



## **2010 ADEA/AAL Institute for Allied Health Educators Online Program, Phase II: Advances in Educational Methods for Allied Health Educators**

### **Program Overview**

**Goal:** The ADEA/AAL Institute for Allied Health Educators is a professional development program designed to prepare faculty for successful academic careers. The overall program goal is to help participants refine teaching skills that will enhance the quality of their interactions with students and facilitate confidence, job satisfaction and professional growth.

**Program Synopsis:** Course participants learn key teaching tasks such as using the latest technology to create more effective learning tools and assessing students' comprehension. Participants explore strategies to resolve interpersonal conflicts and preempt cheating behaviors. In addition, professional growth and career planning advice is given, along with interactive discussions of CV development and current philosophies of teaching. These sessions are accomplished through synchronous online learning and asynchronous self-study.

### **Course Content**

During four online sessions of 1.5 hours each, participants explore the themes listed below.

- Using technology in teaching
- Classroom assessments, including multiple-choice tests and rubrics for other classroom projects
- Cheating and academic honesty
- Career planning and professional growth, CV development, and teaching philosophy

During self-study time, participants learn the following from readings and online discussion threads

- Conflict management

### **Course Assignments**

In the following pages, for each session is a list of assignments to complete prior to the live session date, or the "complete by" date in the case of the asynchronous sessions. Each assignment has a number in front of the name, corresponding with the file names on the webinar training site, to explain which files should be opened in what order.

**2010 ADEA/AAL Institute for Allied Health Educators Online Program  
Phase II: Advances in Educational Methods for Allied Health Educators**

**Live Session I: June 9, 2010, 8 p.m. – 9:30 p.m. US Eastern Time**

**Welcome and Workshop Overview  
by Karl Haden, President, Academy For Academic Leadership**

**Using Technology in Teaching: Promoting Learning With a New Generation of Technologies**

**Cindy Amyot**

**Module Objectives:**

- Each module participant at the completion of the asynchronous and synchronous exercises should be able to:
- Identify strategies for determining the appropriate use of technology that will result in enhancing the teaching and learning environment.
  - Discuss the importance of creating a learner-centered environment where students are encouraged to be self-directed learners and problem solvers.
  - Critique a variety of technologies and discussing advantages and disadvantages.
  - Explore how the incorporation of current technologies can assist educators in making curricular changes that better meet the needs of today's student.

***Assignments to Complete by June 9***

- 1- Read articles posted on the IAHE site under the "Using Technology in Teaching: Promoting Learning With a New Generation of Technologies" Learning Module.
- 2- View PowerPoint for this module: "Using Technology in Teaching: Promoting Learning With a New Generation of Technologies". The PowerPoint is accessible at the IAHE site.
- 3- Identify course for applying the principles: Think of a course that you either currently are teaching, have been assigned to teach or can see yourself teaching in the future. Consider how you might apply the principles discussed in this learning module.

**Certification of Module Completion**

- Posting ideas for course revision in the Discussion Forum that incorporate strategies discussed in the learning module and beyond!

**2010 ADEA/AAL Institute for Allied Health Educators Online Program  
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**Live Session II: June 16, 2010, 8 p.m. – 9:30 p.m. US Eastern Time**

**Classroom Assessment: Strengthen Your Skills in Assessing Students' Learning**

**Pam Overman**

**Module Objectives:**

Each module participant at the completion of the asynchronous and synchronous exercises should be able to:

- Build an examination blueprint to guide test construction.
- Apply multiple choice test construction principles to create a better test of students' learning.
- Explore the use of test analysis software to critique and improve multiple choice examinations.
- Overview the use of rubrics to grade complex assignments such as essays or projects.

***Assignments to Complete by June 16***

- Read articles posted on the IAHE site under Learning Module: *“Classroom Assessment: Strengthen Your Skills in Assessing Students’*
- View PowerPoint for this module: Classroom Assessment: Strengthen Your Skills in Assessing Students’ Learning. The PowerPoint is accessible at the IAHE Blackboard site.
- Complete exercises assigned for this module: TBD
- Identify course for applying the principles: Think of a course that you either currently are teaching, have been assigned to teach or can see yourself teaching in the future. Consider how you might apply the principles discussed in this learning module.

**Certification of Module Completion**

- Post 5 multiple-choice questions and a rubric for grading an essay that incorporate the lessons learned in completing this module.

**2010 ADEA/AAL Institute for Allied Health Educators Online Program  
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**Asynchronous Learning Session: Complete by June 16, 2010**

**Conflict Management: Tips for Engaging in Meaningful Resolution of Problem Situations**

**Pam Overman**

**Module Objectives:**

Each module participant at the completion of the asynchronous exercises should be able to:

- Recognize the early indicators of conflict in an organization.
- Discuss the potential benefits and harms from conflict within a group.
- Assess your conflict style and test different approaches to hypothetical situations.
- Apply strategies for managing conflict in a positive manner.

***Assignments to Complete by June 16***

- Read articles posted on the IAHE site under Learning Module: *“Conflict Management: Tips for Engaging in Meaningful Resolution of Problem Situations”*
- View PowerPoint for this module: *“Conflict Management: Tips for Engaging in Meaningful Resolution of Problem Situations”*. The PowerPoint is accessible at the IAHE site.
- Complete exercises assigned for this module: TBD
- Identify situation for applying the principles: Think of a problem situation in your work environment. As you work through this module, consider how you might apply the principles discussed in this learning module.

**Certification of Module Completion**

- Given a conflict scenario, identify how individuals with various conflict styles might respond.
- In response to the conflict scenario, construct a “best practices” response.

**2010 ADEA/AAL Institute for Allied Health Educators Online Program  
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**Live Session III: June 23, 2010, 8 p.m. – 9:30 p.m. US Eastern Time**

**Career Planning and Professional Growth: Including Curriculum Vitae and Teaching Philosophy Development**

**Cindy Amyot**

**Module Objectives:**

Each module participant at the completion of the asynchronous and synchronous exercises should be able to:

- Discuss the importance of developing goals annually and making those goals public in order to increase personal accountability for achieving the goals.
- Assess strengths and weaknesses to determine what would be a “best fit” when it comes to career planning and professional growth.
- Develop a comprehensive curriculum vitae based on the principles discussed in this learning module.
- Construct a teaching philosophy that can serve as a guiding force in your role as an educator.

***Assignments to Complete by June 23***

- Read articles posted on the IAHE site under the “*Career Planning and Professional Growth: Including Curriculum Vitae and Teaching Philosophy Development*” Learning Module.
- View PowerPoint for this module: “*Career Planning and Professional Growth: Including Curriculum Vitae and Teaching Philosophy Development*”. The PowerPoint is accessible at the IAHE site.
- Develop a teaching philosophy based on the principles covered in this module and post on the Discussion Board for peer review (you will be assigned a peer reviewer. Complete the “worksheet” provided for preparation of your curriculum vitae.

**Certification of Module Completion**

- Post teaching philosophy and provide peer feedback to assigned peer.

**2010 ADEA/AAL Institute for Allied Health Educators Online Program  
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**Live Session IV: June 30, 2010, 8 p.m. – 9:30 p.m. US Eastern Time**

**Academic Honesty and Cheating**

**Christy Fellers**

**Module Objectives:**

Each module participant at the completion of the asynchronous and synchronous exercises should be able to discuss the following:

- Who are cheaters and why do they cheat?
- Student and faculty perceptions of cheating.
- Structuring the classroom and curriculum to maximize students' engagement and their motivation to perform well honestly
- Tools and strategies to ward off cheating.

***Assignments to Complete by June 30***

- Read articles posted on the IAHE site under the “*Academic Honesty and Cheating*” Learning Module.
- View PowerPoint for this module: “*Academic Honesty and Cheating*”. The PowerPoint is accessible at the IAHE site.
- TBD

**Certification of Module Completion**

- TBD

**Course Evaluation, Continuing Education Credit and Certificates**

Included with the posted course materials is a link to an evaluation survey for you to complete.

Continuing Education forms and certificates of course completion will be sent to you in July 2010.