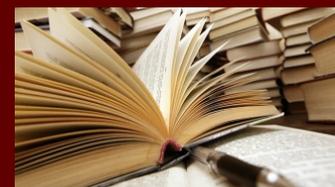
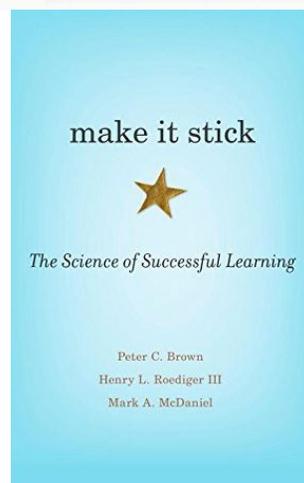


CVM Teaching Academy Summer "Book" Club

Summer 2015

For the past five years, we have had a successful summer program, which has provided a great opportunity for Teaching Academy members to get together and discuss educational topics in a comfortable setting.

The CVM Teaching Academy Summer "Book" Club continued this year with the activity to read a selected chapters from the book "Make It Stick: The Science of Successful Learning" by *Peter C. Brown, Henry Roediger, and Mark McDaniel*. The format of the chapters within this book lend themselves to productive discussions and allowed participants to attend as time allowed.



Make it Stick

To most of us, learning something "the hard way" implies wasted time and effort. Good teaching, we believe, should be creatively tailored to the different learning styles of students and should use strategies that make learning easier. Make It Stick turns fashionable ideas like these on their head. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners.

Schedule of Articles:

Date	Leader	Article
May 5	Steve Lampa & Rachel Halsey	Organizational Meeting
May 26	Steve Lampa	Chapter 1: Learning Is Misunderstood
May 28	Dharani Ajithdoss	
June 2	Samantha Gizerian	Chapter 2: To Learn, Retrieve
June 4	Lisa Pearson	
June 9	Susan Wang	Chapter 3: Mix Up Your Practice
June 11	Jane Wardrop	
June 16	Phil Mixer	Chapter 4: Embrace Difficulties
June 18	Brianna Morrison	
June 23	Kay Brothers	Chapter 5: Avoid Illusions of Knowing
June 25	Norah McCabe	

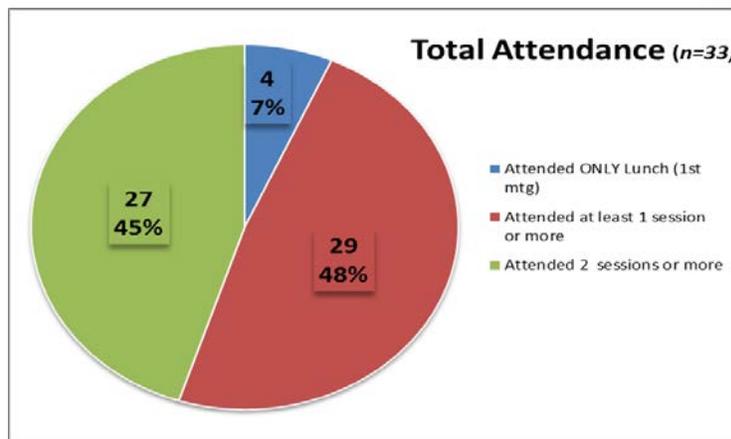
June 30	Jennifer Watts	Chapter 6: Get Beyond Learning Styles
July 2	Steve Lampa	
July 7	Steve Lampa	Chapter 7: Increase Your Abilities
July 9	Suzanne Fricke	
July 14	Danielle Nelson	Chapter 8: Make It Stick
July 16	Carl Bello	
July 30	Cynthia Faux	Wrap Up Session

15 facilitators covering 8 chapters over a 8 week period this summer.

2015 Attendance:

There were 33 people in total that attended at least one program this summer – 66% decrease from last summer. 9 out of the 33 (27.3%) were new faculty, graduate, or staff members that had never participated before – 2 of the 9 only attended 1 session.

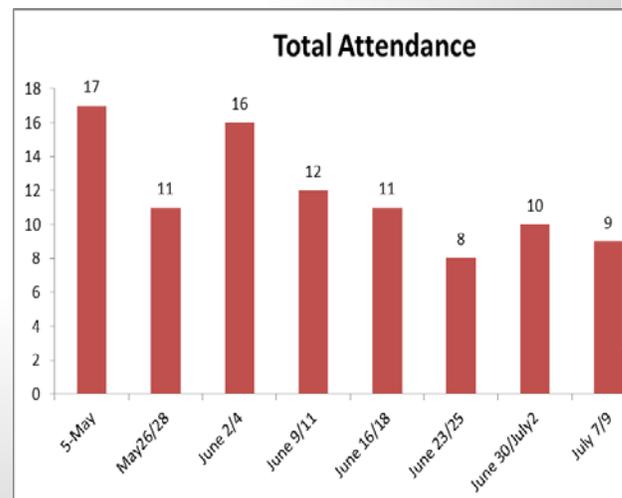
	2013	2014	2015
Attended ONLY the Organization Meeting	3	8	4
Attended at least 1 session or more	38	47	29
Attended 2 sessions or more	32	34	27



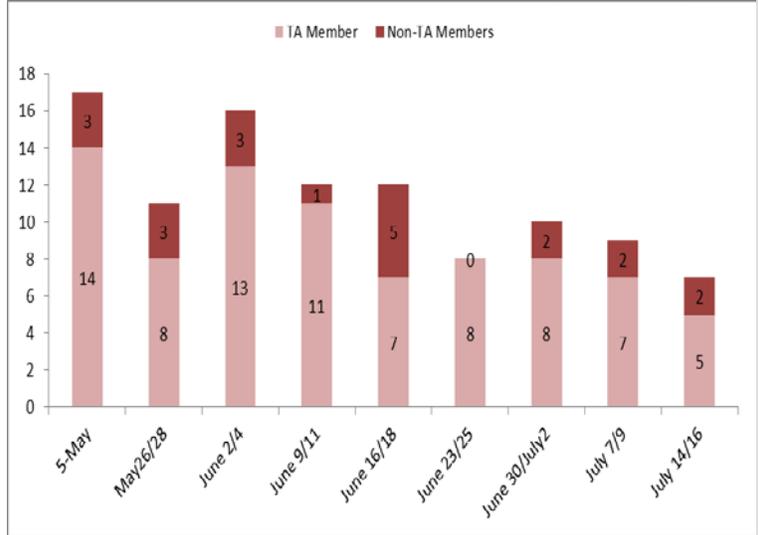
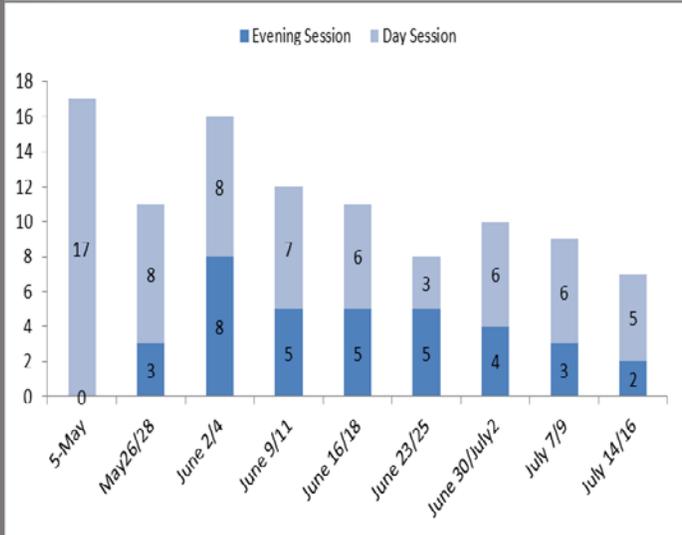
Average Attendance:

Total Ave. Attendance	TA Member	Non-TA Members
11	9	2

**In 2014: Average total attendance was 14 (25% decrease); Average TA Member attendance was 9; Average Non-TA members attendance was 5.*

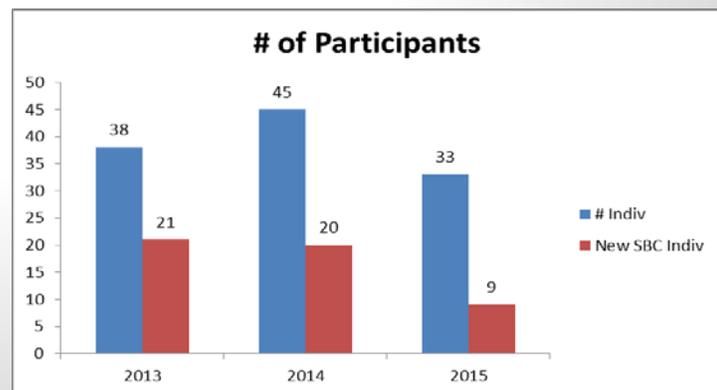
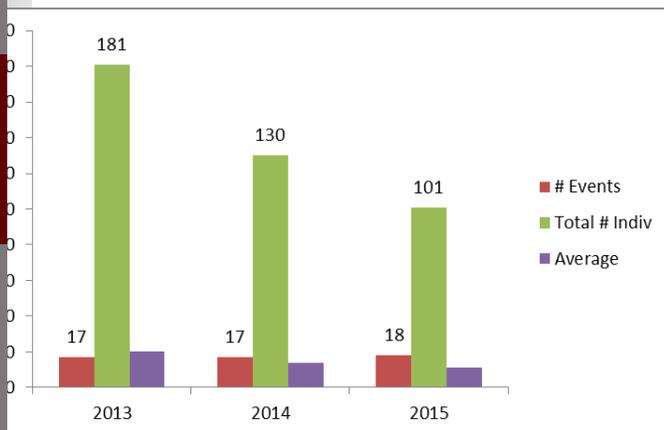
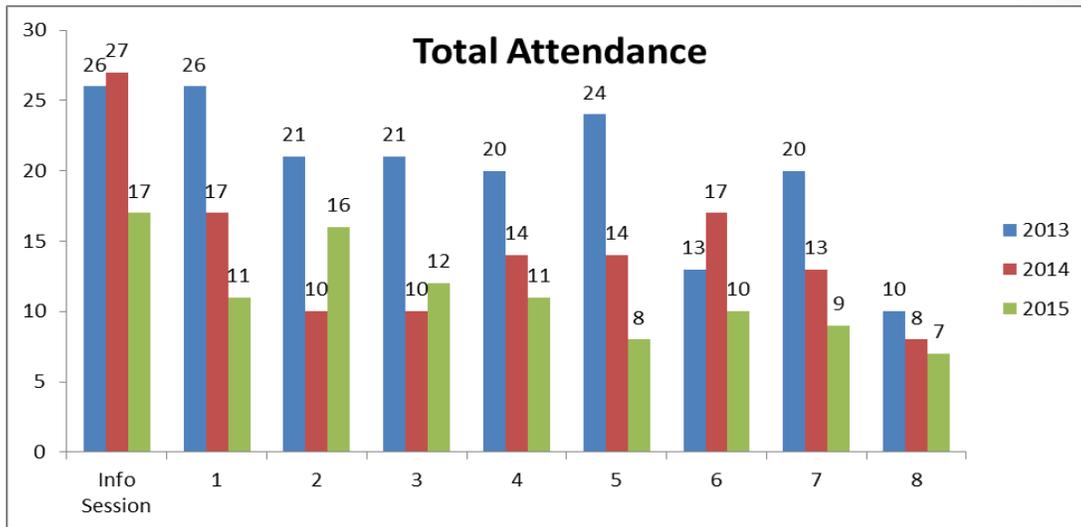


Total Ave. Attendance	Evening Session	Day Session
11	4	7



Overall Attendance for the past 3 years:

Data has been collected for the past 3 years (no data collected for 2011 & 2012)



Implementation Survey Results:

The online survey was taken by 13 people.

Have you implemented (used) ideas gained from the summer book clubs directly in your teaching?		
Yes	7	53.8%
No	6	46.2%

If yes, please provide examples:

- I continue to work to be more explicit about my expectations and provide students with opportunities to practice prior to assessment, using low stakes repetition to aid learning. In my online course, I developed an intro activity to help them figure out the expectations for later assignments while gaining ease with navigating the software. In my other science courses, I have worked to talk about learning (using book study materials) to help students with metacognition and recognize how to boost their efficiencies.
- Lots: modeling expert thinking, recognizing the needs of novice learners, trying new assessments.
- Mainly from the "How Learning Works" book. While I teach, being mindful of student's prior knowledge, metacognition and class climate.
- I have only had time to participate this year, so I hope to potentially implement some ideas from this summer's book in my fall and spring teaching...especially "interleaving" and (more) spaced practice. :-)
- By yes, I mean that I will (since this is the first summer that I've attended book club). / I will introduce the students to some of the research in the "Make It Stick Text" to help shape their approach to studying. I will also use more questions that 1) require making models (or concept maps) to aid them in structure-building as a framework for course material and 2) effortful retrieval of information from these maps.
- **Two Ways:**
 - Learning is "stickier" when prior knowledge is activated. Especially with medical students I began every lecture with a series of questions that I knew they had in anatomy or histology to try to reactivate knowledge.
 - Being explicit with students as far as why they learning the material is very important (e.g. clinical relevance). / / 3 Difference between experts and novices and how they deal with new knowledge. Need to explicitly provide the framework to build knowledge on, especially with undergraduates. /
- From last year's paper-based book club, I have sharpened my attention to meta-cognition by planning opportunities for prompting students to formally and informally reflect. Also, provided explicit examples (talking out loud) of critical thinking habits of mind and approaches to research.
- In multiple instances, in lecture, lab and assignments, I've tried to increase opportunities for students to actively PRACTICE and get detailed feedback. This includes case presentations in labs, where we moved this past year to a small group format wherein multiple students could acquire practice in concisely presenting a clinical case. In the past only 3-4 presented and then to the entire class.

2015 “Make it Stick” Survey Results:

The online survey was taken by **11 people**. (33.3% of the participants that attended at least 1 session or more took the survey)

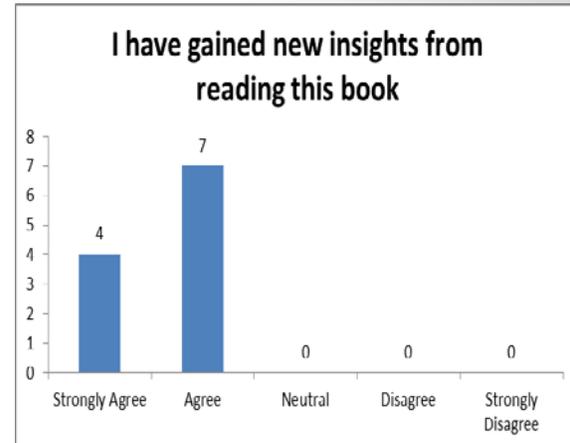
Attended which Session regularly:

On-Campus, Day Session	4
Off-Campus, Evening Session	6
Both	1

Please Rate Your 2015 CVM Summer "Book"

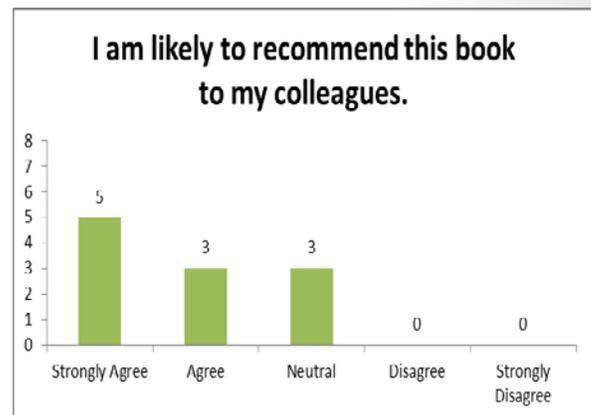
Club Experience:

- 100% of the survey participants agreed to strongly agreed that they had gained new insights from reading the book.



- 100% of the survey participants agreed to strongly agreed that they plan to apply at least one new insight from the book in their teaching.

- 72.7% of the survey participants agreed to strongly agreed that they would likely recommend these book to their colleagues.



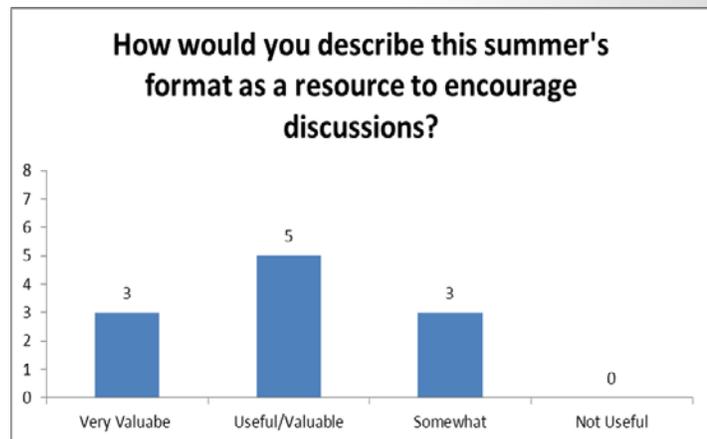
Comments:

- As a book study veteran, I found some concepts redundant, but also it helped refresh my memory. Several new concepts helped me see things in a new light.
- Excellent choice

- The book was very good, but perhaps more so for newbies than for those of us who have been studying this stuff for the past few years now. The first half in particular rehashed a lot of ideas that were not new.
- I was really intrigued by the idea of using weekly quizzes instead of exams. I also found the interleaving and spaced practice interesting and will try to do that a little more in class. I think it's important to try to convince students that having to work hard to understand something is important and will help them in the long run instead of just being given an answer and/or practicing/repeating immediately after a lesson.

How would you best describe this summer's format/strategy as a resource to encourage discussions?

- 72.7% of the survey participants found this summer's format/strategy as a resources to encourage discussion useful/valuable to very useful.



Comments:

- I like the Banyan's venue and the no guilt mode. I came for discussion with colleagues and found it. I also found socializing which was useful.
- There's a "sweet spot" between the group being too small or too large. The PM sessions were generally too small, notably because a lot of past year's regulars had dropped out, and there were very few new members. It might be time for the evening group momentum took a hiatus. Perhaps there could be 2 day groups at different days/times.
- I wish I had had more time to participate! I did read the whole book this time, though, and I liked the fact an electronic version was available. That made it easier for me to read while traveling, etc.
- I was surprised by the amount of focused discussion during the meetings that I attended.

What did you find valuable/useful from this year's selected book?

- tidbits I can use with students
- Links to primary literature resources related to the different cognitive areas covered in the book (distributed study, deliberate practice, etc.)

- I really like the book format this year, as we had done a few years back. I wasn't so fond of the serials with the teaching professor last summer. Another thing that was very nice about this book, was the early overview and summary/follow up for each chapter. That would allow you to keep up or skim along if you had missed a few of the weeks.
- I was reminded that in all the strategies for successful learning are several unescapable truths: repetition, rigor and motivation
- Good ideas.
- The most valuable was the information on what students considered effective methods, compared to what research shows is really most effective for long term learning. This reinforced my existing beliefs and methods regarding practice and feedback. It will also stimulate me to work harder to help students see through their misconceptions and employ these evidenced based approaches to studying.
- I felt the principles were pertinent and interesting and very applicable in our setting. What I didn't like and what I think lent to sometimes the discussions losing energy, was that the book seemed to repeat the same themes over and over. So..I think the book could have been a lot shorter.
- The book provided many lessons that I could pass on to the students regarding how to study and learn course material, and just as importantly, methods that I could incorporate easily into what I am already doing in the class.
- Ideas like interleaving, spaced practice, making students struggle a little bit in the short term seems to lead to longer term gains.
- Approached a variety of topics - metacognition, illusions of knowing, interleaving, etc. that are also being discussed in other resources and disciplines.
- I think most useful (and a bit irritating) was the repetition of information within the book. Also helpful were the examples from a variety of areas and disciplines.

What were some things that you would like to change regarding the summer "book" club?

- Not much. It would be good if the different groups (day and evening) would agree early in the summer about how they were going to divide up the book chapter reviews each week.
- I could see a book selection that was less centrally appealing and more focused, even though it might appeal to a smaller segment.
- It is difficult to get participation on a regular basis. The same people or too few people makes a good discussion more challenging.

- See above. Also, the survey needs larger boxes for the comments section above. It should be more like these later boxes, not just a small, single line rectangle.
- More sustained attendance. It was nice to have a variety of people attend, but it would be even nicer if there was more consistency in who attended. This may have been a short coming of the evening session--but then again, with my schedule, the evening is the only one that I could consistently attend.
- For me, personally, the 2 PM on-campus time was really inconvenient because it broke into my day at kind of an "off-time" (as opposed to lunch). I also felt the off-campus time of 5:30 is/was too early for me. But that is just me! :-) I would have liked an early morning session, but I know that was discussed last year and didn't gain any traction.

Any suggestions for next year's book or journal club?

- I recall that this year it was only 8 weeks long, which seemed more manageable than previous years.
- I am ready to try the primary literature again, as this would help me multi-task.
- Hiatus
- See above - perhaps 2 on-campus daytime sessions next year (different days, different times, maybe different venues). It might be time for the evening group to take a hiatus for at least a year. I sense that the novelty has worn off and folks want to use their summer eves in other ways. / / There's some good things about the journal club format too, such as variety of topics. I liked how we used the Teaching Professor newsletter last summer. Perhaps that strategy could be better developed still.
- Any of Atul Gawandes books
- Regarding my comment about more sustained attendance. Perhaps the summer book club could be on selected papers, rather than an entire book, so that each meeting was less related to the previous. Then institute a book club during the semester that covers an entire book. Easy for me to say...
- It might be good to use a book that is a little less repetitive. That said, I've never really had time to participate before, so maybe all of the reading choices have been repetitive. This book was an easy read, but it did occasionally harp on the same types of things over and over. I am still really curious to know why it's so hard to learn some things but not others. For instance, nearly everyone (seemingly) can drive...I don't think there's as much variation in driving skills as there is in, say, something "academic." Why is it that nearly everyone can learn to drive competently, but not everyone can learn "academic subjects" at similar levels of competence?
- Reminders are always welcome.

- Keep it up! And see if any are ready to 'share' something that they tried based on the book club.