacles and frustration. This kind of approach can get tiresome once the novelty wears off or has already worn off since millennials have had so much integration of technology in their education already; so remember: mandated play isn’t really play. Knowing your students will help you to create a gamified experience where you can help students develop a curiosity about your topic, critical thinking skills when participating in the experience, and motivation for learning throughout the process.


**Conferences (through April 2016)**

• The SoTL Commons: A Conference for the Scholarship of Teaching & Learning, March 31 – April 1, http://academics.georgiasouthern.edu/ce/conferences/sotlcommons/
• Annual Gateway Course Experience Conference, April 3 – 6, http://www.jngi.org/gateway15/
• The Science of Imagination: Cultivating Curiosity and Creativity in Our Schools, April 7 – 9, http://www.learningandthebrain.com/Event-329/The-Science-of-Imagination/Program
• EDUCAUSE Connect: Miami, April 6-8, http://www.educause.edu/events/educause-connect-miami
• Conference on Teaching Innovations and Enhancing Learning (TIEL), April 9, https://www.trocaire.edu/tiel-conference

• Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education, April 13, http://www.gulfsouthsummit.org/

Selected Workshops and Webinars (through March)
• Designing a Flipped Classroom, March 7 – 13, http://onlinelearningconsortium.org/workshop/designing-flipped-classroom-6/
• Getting Started with a Flipped Classroom, March 11, http://tltgroup.roundtablelive.org/event-2118243
• “Book Discussion” Counter-Implementation Strategies and more, March 18, http://tltgroup.roundtablelive.org/event-2111661
• Designing Courses with a Multimodal Approach, March 28 – April 3, [http://onlinelearningconsortium.org/workshop/designing-courses-multimodal-approach-3/](http://onlinelearningconsortium.org/workshop/designing-courses-multimodal-approach-3/)

**Resource of the Month**

**Contribute to Tomorrow’s Teaching**
Tell us what to include in this newsletter. Complete this brief poll: [https://redcap.musc.edu/surveys/?s=7WA8ATWAK3](https://redcap.musc.edu/surveys/?s=7WA8ATWAK3). Or, contact [mauldinm@musc.edu](mailto:mauldinm@musc.edu), [annandu@musc.edu](mailto:annandu@musc.edu) or [hortmanm@musc.edu](mailto:hortmanm@musc.edu) to submit ideas, resources or news directly.