



TRIAD

Fostering the scholarship of health education delivery

Volume 2, Issue 2

March, 2008

Special Interest:

2008 Faculty Scholarship Exchange (FSE) Award Application

Inside this issue:

2008 Faculty Scholarship Exchange (FSE) Award Application Deadline	1
Dr. Wiltshire to Lead UMC Center for Excellence in Teaching and Learning	1
Journal Notes: -Lecture Attention Span -The "MCAT Myth" -Diagnostic Thinking in Medical Students	2
e-Learning UP-DATE—Bill	3
2009 Leadership Program-Call for Nominations	4
Wiggers Gives March 26 FSE Seminar	4

Notice: 2008 FSE Grant Application Deadline is March 31

The Office of Faculty Development is once again offering competitive Faculty Scholarship Exchange (FSE) awards of up to \$10,000/award as incentive funding to collaborative groups of faculty for development of innovative instructional activities (**Instructional Integration Awards, IIA**) or to facilitate individual faculty development that requires, or is dependent upon, interactions with other individuals, institutions or commercial entities (**CREA, Collaborative Research Exploration Awards**).

First offered in 2007, four FSE awards have been distributed. In 2008, a new category of award the **Mini-sabbatical** is being offered in addition to the

IIA and CREA awards. The **Mini-sabbatical awards** provide up to \$5,000/award to faculty who have applied through their chairperson for sabbatical leave, according to procedures published in the **UMC Faculty and Staff Handbook**.

A total of \$35,000 has been made available to fund these awards. Funds will be awarded for one year. Following review and approval, unexpended award balances may be carried forward. Funds may be requested for equipment; travel/training expenses including short training courses; expenses associated with consultants, speakers, visiting scholars; expenses associated with host-

ing a conference or symposium; supplies and materials; or contractual service necessary to successfully address collaborative project objectives.

Full details and application instructions are available on the Office of Faculty Development web site.

[\(http://facultydev.umc.edu/\)](http://facultydev.umc.edu/)

Applicants should complete all requested information on the Faculty Scholarship Exchange Award Proposal Cover Page as described in the Proposal Instructions. One original plus five copies of all required documents should be received at the Office of Faculty Development by **5:00 p.m. on March 31, 2008**.

Wiltshire named Director, Educational Support Center

Effective March 17, Dr. Whitney Wiltshire will join the Office of Academic Affairs as the incoming Director of a new facility for support of educational activities by Medical Center faculty. This facility is designated as the Center for Excellence in Teaching and Learning (CETL).

Dr. Wiltshire formerly served as assistant professor and director of education for the Department of Anesthesiology, which under the leadership of Dr. Claude Brunson, was the first School of Medicine department to establish such a post.

Following her Ph.D. degree in

Health Education/Health Promotion from the University of Alabama at Birmingham, Dr. Wiltshire received additional post-doctoral training in Behavioral Science and Epidemiology at the UT M.D. Anderson Cancer Center in Houston. While in Texas, she served as assistant professor in the College of Education, University of Houston and adjunct assistant professor, Department of Medicine, Baylor College of Medicine.

With numerous scholarly activities, including publications, presentations, grants, professional service, and university teaching experience, Dr. Wiltshire brings

experience in residency review, graduate medical education, institutional review board procedures, and faculty development.

Development of the UMC CETL will provide the primary vehicle for coordination of enhancing the scholarship of teaching and learning at the Medical Center. It will also provide teaching, research, and scholarly support for faculty efforts to improve educational delivery to students, residents, and fellows in all schools and departments.

Journal Notes

Lecture Attention Span

In a recent article published in the journal, *Teaching of Psychology* 34: 85-80, 2007, Wilson and Korn challenge the commonly held claim that attention span in standard format lectures declines after a short period, typically 10-15 minutes.

In what is a review of existing literature concerning student attention span during lecture, the authors contend that there is little direct and virtually no experimental evidence to document a decline in student attention span when lectures extend beyond the 10-15 minute duration. After evaluating the available published data, five measures appeared to be used to estimate attention span. These were categorized as note taking, direct observation, retention of lecture material, self-reported criteria and physiological measures. None provided unequivocal evidence for declines in attention span during standard lecture. The authors state: "*It turns out that the research concerned attention only indirectly or not at all and that several frequently cited sources were not empirical studies, but secondary sources or personal observations.*" (Wilson and Korn, 2007, p 87). The authors suggest that maintenance of extended periods of attention is a function of working memory capacity, and is also determined by the manner in which lecture material is presented, which is a feature that is directly controlled by the lecturer.

Clearly, this is an area of pedagogy that offers real opportunities for research, particularly in students of the academic health science. It also emphasizes caution in promulgating "conventional wisdom" without careful review of primary sources.

The "MCAT Myth"

Zheng *et al.*, *Science* 319 (January 25): 2414-415, 2008 recently reported an analysis which concludes that the Medical College Admission Test (MCAT) demands higher-order thinking skills to a greater degree than examinations from a sample of five first year medical school courses from a single institution that follows a traditional curriculum. This argues against a widely-held belief that the MCAT, by emphasizing use of "factual minutiae", hinders introduction of critical thinking skills in college courses preparatory to entry into professional studies.

Using Bloom's taxonomy to categorize the level of thinking skills, the authors examined several prominent standardized examinations, including the MCAT, the Graduate Record Examination (GRE), Advanced Placement (AP) biology and both undergraduate and first year medical school courses, to quantify the level of academic performance that students needed to exhibit in order to perform well. The MCAT was demonstrated to have the lowest proportion of knowledge level (the least advanced level to Bloom's taxonomy) questions and the highest average rating for questions of any of the examinations scrutinized. As the authors state: "*These data belie the perception that the MCAT is based heavily on content knowledge and that biology courses must therefore focus more on facts than on skills such as teamwork and the analysis of quantitative evidence.*" (Zheng *et al.*, 2008, p 14). This conclusion should indicate to instructors of introductory biology courses that assessment of student performance is better focused on demonstration of higher level thinking skills than on mere factual recall.

It is worthy of recognition that examinations in the traditional curriculum first year medical school courses were more heavily weighted towards "knowledge" and "comprehension", the two lowest order skills in Bloom's taxonomy, than were questions on the MCAT or in introductory biology undergraduate courses. While based on a small sample, these data suggest that instructors preparing students for and lecturers in early medical school courses should carefully review the thinking skills stressed by their style of examination.

Diagnostic Thinking in Medical Students

Noguchi *et al.* (*J. Gen. Intern. Med.* 17: 848-853, 2002) examined 244 fifth year (prior to clinical exposure) medical students from three Japanese medical schools who were presented with three clinical scenarios of low to high probability for coronary artery disease. Medical students were unable to rule out disease in scenarios where the probability of disease was low or intermediate. The authors discussed this failing in terms of a lack of training in/comprehension of Bayesian probabilistic thinking. They conclude: "*...medical students' diagnostic abilities are likely to be enhanced by: 1) emphasizing the importance of ruling out disease in clinical practice; 2) training to estimate pre-test probability of disease on the basis of history and physical examination; and 3) incorporating the Bayesian probabilistic perspective and the application of the theory to real clinical situations.*"

Bayes' theorem: Posttest Odds = Pretest Odds X Likelihood Ratio

e-Learning UPDATE: print edition

by Bill Lushbaugh, Ph.D., e-Learning Chair
Episode 3, March, 2008

Presentations Enjoyed and Lessons Learned at CFTTC

Creating Futures Through Technology Conference 2008, February 7-8, Biloxi, MS.

CFTTC Homepage: <http://sbcjweb.sbcjc.cc.ms.us/conf/presenter/presview.asp>

Presentation abstracts: <http://sbcjweb.sbcjc.cc.ms.us/conf/presenter/presview.asp>

Teaching and Learning with the Digital Natives, by Steve Yuen, USM and
10 literacy-based strategies to blend technology into core courses, by Stacy Reeves, Pokey Stanford, William Carey University. [*abstract link above*]

Steve is a Professor of Instructional Technology at USM who is leading faculty to learn more about meeting the challenge of teaching digital native students by modeling all the behaviors that will help us better communicate with our students. He has a blog, a home page, a podcasting center and put all three of his CFTT presentations on the web at SlideShare.com [content links in the web version]. In his video podcast he described the digital natives and updated us on what they like and how our content can become part of their world. Stacy and Pokey said that "... it is clear that there is a strong disengagement between the instructors who are teaching in traditional styles and the college students who are tech-savvy." Listen to Steve's podcast, its like being there!

What's new in Blackboard by Delena Hukle, Sara Johnston, ICC and
FAB 5 Features of Blackboard by Tish Stewart, Jenny Jones, HCC

The Mississippi Junior Colleges in the Mississippi Virtual Community College recently upgraded their Bb installations to include the full array of Bb services and software. Their faculty have experience using the new features that will soon be available at UMC when our Black Board Upgrade is installed this spring [more on that next month]. One new Bb feature is "Assignment Manager." This feature allows the instructor to require a student to study resources in sequence and complete assignments before taking the quiz. Then, if the quiz is passed, the student will be allowed to access additional educational material. Another feature is the "Early Warning System" that allows the instructor to easily follow the progress of all students and respond to those who need help or recognition. A 24/7/365 technical support system is now available from Bb.

Digital Toolbox for Trainers, by Craig Jackson, MSU, **Open Source in Higher Education** by Steve Yuen, USM and
Are You Serious Its FREE! by Ray Holder, MUW

Craig, an E-Learning Specialist in the Workforce Education Section of the Research and Curriculum Unit at Mississippi State University believes that in our state we really need "GREAT return on investment," that means FREE! These three presentations are all about free software that does the same jobs as the >\$600 program your budget won't let you buy. Ray is a member of a "Technology Teaching Circle that meets regularly to discuss new ideas in emerging technology" at USM. The video podcast of Steve Yuen's presentation is on the web [see web version] and the software he advocated often overlaps with that recommended by the other speakers. I scanned in Craig's handout and it's there too. This is something we need to try here, Camtasia costs \$350 each.

The USM Podcasting Pilot Project by Sharon Rouse, Steve Yuen and Sheri Rawls.

Steve and other professors in the Department of Technology Education were involved in this initiative to improve student learning opportunities through use of innovative technologies and have placed this videopodcast on the web (see web version). Podcasting delivered alternative course content, offered a richer learning environment and increased student podcast use on campus. Participating faculty were awarded ipods to use in the pilot project.

Web Version: <http://facultydev.umc.edu/index.html>

Learning Update Blog: <http://elearningrus.blogspot.com/>

NEWSLETTER
FROM THE
OFFICE OF FACULTY
DEVELOPMENT
(OFD) AT
UMC

Office of Academic Affairs
Room U173
Verner S. Holmes Learning
Resource Center
The University of Mississippi
Medical Center

Phone: 601-984-2810

We're on the Web!

<http://facultydev.unc.edu>



Call For Nominations—UMC Leadership Development Program—Class of 2009

The selection process is underway to matriculate the Leadership Development Program (LDP) Class of 2009.

Selection into the program begins with nomination by the dean of each school (associate dean for academic affairs in the case of the School of Medicine) and requires approval of the application by the interested faculty member's departmental chairperson.

Interested faculty should first contact their departmental chairperson for approval to join the program. If approved, the chair should forward the nomination to the respective dean. Subsequently, an application letter and a current *curriculum vitae* from the faculty member are needed.

The nomination letter from the applicant's chairperson must specify approval of release time for

the applicant to attend all LDP sessions.

These materials are reviewed by a selection committee from the Medical Center Faculty Senate, who recommend up to three individuals from each school. Each LDP class is nominally 15 persons.

The 2008-2009 program will begin a two-day off-campus retreat on Friday, September 19 and Saturday, 20. It is anticipated that the third Friday afternoon of each month will be used for program gatherings.

As with the current program, the 2008-2009 class will feature:

- Inclusion of more junior (assistant professor and above) faculty.
- Greater emphasis on fundamental faculty development skills, including those related to promotion and tenure criteria.

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- Increased rigor in attendance requirements for participants and attention to this rigor by supervisors in terms of workload scheduling.

The ideal candidate is a faculty member, who has shown proficiency in fundamental academic skills, who shows promise for accepting additional administrative responsibilities, and who expresses a clear and team-oriented dedication to the mission of this medical center. Individuals, whether focused primarily in research, education or services roles, who confidently engage in new tasks, creatively address areas of difficulty, or have successfully developed and implemented programs are among those sought as applicants.

Applicants can expect to be notified of acceptance by the end of July.

Faculty Scholarship Exchange Seminar-March 26

Tom Wiggers, associate professor of clinical laboratory science, will present the Faculty Exchange Scholarship seminar, "An Objective Method for the Evaluation and Measurement of Student Affective Domain," at noon on Wednesday, March 26 in room R153 (lower amphitheatre).

The focus of this presentation is a sophisticated and published methodology for assessing student performance in a manner not typically captured by grading systems. Examining behavioral characteristics (the affective domain) this technique permits instructors to quantitatively evaluate attitude, interest, professionalism, and related measures. Wiggers and colleagues have developed software for assessing and recording these measures and will demonstrate the utility of that program. The seminar should interest all faculty who are charged with evaluating student learning outcomes. The Southern Association of Colleges and Schools (SACS) charges institutions with documenting that student learning outcomes in terms of what "students will think (affective), know (cognitive), or do (behavioral/performance) when they have completed a degree program" (Nichols and Nichols, *A Road Map for Improvement of Student Learning and Support Services Through Assessment*, Agathon Press, NY, 2005.)

All Medical Center faculty, staff and students are invited. For more information, call Jessica Head at 4-2810. Boxed lunches will be available on a first-come, first-serve basis.