



LOMA LINDA
UNIVERSITY

BRAIN-BASED LEARNING

FACULTY DEVELOPMENT SHOWCASE WEEK
FEBRUARY 21-24, 2012
CENTENNIAL COMPLEX CONFERENCE CENTER
UNIVERSITY FACULTY COUNCIL

KEYNOTE LECTURE
***"Using Research
to Inform Practice"***



BARBARA MILLIS, PHD
*The Teaching and Learning Center
The University of Texas, San Antonio*

“BRAIN-BASED LEARNING”

Tuesday - February 21, 2012

At the end of this workshop, participants will be able to:

1:30 - 3:00 PM	Reflection as a Way to Learn and Change Dr. Beverly Wood, SM	<ol style="list-style-type: none"> 1. Define reflection as part of learning 2. Teach reflection to their learners 3. Support reflective practices in learners
3:00 - 4:00 PM	EndNote Gurmeet Sehgal, Lib	<ol style="list-style-type: none"> 1. Create and maintain libraries in the currently supported version of EndNote 2. Create new references manually 3. Search external databases and export the results of searches into EndNote 4. Use EndNote with Word to insert references and create bibliographies 5. Change the output styles of references and bibliographies 6. Use EndNote Groups to organize your references
4:00 - 5:00 PM	Participatory Action Research: Engaging Students in Studying their Process of Learning Dr. Carmen Knudson-Martin, SST	<ol style="list-style-type: none"> 1. Learn how participatory action research may be used as a teaching strategy 2. Learn how Marital and Family Therapy doctoral students developed grounded theory that explains their process of learning in a clinical practicum class. 3. Consider how to use participatory action research to improve student outcomes

Wednesday - February 22, 2012

At the end of this workshop, participants will be able to:

10:00 - 12:00 Noon	“Ambiguity, Transformative Education, and Brain-Based Learning” Ehren Ngo, SAHP; Lindsay Simpson, SAHP	<ol style="list-style-type: none"> 1. Discuss the role of ambiguity in facilitating student learning 2. Create transformative education and brain-based learning activities for the classroom
12:00-1:30 PM	Providing Feedback: Formative Dialogues Dr. Gail Rice, SAHP; Dr. Ron Dailey, SD; Dr. Tom Rogers, SD **Lunch sponsored by School of Dentistry to the first 50 attendees**	<ol style="list-style-type: none"> 1. Describe difference between summative evaluation and formative dialogues 2. Observe a faculty member teaching 3. Prepare for and discuss teaching observation 4. Certify / Recertify as a colleague in the Formative Dialogues program
1:45 to 3:15 PM	Presentations: How to Make Them Excellent: Handouts, Slides, Learning Aids Dr. Beverly Wood, SM	<ol style="list-style-type: none"> 1. Design effective slides to support your presentation 2. Create handouts to support your message and be useful 3. Prepare effective presentations
3:15 - 3:45 PM	Team Teaching Dr. Henry Lamberton, SM; Dr. Carla Gober, SR	<ol style="list-style-type: none"> 1. Describe benefits of team teaching 2. Describe a model for team teaching, illustrating interdisciplinary team members participating 3. Design plans for team teaching
4:00 - 5:00 PM	Computerized Cognitive Rehabilitation: Efficacy, A Case Study, and Demonstration Dr. Michael Gilewski, SM	<ol style="list-style-type: none"> 1. Verbalize several domains of cognition for which cognitive rehabilitation can be effective 2. Engage in several demonstration tasks for computerized cognitive rehabilitation
5:00 - 6:30 PM	Teaching and Evaluating Professionalism Using the Professionalism Matrix Dr. Larry Loo, SM; Dr. Van Geslani, SM; Dr. Samuel Baz, SM; Dr. Leah Hans, SM	<ol style="list-style-type: none"> 1. Describe Professionalism across the continuum of medical education 2. Recognize Professionalism as a competency defined by the ACGME (Accreditation Council of Graduate Medical Education) and the ABIM (American Board of Internal Medicine) 3. Apply the “Professionalism Matrix” in a series of clinical vignettes to teach and evaluate professionalism issues

Thursday - February 23, 2012

At the end of this workshop, participants will be able to:

10:00 - 12:00 Noon	Flip Your Classroom: Critical Thinking-based Teaching Dr. Richard Davidian, SST	<ol style="list-style-type: none"> 1. Apply and utilize theory and practice in the following areas: <ul style="list-style-type: none"> • Fostering critical learning in students • Multiple learning encounters with the data • Home-classroom dynamic learning sequence • Interactive (non-lecture) teaching • Fostering and assessing engaged minds in students • Socratic questioning • Feedback looping
12:00 - 1:30 PM	Learner-centered Education: Pedagogy vs Androgogy Dr. Tammi Thomas, SM; Dr. Larry Loo, SM <i>**Lunch sponsored by School of Medicine to the first 50 attendees**</i> LOCATION: Wong Kerlee - C1124 & C1126	<ol style="list-style-type: none"> 1. Describe key principles and assumptions of adult learning 2. Compare and contrast key characteristics of learner-centered (Androgogy) and teacher-centered (Pedagogy) education
1:40 - 2:30 PM	PubMed Tips and Tricks Kay Deeney, UCLA	<ol style="list-style-type: none"> 1. Formulate a PubMed search strategy in the basic and Advanced modes 2. Have an understanding of how PubMed retrieves searches through mapping terms
2:30 - 3:00 PM	Facilitating Discussion in the Classroom Dr. Richard Rice, SR	<ol style="list-style-type: none"> 1. Participate in several discussion starters 2. Discuss strategies to increase student participation
3:00 - 5:00 PM	Teaching and Learning from a Neuroscience Perspective Dr. Linda Caviness, La Sierra University	<ol style="list-style-type: none"> 1. Gain insights into the integral nature of mental/physical/social-emotional-spiritual aspects of teaching and learning from neuroscience perspective 2. Acquire a model for teaching and learning to promote holistic function honoring tension between Extrinsic and intrinsic motivation, Active and passive processing, Direct instruction and creative formation and Concrete and abstract processing
5:00 - 7:00 PM	Awards/Poster/Reception/Keynote Speaker: Teaching for the 21st Century: Using Research to Inform Practice Dr. Barbara Millis, UTSA	<p>Objectives for keynote</p> <ol style="list-style-type: none"> 1. Describe seven-research-based principles for smart teaching 2. Evaluate specific applications for some of these research-based practices 3. Experience some active learning practices 4. Structure activities to promote deep learning 5. Enjoy sharing ideas!

Friday - February 24, 2012

At the end of this workshop, participants will be able to:

9:00 - 12:00 Noon	Using Cooperative Activities to Promote Deep Learning Dr. Barbara Millis, UTSA	<ol style="list-style-type: none"> 1. Become familiar with some key research related to teaching and learning 2. Describe how cooperative learning—when carefully structured and monitored—supports the research on teaching and learning 3. Demonstrate how cooperative learning supports deep learning 4. Reflect on the nature of personal approaches to teaching and learning 5. Enjoy interacting with like-minded colleagues
-------------------	--	---

Recorded sessions will be posted online at <http://www.llu.edu/central/faculty-development/facdevshowcase2012.page>.

POSTERS

Computerized Cognitive Rehabilitation: A Case Study
Michael Gilewski

Simulation for Public Health Nursing Students
Dolores Wright and Kathie Ingram

Incorporating Simulation Laboratory Experiences Into the DPT Curriculum
Tony Valenzuela, Christ Wilson, Henry Garcia and Teresa Joseph

Community Gardening: An Effective Strategy for Empowerment, Development and Health Promotion in Underserved and Disadvantaged Communities
Patti Herring

The Clinical Instructor Symposium: A Conference Approach to Orientating Clinical Faculty
Karen Ripley and Zelne Zamora

Integrating 'Gratitude' in a Mental Health Nursing Course
K Carrigg and Nancy Testerman

Building Community Nursing Capacity for the Future: Implementation of an Undergraduate Course in Home Health Nursing
Ellen D'Errico

Priming the Pump—Early Hand Expression of Breast Milk: Educating Nurses on Best Practices
Marian Llaguno

Delivery: Redefining the Large Lecture Format
James Rhee

Use of Social Media by Dental Educators
Margie Arnett

Student Perspectives of Social Media in Dental Education at LLUSD
Margie Arnett

Leveraging Collaborative Learning and Multiple Learning Styles to Increase Student Engagement
Patricia Lennan and Shirley Lee

Right-Side-Up Learning: Starting and Stopping Learning
Gail Rice

Formative Dialogues on Teaching: Encouraging Peer Coaching
Gail Rice

Utility of a Preliminary Basic Science Examination for Providing Early Intervention to Enhance Student Success in Required Biochemistry Courses Taken by First-Year School of Pharmacy Students
Thomas L. Lemke, Rashid Mosavin, and Willie Davis

Nurses' Spiritual Care Practices & Spirituality in Faith-Based Tertiary Care
Iris Mamier

2012 KINZER-RICE AWARD FOR EXCELLENCE IN UNIVERSITY TEACHING



Willie Davis

Dr. Davis joined the faculty of the School of Pharmacy and has had an remarkable impact on the program, the faculty, and the students. His love of learning led him to enroll in courses in higher education, while he was, himself, teaching entirely new courses. Willie is a strong proponent of faculty development. He has arranged for faculty development seminars for the School of Pharmacy, as well as participated in the LLU Formative Dialogues on Teaching program, providing peer coaching to fellow faculty members. In the words of one of his students, "Dr. Davis exemplifies the ideal professor—passionate about his field with a charismatic teaching style as well as dedication to student learning."

2012 Finalists

Barilla, Dora	Florea, Naomi	Kim, Soo	Petersen, Floyd
Carr, Mark	Hart, Elaine	Knudson-Martin, Carmen	Rhee, James
Chene, Yasmin	Hartman, Richard	Lennan, Patricia	Runyon, Bruce
Cole, Brad	Heyde, Marilyn	Martin, Bradford	Tonstad, Sigve
Fitzpatrick, Michael	Javaherian-Dysinger, Heather	Meharry, Michael	Zamora, Zelnelu

Past Recipients

2008 Bertha Escobar-Poni | 2010 Doyle Nick

About the Award

<http://www.llu.edu/central/faculty-development/kinzerriceaward.page>

Faculty Development in Education

Members of Committee:

Marilyn Eggers <i>Office of Educational Effectiveness</i>	Tom Rogers <i>School of Dentistry</i>	Arthur Marshak <i>Health Professions Education program</i>
Curtis Fox <i>School of Science and Technology</i>	Bruce Wilcox <i>School of Medicine</i>	Teri Ross <i>School of Allied Health Professions</i>
Beverly Wood <i>School of Medicine</i>	Richard Rice <i>School of Religion</i>	Carlene Drake <i>Library</i>
Doyle Nick <i>School of Dentistry</i>	Martie Parsley <i>LLU Medical Center</i>	Judy Peters <i>School of Nursing</i>
Bill Loveless <i>School of Dentistry</i>	Nelia Wurangian-Caan <i>School of Nursing and Library</i>	Rafael Molina <i>School of Public Health</i>
Shirley Lee <i>School of Dentistry</i>	Tammi Thomas <i>School of Medicine</i>	Gail Rice <i>School of Allied Health Professions, chair</i>