

CVM Teaching Academy Summer "Book" Club

Summer 2016

For the past six years, we have had a summer opportunity for Teaching Academy members to get together and discuss educational topics in a comfortable setting.

Our primary goal for this summer's book club was to introduce and/or reinforce pedagogy and best practices in both teaching and learning through meaningful peer interactions. The format this year was weekly topics and/or journal articles selected to provide timely, relevant, evidence based support for educational ideas. This format led to productive discussions and allowed participants to attend at their convenience.

Schedule of Articles:

Date	Leader	Article
May 19	Steve Lampa & Rachel Halsey	Organizational Meeting
May 25	Steve Lampa	Learning theory (how learning works) - the essential role of FORGETTING in learning Additional Resource: Video - Dr. Robert Bjork -- " Retrieval induced forgetting "
May 31	Steve Hines	Using multiple choice questions as a learning tool - Elizabeth Bjork research
June 8	Phil Mixer	Newer methods of assessing teaching effectiveness Background Information: Weiman background article (2015 CHANGE) Staines article (2015; first author = Lund, from CBE Life Sciences Education); Staines visits WSU SMB 9/8/16
June 15	Olusola Adesope	Lecturing with PowerPoint - the effects of multiple redundant channels of transmission on learning.
June 22	Steve Lampa	Student Learning Styles - Do they exist? Do we need to pay attention to these? What does the research say?
June 29	Lynne Nelson	Direct assessment of student learning (e.g. real time assessment, clinical mini-CEX exams used in medical schools) - Additional Article: The Mini-CEX (Clinical Evaluation Exercise): A Preliminary Investigation
July 13	Suzanne Kurtz	Providing Effective Feedback



This summer we used Perusall for the first time. This innovative platform allows participants to engage in a collaborative online learning environment. This experiment provided an opportunity for instructors to try a new learning technology. Participation was encouraged using Perusall prior to attending the weekly discussion providing comments if unable to attend.

<https://perusall.com/>

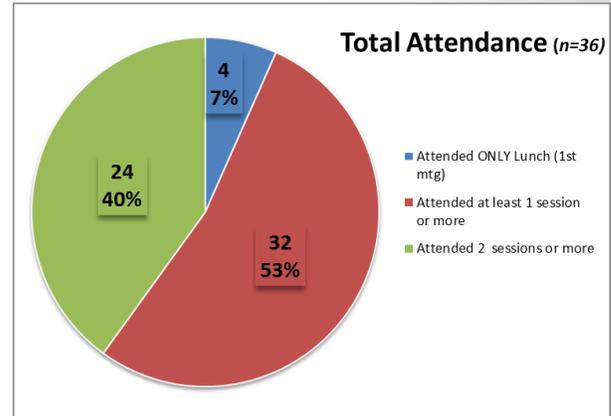
Information & data compiled by Dr. Rachel Halsey, DVM

July 20	Susan Mathew & Julie Noyes	Writing learning outcomes/objectives – for a course, your section of a course or a program
June 27	Erika Offerdahl	Active Learning - The Flipped Classroom: an intro/overview

10 facilitators covering 9 educational topics over a 9 week period this summer.

2016 Attendance:

There were 36 people in total that attended at least one program this summer – 91.7% increase from last summer. 12 out of the 36 (33.3%) were new faculty, graduate, or staff members that had never participated before – 2 of the 12 only attended 1 session.

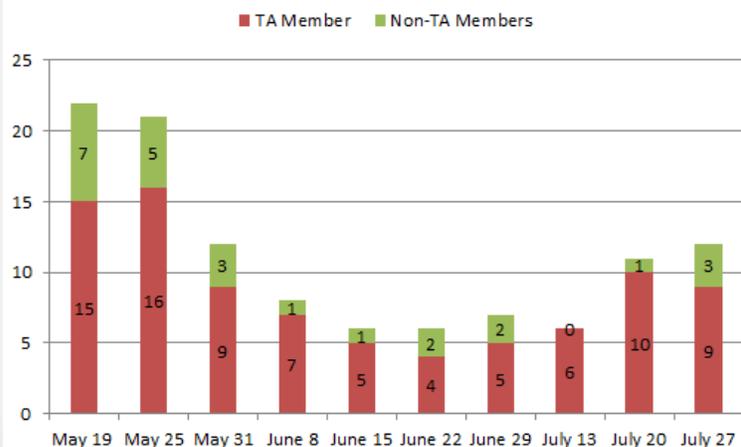
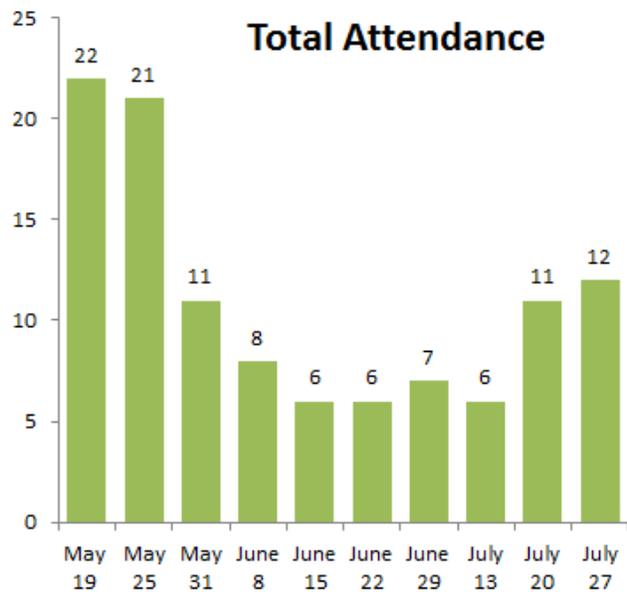


	2013	2014	2015	2016
Attended ONLY the Organization Meeting	3	8	4	4
Attended at least 1 session or more	38	47	29	32
Attended 2 sessions or more	32	34	27	24

Average Attendance:

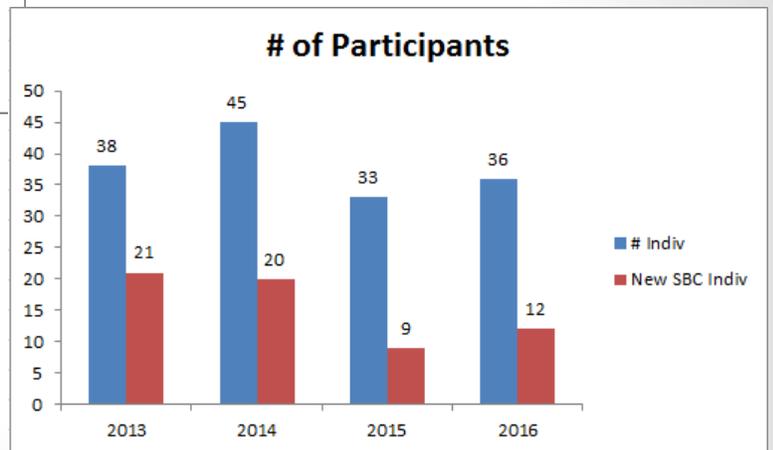
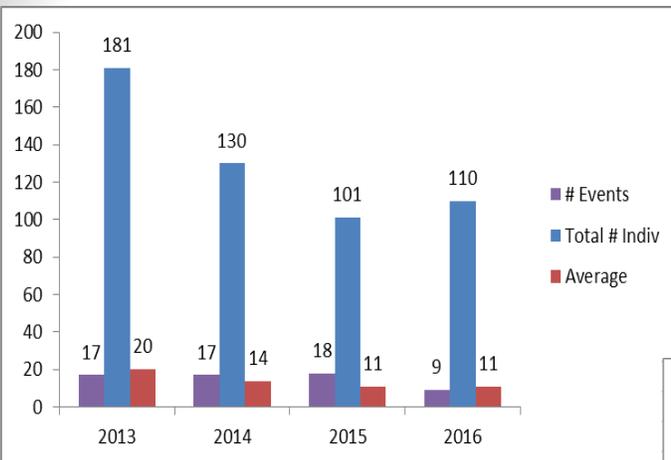
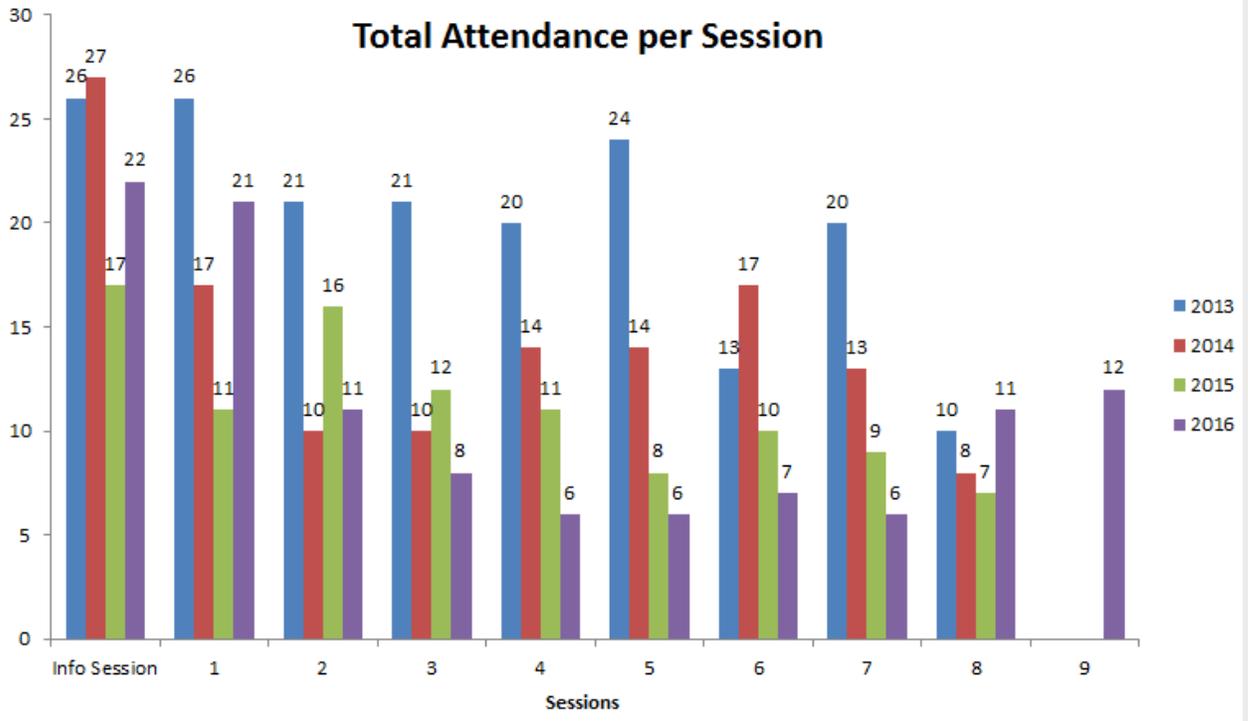
Total Ave. Attendance	TA Member	Non-TA Members
11	9	3

*In 2015: Average total attendance was 11; Average TA Member attendance was 9; Average Non-TA members attendance was 4.



Comparison of Attendance for the past 4 years:

Data has been collected for the past 4 years (no data collected for 2011 & 2012)



Survey Results:

The online survey was taken by **12 people**. (33.3% of the participants that attended at least 1 session or more took the survey)

How would you best describe this summer's journal article format - article based off of pre-assigned topics and the use of Perusall

Very Valuable	Useful/Valuable	Somewhat	Not Useful
3	6	3	0

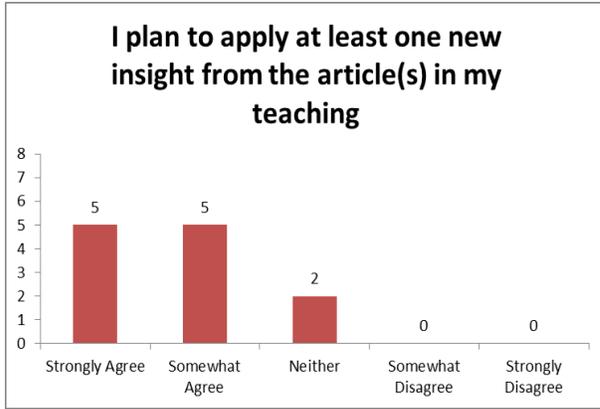
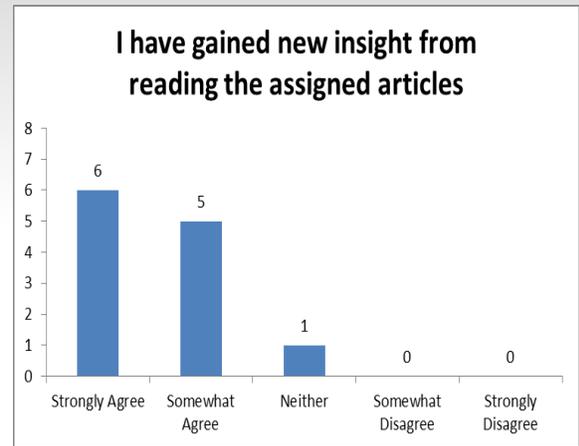
75 % found this summer's format was very valuable to valuable

Please provide comments on this format:

- Helped get discussion started.
- "Perusall was helpful to me as I found the comments of others a useful starting point for discussion.
- Some articles were more in-depth than I had time for. I missed several sessions due to travel. Overall, when I participated I found it very engaging."
- The use of Perusall was only moderately useful - it did help people see how it worked, but maybe the number of participants was too small to really get the most value from the app itself.
- Did not enjoy the Perusall, likely because of my inexperience with the program. I found myself just downloading the articles and reading them when I could, not even using Perusall. I was only able to attend a couple of sessions.
- I liked the journal article idea because it showed that there is research on these varied aspects of teaching, it helped us be current (though some of the articles were on the older side), and I think getting to test out Perusall was useful.
- It was very valuable to use Perusall as a student before trying it in the classroom. I also like papers because I didn't feel like I missed a lot on the weeks that I could not attend (unlike when you're reading a book the whole summer).
- I like it, although maybe not for every summer. The longer articles were a challenge sometimes. I do wonder if the format decreased attendance as some folks just aren't interested in reading primary literature. Many of the folks who did the daytime with us last year weren't back this year, at least not for long. It might be good to ask Drs. Wardrop, Wilson, Nelson and other directly (focus group?) why they didn't participate more. Maybe the focus group/debriefing session is just a good idea all around.

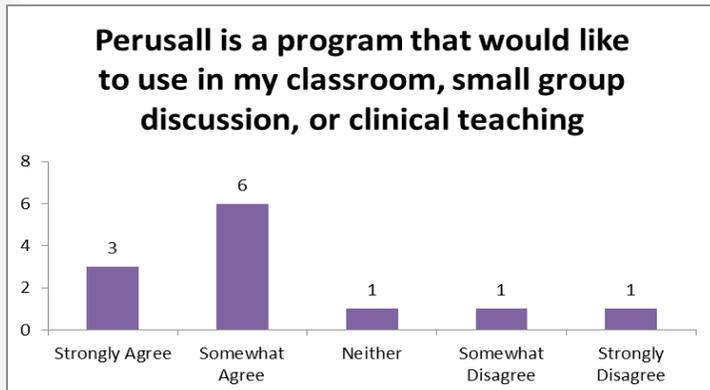
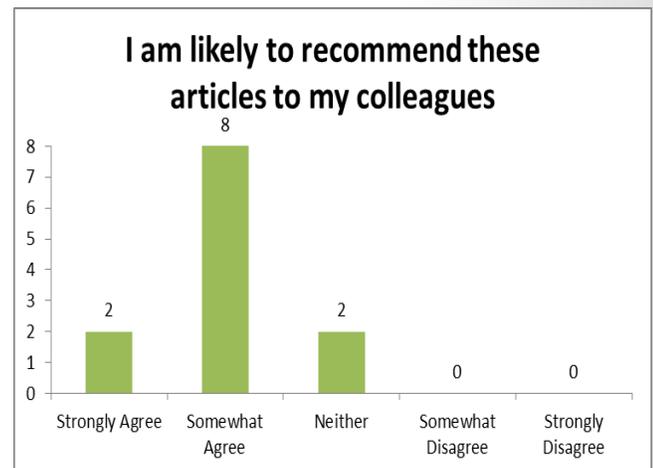
Please rate your experiences with this year's journal club:

- **91.7%** of the survey participants agreed to strongly agreed that they had gained new insight from reading the assigned articles



- **83.3%** of the survey participants agreed to strongly agreed that they plan to apply at least one new insight from the article(s) in my teaching

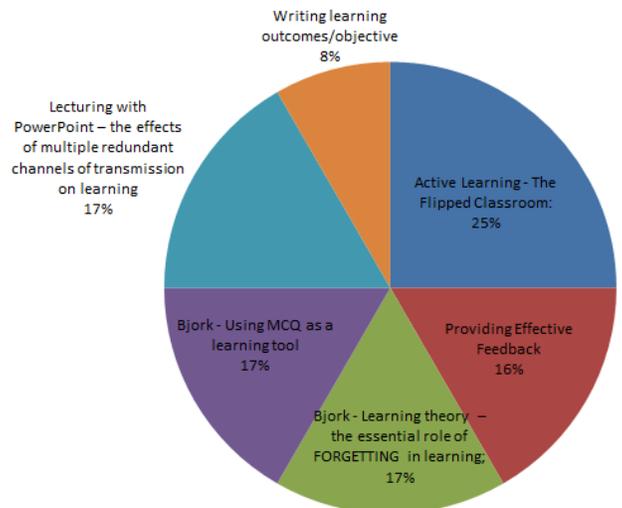
- **83.3%** of the survey participants agreed to strongly agreed that they would likely recommend these articles to my colleagues.



- **75%** of the survey participants agreed to strongly agreed that Perusall is a program that would like to use in my classroom, small group discussion, or clinical teaching

Which article(s) &/or discussion did you find most useful?

- The article on feedback.
- Bjork concepts; active learning; flipped classroom
- May 25 - Learning theory (how learning works) - the essential role of FORGETTING in learning; May 31 - Using multiple choice questions as a learning tool; & July 27 - Active Learning - The Flipped Classroom: an intro/overview



- It was most helpful when the facilitator/discussion leader kept the discussion focused on the specific topic in the article.
- Writing learning outcomes/objectives
- I personally really liked Dr. Adesope's session the best. I felt like we could have continued for hours on that topic, and I would be really interested in sitting in on one of his classes and/or learning more from him.
- The last one, on active learning vs flipped.
- Lecturing with PowerPoint; the effects of multiple redundant channels of transmission on learning.
- the power of feedback

What were the STRENGTHS of this year's journal club?

- Nice theme. Perusall was also great, especially on weeks where I could not attend. I could still interact.
- Those present were invested and engaged by the article used. Much experience was brought to the discussion. Novices in the room also had a voice and were included in the discussions.
- Good discussions, good variety of discussion leaders
- Expert facilitators.
- Pretty much the same things I mentioned above as far as comments on the format. I think it was also really nice to have such a variety of topics, and the noon schedule worked pretty well for me.
- Some good articles. Some good people. Enjoyed it when Dr. Offerdahl, the new educator from SMB, joined the group. She had great things to add. Also enjoyed the Coll of Education folks a lot.
- more structured, varied topics, i like the journal article format

What would you like to see changed for future journal/book clubs?

- I have not attended more than 2 meetings due to the day (Wednesdays I'm on clinics).
- Perhaps "Discussion in the College Classroom"
- The articles varied greatly in background, scope and length. If they were all primary research rather than a mix of lengthy reviews, there might be some gain. Having the reviews available online would support the understanding of the primary research.
- Nothing really...I haven't attended the clubs each year, so I'm not sure how much I should weigh in. Well, I guess maybe it would be nice to include food, kind of like a lot of the TA meetings do, though I don't know whether that's affordable or not. Maybe we could just get a couple pizzas or something simple.

- We need more organization/structure from the book club leader - Dr. Lampa could be more active in this role, notably helping to advertise, facilitating exploration of Perusall, etc. It seemed to start off great but kind of fizzled.
- more participation

Any final comments?

- "I only attended three sessions (I come from the outside) so I only answered a few of the questions and, of course, they only apply to the subjects I came to discuss.
- Hard to get a core group of committed participants over the entire arc of the summer, so some variation is expected. I am not sure that the subjects were of great interest to newcomers.
- I'm sorry that another class prevented me from attending all but one of the sessions this summer. I hope to attend again in the future.
- There's not much you can do about this, but the attendance for some sessions was pretty low. Of course, I'm guilty of skipping out sometimes as well due to being out of town and/or having a lot of outside stuff (= ill/dying pets) happening this summer. I wish I had had more time/ability to participate.
- It's maybe time to do a focus group or large discussion to talk about summer book club. We still seem to be losing steam and maybe need to hear from more folks about suggestions ...