



HLC Accreditation Evidence Document

Title: Workshops Sponsored by the Office for Medical Educator Development

Office of Origin: Health and Sciences Center

Description: A page on the Office for Medical Educator Development's (OMED) website showing the numerous upcoming workshops for medical educators aiming to advance their professional development.

Date: 2018

School of Medicine: Office of Education



Education Home MD Program GME CME Professional Development Health Professions

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Workshops

All events may not be currently offered.

- Workshops
- Learn @ Lunch
- Online Learning
- Drop-In

Residents as Educators (RAE)

An interactive work session with a duration of 2-4 hours (in one time block) that intends to empower participants to implement new teaching practices. Commonly eligible for CME credit.

Active Learning: What Is It? Why Does it Work? How Do I Do It?

Research clearly demonstrates the power of active learning pedagogy to improve measures of student learning in comparison to traditional lecture. But active learning doesn't always work as well as instructors expect. This workshop models active-learning approaches to build efficacy in the implementation of active learning by framing the activities within concepts of learning theory and instructional design.

Constructing Effective Multiple-Choice Tests

Workshop participants will learn how to construct multiple-choice questions that avoid common pitfalls that unintentionally mislead learners or fail to assess meaningful learning. Use of test-item analyses to evaluate the reliability of multiple-choice tests will also be explained. Participants will discuss and evaluate example questions and test-item data, and are encouraged to bring their own examples to work with during the workshop.

More Information

Next Available Class: Wednesday, January 30, 2019 - 10 a.m. - 12 p.m.;
Deadline to register: January 16, 2019

[Register](#)

Designing Active Learning Around Learner's Behaviors and Motivations

Active-learning proponents point to oft-cited research reporting enhanced learning gains. However, one need not look far to find published examples and colleague anecdotes of active-learning experiences that failed to generate such gains. Despite the best intentions of the teacher's design, the learner (not the teacher) must do the learning.

Creating learning activities does not assure better learning than listening to a lecture; "active learning" covers a broad spectrum of variably structured activities that are not equally capable of achieving learning outcomes or engaging learner participation. The interactive-constructive-active-passive (ICAP) framework provides an assessable guide to overt learner behaviors that should inform active-learning design.

ICAP is combined with self-determination theory (SDT) to trigger learners' autonomous motivation to undertake those behaviors.

More Information

Please add Next Available Class: Tuesday, April 30, 2019 - 1:30 - 4 p.m.;
Deadline to register: April 23, 2019

[Register](#)

Drawing out the Best in Your Learners: Clinical and Classroom Applications of Motivational Interviewing in Medical Education

Motivational interviewing (MI) is an evidence-based communication strategy that can be a helpful tool in bringing out the best in your learners. While many of us are familiar with MI as a strategy to help patients make healthier choices, the principles that underlie the approach are very applicable to classroom and clinical instruction.

In this 3-part series, participants can expect an interactive and experiential workshop that will build knowledge, confidence, and skillfulness. Examples and practice opportunities will focus on application of MI in classroom and clinical education settings. The workshops will allow participants to practice newly acquired skills or to enhance previously existing skills using case-based activities from commonly challenging educational scenarios. Workshops are structured so that each one can stand alone, so that participants may benefit from attendance at any one drop-in session. However, attendance at all three sessions will provide a broader range of approaches to drawing out the best in your learners. Because of the skill-building nature of the series, the three workshop will build on one another without need for repetition of content.

Next Available Class: Wednesday, March 6, 2019 10 a.m. - 12 p.m.;
Deadline to register: February 20

[Register](#)

Facilitating Learning in the Clinical Reasoning Course

During this workshop participants will engage in an interactive discussion of the evidence-based principles of clinical reasoning, how these principles can be taught to novice medical students, and the major elements of facilitating a small-group discussion of clinical reasoning using a case as a construct to enhance learning. Participants will also learn the logistics behind the ThinkSpace platform (the online tool used to acquire student responses), how to facilitate the face to face sessions, and how to assess student mastery of the course learning objectives.

More Information

How to Incorporate Flipped Learning into your Teaching

"Flipping" the classroom refers, in general, to a course design whereby learners engage with content prior to class time and deepen learning and understanding through cooperative, interactive engagement with problems, cases, etc. during class time. As a research-based pedagogical model, flipping does not mean, as many people misunderstand, placing videolectures online and doing homework in class. Workshop participants will understand what flipping means as a course-design model, the evidence for why it is beneficial for learning, and will be introduced to various implementation approaches that utilize available technology resources. Follow-up consultations will be available to assist participants with piloting or full-scale implementation of flipping in their courses.

More Information

Next Available Class: To Be Announced

How to Incorporate Flipped Learning into Your Teaching (Hybrid)

"Flipping" the classroom refers, in general, to a course design whereby learners engage with content prior to class time and deepen learning and understanding through cooperative, interactive engagement with problems, cases, etc. during class time. As a research-based pedagogical model, flipping does not mean, as many people misunderstand, placing video lectures online and doing homework in class. Workshop participants will understand what flipping means as a course-design model, the evidence for why it is beneficial for learning, and will be introduced to various implementation approaches that utilize available technology resources. The workshop is also flipped, with the expectation of completing a pre-workshop assignment. Follow-up consultations will be available to assist participants with piloting or full-scale implementation of flipping in their courses.

More Information

Next Available Class: Tuesday, March 19, 2019 - 9 - 11:30 a.m.
Deadline to register: October 24, 2018

[Register](#)

Learning in Small Groups: How to Make it Work

The research is clear: Students learn more when they interact with peers to co-construct knowledge. But ... it is equally clear that requiring students to work together does not guarantee an effective and productive learning experience. Participants will engage in their own small groups, facilitated by the leaders to develop or improve competence and confidence to design small-group-learning opportunities in classrooms of any size - including lecture halls - that incorporate research-informed practices at the boundary of learning science and social dynamics. Team-based learning (TBL) and problem-based learning (PBL) will be outlined along with less formalized and easy-to-implement instructional strategies. Advice on creating and maintaining learning teams will be provided and discussed.

More Information

Next Available Class: To Be Announced

Teaching in Clinic: A Toolbox for Efficient Outpatient Precepting

Participants in this interactive case-based workshop, will engage with a variety of strategies for teaching in an outpatient setting. This workshop will be semi-self-guided exploration of techniques for planned and impromptu teaching opportunities. During two, separate hour-long discussions, participants will be invited to discuss teaching strategies that they already use, followed by brief discussions of the specific teaching topics listed above. During these discussions, participants will apply these skills in triads on real life case scenarios. Larger group discussions will follow the small-group activities.

More Information

Available Classes:

Monday, October 15, 2018 - 1:30 - 4:30 p.m.

Deadline to register: October 1, 2018

[Register](#)

Teaching, Learning and Time: Professional Juggling for the Clinical Educator

During this interactive case-based workshop engages a variety of topics centered on teaching when time is limited. Participants will work in teams to dilemma's the teaching when time is limited with the caveat of common learner dilemmas (e.g., the "disinterested learner") embedded within the cases. Participants will engage in 3 cases related to the inpatient, outpatient and surgical environment, with a fourth case focused on an area of their choosing. Each case will include discussion in groups addressing the dilemma, followed by large group discussion, and then demonstration/discussion of specific teaching techniques.

More Information

Transforming Your Lecture Presentation to Enhance Conceptual Learning

Have you ever heard the statement, "Death by PowerPoint"? Did you know that there is a research basis for designing PowerPoint slides to enhance audience learning rather than being subjected to volleys of bullet points and ineffective graphics? Did you know that a well-constructed PowerPoint presentation can trigger opportunities for the audience members to interact with each other and with you in order to improve learning? This workshop promises to give you concrete strategies and models for redesigning your PowerPoint lectures in order to better engage learning in your classroom. You are encouraged to bring a laptop so that you can apply the concepts of the workshop to build a short presentation by yourself, with a partner, or in a small team using a provided prompt. Participants will also experience an approach for bringing structured learner interaction into the classroom to partly substitute for lecture presentation. The workshop outcomes focus on modifying your existing lectures to stimulate even greater learning; you will be able to: (a) develop presentation slides that are consistent with research on learning from visual, and (b) integrate student interactivity into your PowerPoint lecture.

More Information

Next Available Class: To Be Announced

Transforming Your Lecture Presentation to Enhance Conceptual Learning (Hybrid)

Have you ever heard the statement, "Death by PowerPoint"? Did you know that there is a research basis for designing PowerPoint slides to enhance audience learning rather than being subjected to volleys of bullet points and ineffective graphics? Did you know that a well-constructed presentation can trigger opportunities for the audience members to interact with each other and with you in order to improve learning? This workshop promises to give you concrete strategies and models for redesigning your lectures in order to better engage learning in your classroom. Participants will complete a self-paced online assignment (1-1.5 hour) prior to attending the workshop, which will include application of the online learning.

Next Available Class: Tuesday, Tuesday, January 22, 2019 - 1-3 p.m.;

Deadline to register: January 8, 2019

[More Information](#)

[Register](#)

Up Your Teaching Game - Use Evidence Based Learning Principles to Build Success and Satisfaction in Your Teaching

When educators understand why and how learning occurs, they are able to modify their approach to take advantage of evidence-based principles of learning and memory. This workshop bridges research and teaching practices so that teachers successfully design durable learning experiences that apply to their content, their learners, and the locations where they teach.

More Information

Next Available Class: To Be Announced

Using Feedback to Take Our Learners (and Ourselves) From Good to Great

Feedback is a multi-faceted concept, which also includes evaluation and coaching (to name two). During the course of this workshop, participants can expect to engage in an interactive didactic session on feedback. Participants will learn about the concept of feedback, the components that make it effective, as well as methods of delivering feedback in an effective manner. Concepts learned can be applied to all levels of learners as well as colleagues.

More Information

Next Available Class: To Be Announced

Using Feedback to Take Our Learners (and Ourselves) From Good to Great (Hybrid)

This feedback workshop aims to improve the ability for health-science educators from all disciplines to administer effective feedback that transforms their learners. Participants will experience a hybrid learning approach (about 45 minutes of online study to be completed prior to attending a live session) and various interactive learning techniques that combine for a unique opportunity to learn about processes for feedback, cutting edge techniques in delivering feedback, and practical skills for use in day-to-day practice. Participants learn with colleagues from across the HSC. After this workshop the attendees will be able to describe the five best practices of feedback and deliver feedback using an evidence-based approach.

It is now a non-hybrid workshop.

More Information

[Register](#)

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