



TEACHING AND LEARNING CENTER

Faculty Engagement

July 1, 2023 - June 30, 2024



UTHSC's Teaching and Learning Center promotes student success through programs, services, and partnerships that support our educators in their pursuit of teaching excellence.

TLC Team

Venus Claxton, MPS, Associate Director
Susan Cooper, Senior Lab Technologist
Ronald Davis, Manager, General Education Building
Kelly Jo Fulkerson Dikuua, PhD, Instructional Consultant
Amy Hall, EdD, Instructional Consultant

Thomas Laughner, PhD, Director
Carol Mason, Senior Conference Specialist
George McNeil, Media Specialist
Lela Noel, Senior Laboratory Technologist
Veronica Reliford-Thomas, Administrative Professional

Jessica Ross, Senior Lab Technologist
Devin Scott, PhD, Instructional Consultant
Keri Snyder, EdM, Associate Director
Jennifer Stewart, MPS, Academic Technology Consultant
Catrina White, Teaching and Learning Specialist

Consults

473

Medallions

63

Tech Assists

629

Certificates

36

- Faculty New to Teaching 11
- Active Learning Course Redesign 8
- Clinical Educator 17

Graduates and Residents

- Future Educators Academy 2
- Pharmacy Educators Academy 78
- Residents as Educators (Medicine) 164

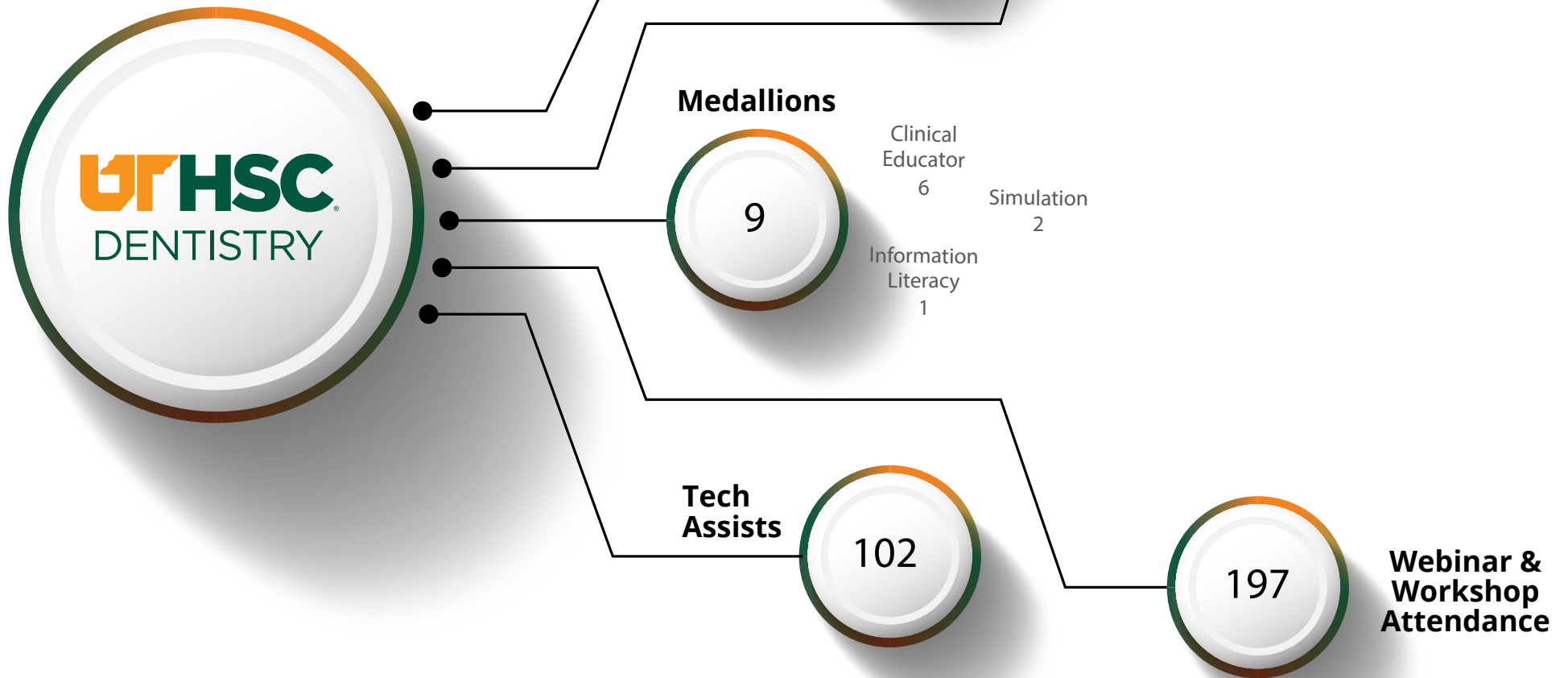
Webinar & Workshop Attendance

1203

- Craft of Teaching 19
- Inclusive Learning 3
- Interprofessional Education 3
- Mentoring 3
- Paradigms of Learning 2
- Science of Learning 1
- Teaching with Technology 4
- Art of Teaching 1
- Assessment 1
- Course Design 1
- Simulation 3
- Social Determinants of Health 3
- Information Literacy 3
- Clinical Educator 17

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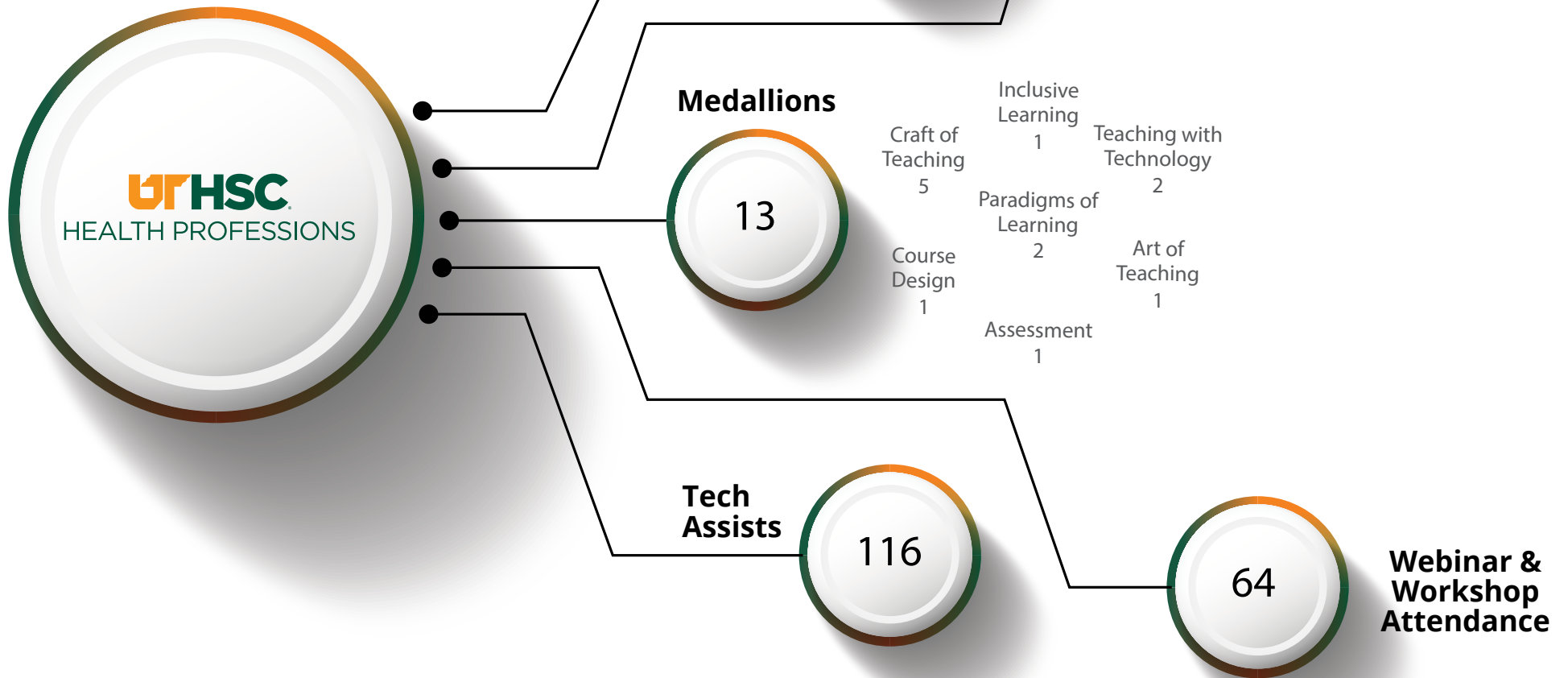
“The practical application of the Simulation Medallion has greatly enhanced student learning and their confidence in two specific dental office medical emergencies that may occur in the dental office from the feedback we have received. I teach this information each semester, and this **reassures us of its effectiveness** in our teaching methods. The debriefing approach I learned has also applied to my clinical feedback in **promoting learner reflection**, helping me inquire about their performance, and providing guidance as students develop their decision-making and technical skills. ”

“I will keep working on new methods of active learning.”

I learned so many things in this course. ... When I add a new activity, I always hand out index cards for students to provide me with feedback on how they thought it went. ...The [students loved the] case-based interactive lecture and wanted more real life cases...What I did find out is the **students really like the interaction and encouraged me to add more**. The one thing I really learned from the active learning certificate is to keep introducing new interactive teaching strategies because the students are bored with being lectured to...I will keep working on new methods of active learning.

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“I have integrated technologies into my assignments that make it easier for students to collaborate on assignments. The technologies also make it easier for students to search for evidence, manage the articles and citations/references, and utilize the evidence to make clinical decisions. The Inclusive teaching medallion has changed my teaching for the better. I have incorporated many of the techniques into my teaching to **make sure that all students feel included in the classroom**. I make sure that I know their names and pronouns...I also use many of the active learning techniques to promote learning and engagement. The medallion program has truly made a significant impact on my teaching.”

“I didn't know what to expect but much to my delight it **opened up a whole new world of possibilities** to 'gamify' my courses. Not only did I create a game for one of my courses, but I ended up creating at least five more for other courses as well. The technologies to which I was exposed have helped me to add fun elements to teaching content.”

“The medallion program has truly made a significant impact on my teaching.”

I have used the revised simulation and rubric to score to better reflect student performance. I also was able to do a presentation and get a publication from the simulation and SoTL course.

I have used the information from the Active Teaching and Learning course to **make my classes more interactive and meaningful for my students**.

The Craft of Teaching Medallion allowed me to reconsider the focus of my teaching philosophy and assisted me in re-designing a course for our department that was in need of more active and engaging learning strategies. With substantial help from the TLC during this medallion program, I was able to create large, in-class, case-based learning assignments that helped **foster student's understanding of the material**. I had a lot of great feedback from students, one student in particular who said, 'During this assignment, this was the first time I felt like I was thinking like a real physical therapist.' This medallion program also showed me the strategies to use in order to help create a course from the ground up, using backwards course design. I'm very thankful for all of the time the TLC has spent in assisting me with understanding and implementing curriculum design within my own classes.”

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Consults



Medallions



Tech Assists



Certificates

- Faculty New to Teaching 5
- Active Learning Course Redesign 1
- Clinical Educator 9

Webinar & Workshop Attendance



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“For me, the major point of focus is backward design. Although I always had this intuitive idea that classroom and homework tasks have to lead to the ultimate goal of the course, I received practical advice and gained skills in the course. Also, implementation of Bloom’s taxonomy action verbs and focus on quantifiable outcomes of learning helped me to have a **better contact with the student audience**. My instructor scores by students have increased, I feel more confident in the classroom.”

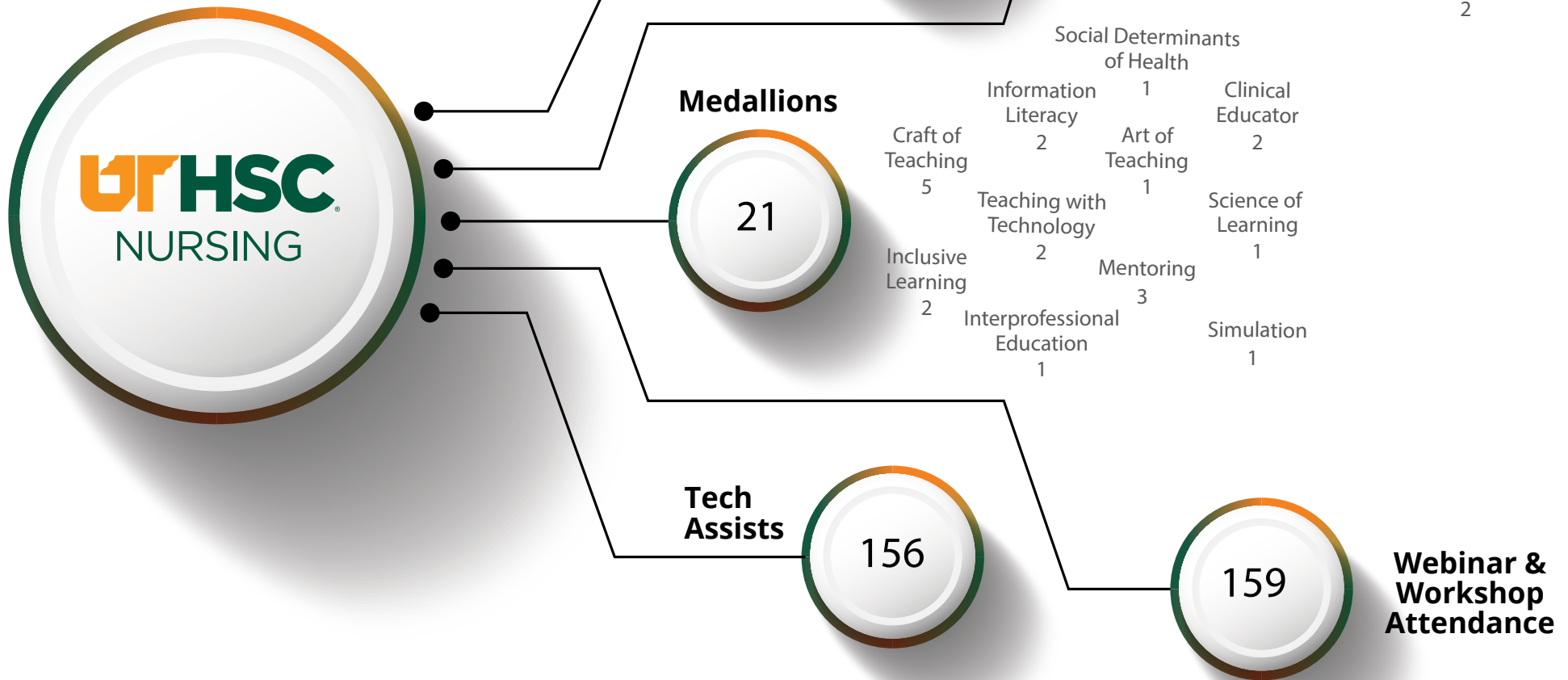
“I have implemented a combination of active learning strategies including “think-pair-share” activities, Poll Everywhere questions, and case-based learning. I have implemented more effective feedback strategies into my clinical and classroom teaching based on the Clinical Educator Medallion Program. **I am a big believer that small changes in the classroom can yield big results in learning** and appreciate the ‘Small Teaching’ book that I currently have on loan as part of a medallion program through the TLC. Thank you for helping me on my journey to become the best I can be as an educator.”

“...I feel more confident in the classroom.”

“I completed the Clinician Educator medallion last year. During this course, I learned **practical tips for improving my delivery of feedback to learners and creative ways to set expectations**. Additionally, I was able to refine the skill of questioning to assess learner understanding. The final project assignment not only allowed me to focus on an individualized area of interest but also afforded the opportunity to give and receive feedback from colleagues across colleges and across the state. The collaborative nature of the course is one of its greatest strengths.”

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"As an experienced faculty member in the College of Nursing, I have the opportunity to mentor new faculty...While completing assignments for the mentoring medallion, **I expanded my understanding** of the role of mentor and **gained valuable tools** to use in the future."

"After completing the Pedagogies of the Social Determinants of Health Medallion, I developed an in-class learning activity for Bachelor of Science in Nursing (BSN) students to **learn about the impact of social determinants of health (SDoH) on clinical research**...I used a low tech and student-engaged approach to the activity, and it was well received. I plan to repeat the activity in subsequent semesters."

"The medallion programs influenced both my clinical and precepting practice. In both settings, **I am able to apply building rapport, listening skills, [and] various feedback techniques**... I am excited about all the local opportunities to serve that I learned about during the social determinants of health medallion. I have already taken our church youth group to deliver donations and learn more about the Catholic Charities of Memphis. With the knowledge gained from the medallions, **I have considered how to cultivate an inclusive environment**..."

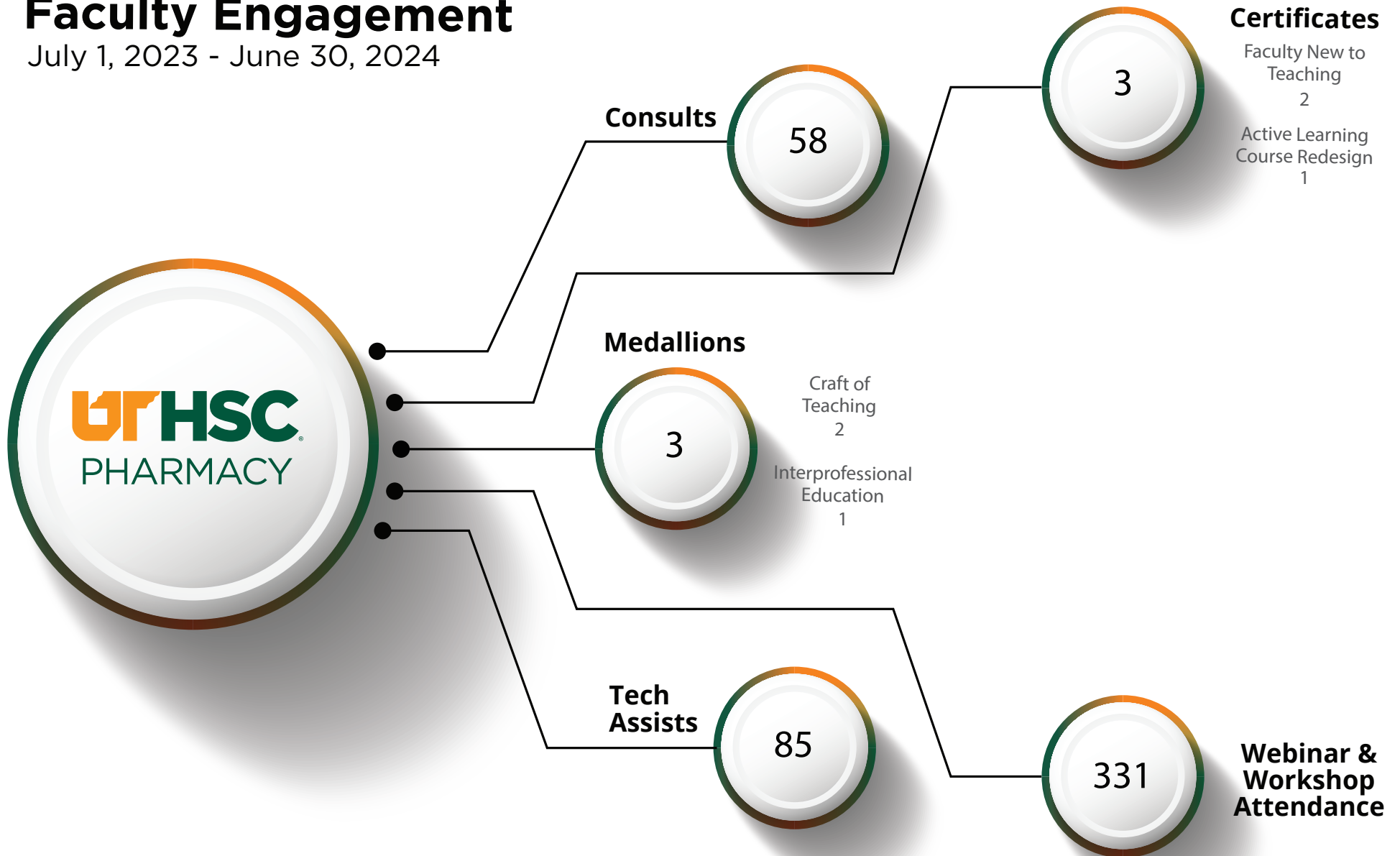
"I am confident that I will be a better clinical educator due to this practical course."

"I earned the 'Clinical Educator' medallion this year. ...I am happy to report that this medallion was relevant to clinical teaching in undergraduate and graduate nursing schools. I had been a clinical preceptor for 18 years before taking this course, and the TLC always teaches me something new. **I am most grateful for new technology and education strategies**. I am confident that I will be a better clinical educator due to this practical course. Thanks again!"

"I have learned many teaching strategies during the training I received in the medallion program. (1) Inclusive teaching - I implemented strategies for students with different personality types, specifically those at the extremes (outgoing students and shy students); (2) Addressing various learning types - visual learners, readers, and those who receive information best via storytelling; (3) Microlectures are my newest tool to reach students via short videos that include interactive activities. **All of these strategies have been well received by my students. I feel more comfortable that the content reaches the students.**"

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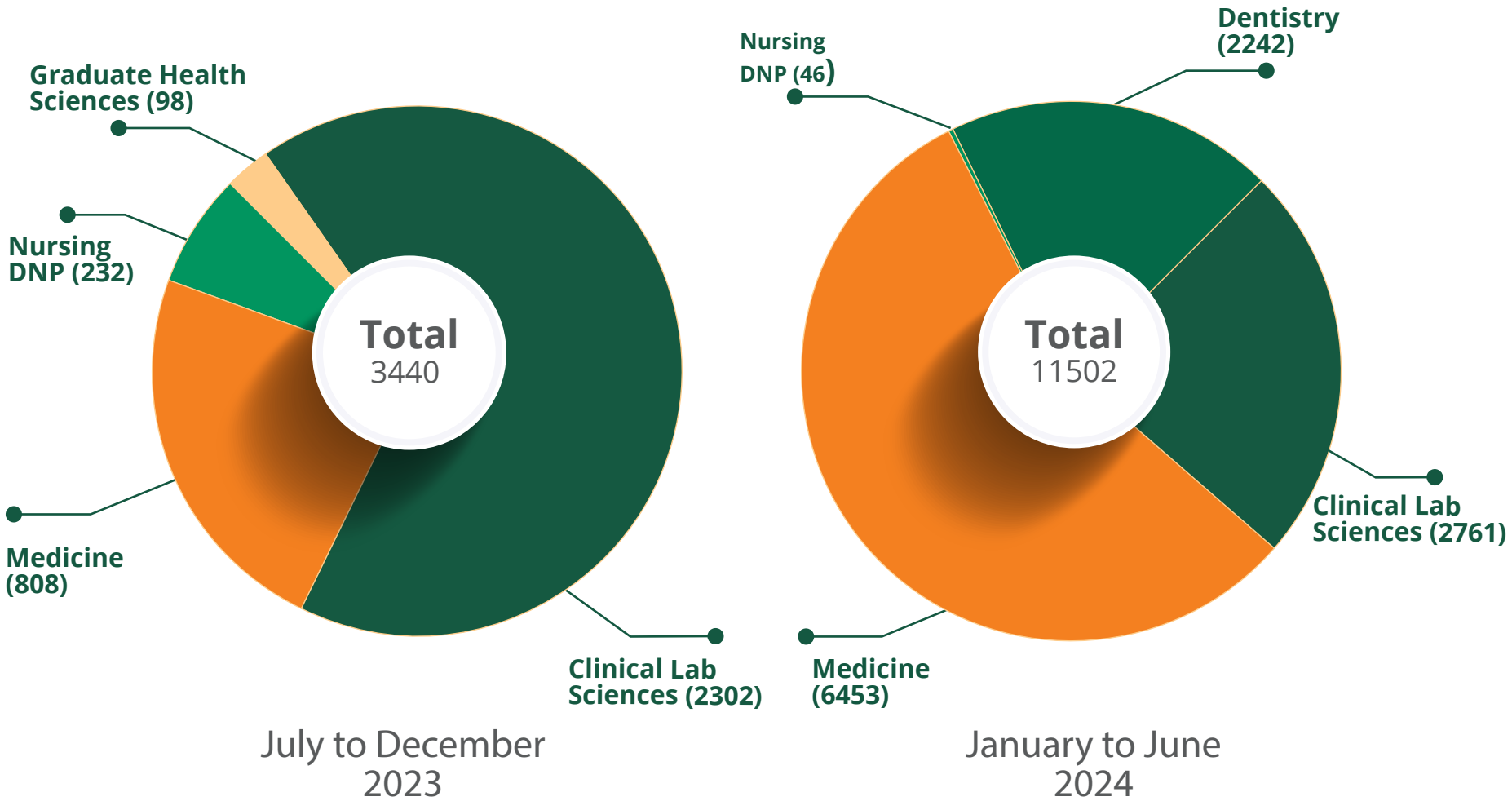
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“I have utilized concepts from the TLC to revamp my advanced pharmacy practice rotation. I found our old outcomes and objectives did not accurately reflect what we do on our rotation. After review with a TLC specialist, I was able to rewrite these and also rewrite my final exam to **ensure I was appropriately emphasizing what I wanted students to walk away from** my rotation with.”

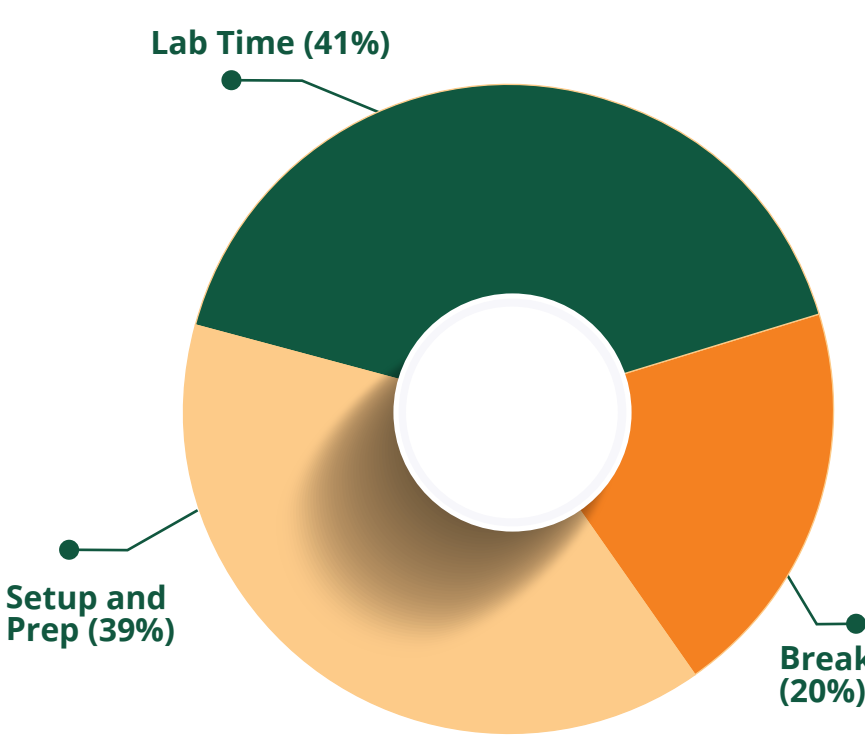
“...a better learning experience for the students...”

“I was able to use my experience working with the TLC to **revise and improve upon my most difficult concepts in the classroom.** Combining my experience with a particularly difficult to evaluate assessment, with their experience we were able to make some adjustments which will hopefully provide a better learning experience for the students as well as a more appropriate assessment tool.

General Education Building Lab Learner Hours (By Discipline)

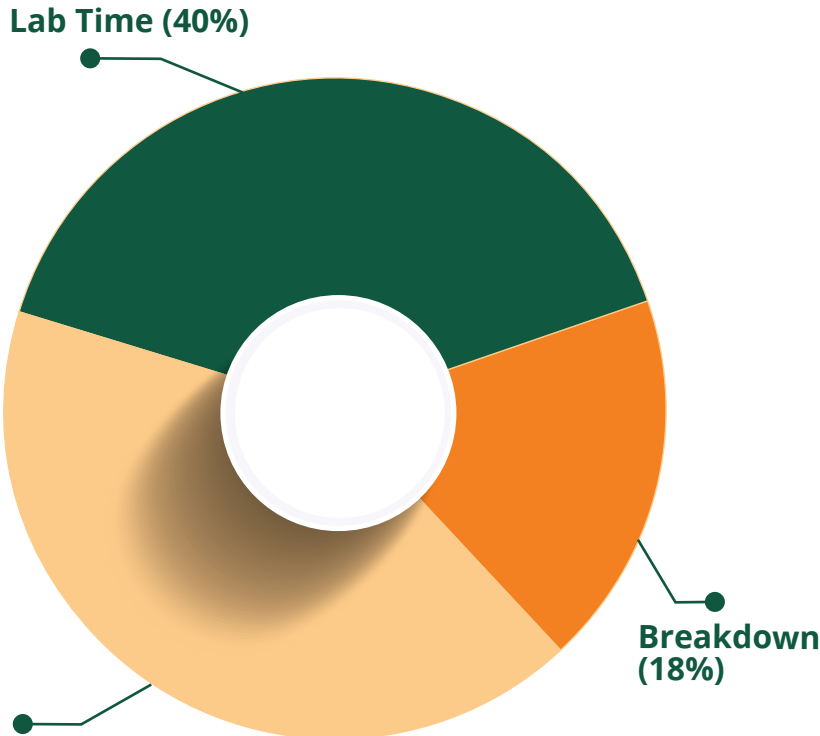


General Education Building Lab Prep, Use, and Breakdown



July to December
2023

1.422 hours of prep and breakdown
for every 1 hour of lab time



January to June
2024

1.486 hours of prep and breakdown
for every 1 hour of lab time