Performance-based Learning…

The **TopGear** Approach*

Tina Brock
University of California, San Francisco
July 2013

*Good guidance for an excellent discussion with international experts
(or for that matter, any teaching session)

✓ Select one (and only one) model; make sure it is familiar to all and not too controversial

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- TG is currently the most widely watched factual television program (per Wikipedia)
- Part of its success is that it appeals even to people who don't know much (or even care much) about cars
- Host trio known for being - depending on perspective - bitingly honest and/or politically incorrect (to the point of diplomatic difficulty)
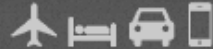

Don't forget about me!

LIFESTYLE

Melbourne 10°C - 17°C . Possible shower.

NEWS   SPORT   ENTERTAINMENT   BUSINESS   **LIFESTYLE**   VIDEO   CLASSIFIEDS

REALESTATE   TRAVEL   MONEY   HEALTH & FITNESS   FOOD   FASHION & BEAUTY   PARENTING   RELATIONSHIPS   HOME & GARDEN

LIFESTYLE

My complicated love for Top Gear

MELISSA KITE • DAILY MAIL • JULY 01, 2013 11:03AM

Melissa Kite. Picture: Twitter *Source:* No Source

ADVERTISEMENT

Objectives

By the conclusion of this session, the engaged participant will be able to:

1. Describe the role of the various components of typical teaching evaluations

2. Identify other sources of teaching effectiveness data

3. Postulate methods for triangulating teaching effectiveness data

Can't we use dashboards in teaching, too?

Classroom teaching…

"…is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented…. The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during a natural disaster."

- Lee Shulman

So how do we know whether our teaching is effective?

- *… we're brilliant scientists; of course it's effective!*
- We use a <u>system</u> of explicit/tacit performance indicators:

  1. Self evaluations of teaching (Selfies)
  2. Student evaluations of teaching (SETs)
  3. Peer evaluations of teaching (PETs)
     - Direct and indirect
  4. Linked student performance outcomes (Triangulation)
     - Between exam items and learning objectives
     - To subsequent courses
     - To gatekeeping assessments

Selfies - "Know thyself"

Educator's Portfolio

Back

Personal Goals | Direct Teaching | Assessment of Learner Perfo... | Advising and Mentorship | Curriculum and Program Deve... | ...

Peter D.

Contact information

- **Email address:**

## A. Professional Development & Career Path

University of California - San Francisco School of Pharmacy

- Doctor of Pharmacy Candidate – Class of 2013
- Pharmaceutical Care Pathway, Health Professions Education

B. Career Assessment

My interests in education lie in interprofessional education, curriculum development, mentorship, and scholarly dissemination. I greatly value opportunities for direct teaching and educational leadership. My passion for direct teaching ultimately is what has sparked my interest to participate in other aspects of education. I have a strong background in curriculum development in interprofessional education and direct teaching. When entering pharmacy school, I found myself volunteering in activities that would allow me to develop skills in direct teaching and mentorship. Throughout my stay at UCSF, I have continued to seek opportunities in these areas of interest.

My immediate career goals entail applying to pharmacy practice residencies, preferrably those with precepting responsibilities or associated with teaching opporutities at a school of pharmacy. After a first-year residency, I am considering specializing in Infectious Disease by applying to a second-year residency program. My overall career goal is to be a faculty member at a school of pharmacy with both clinical and educational responsibilities.

My participation in the Health Professions Education Pathway at UCSF has helped me to further my understanding of academia as well as inspire me to explore new opportunities in education.

The most immediate challenges to reaching my overall career goals relate to finding a suitable residency program that matches my goals. After attending the American Society of Health-System Pharmacists (ASHP) Mid-year meeting, I met with several residency programs to narrow my choices. Another challenge I am facing is that I am unfamiliar with the process of beginining to search for academic positions. I am hoping my participation in Academic

C. HPE Pathway Participation

For me teaching has never been about *what* or *to who* I am teaching but rather about *the how* and *the why*. I consider "the how" of teaching to be a life-long learning opportunity in discovering what teaching strategies work well and which do not. I also consider scholarly dissemination a large part of this idea. "The why" is a bit more elusive to explain. I attribute "the why" of my decision to teach to my experience with music. Music performance is a lesson in how to impart entertainment and emotion in an audience, a lesson from which you never stop learning. I find teaching to have similar goals, but instead of imparting entertainment and emotion, the goal is to impart knowledge, wisdom, and inspiration in a manner that is effective.

Students will always be a key part of the future of a profession. However, the process of transforming students into clinicians does not occur in a vacuum. Teaching, scholarship and service are core elements in allowing this process to occur. Not only that, but *effective* teaching is even more important. In order to be an effective teacher, all three elements must cooperate with careful attention placed on the central target of health professions education – the students.

My long-term goals after earning my doctorate in pharmacy entails pursuing a faculty track at a school of pharmacy. I believe this goal fits well with my philosophy of the importance of teaching, scholarship and service.

In order for me to continue to grow in health professions education, I hope to improve on different components of teaching such as direct teaching and mentorship. By participating in the HPE pathway, I am able to better assess my progress towards achieving these goals. The pathway has also given me a necessary foundation for teaching

For another historic (and somewhat amusing) example, see - http://www.unc.edu/~tbrock/

SETs = The Cool Wall

- Seriously Un cool
- UN COOL
- COOL
- SUB-ZERO
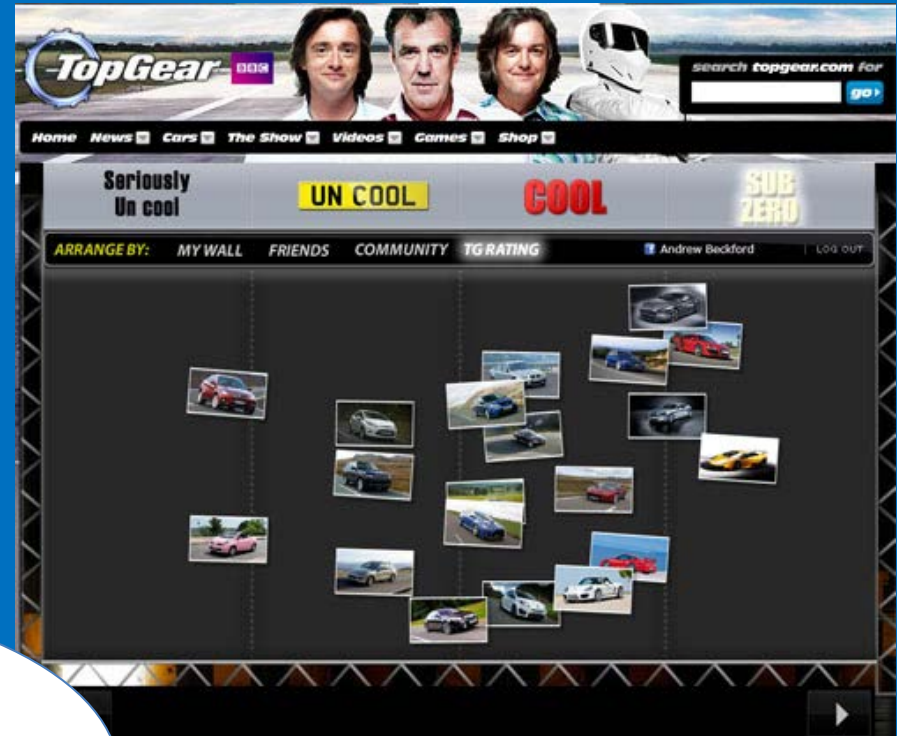
Erm... isn't that just a 4-point rating scale like the ones we use for teaching evals?

"...as bland as a cheerful status update or as cruel as online bullying"

Red doesn't suit you.

You look great in red!

That's not what Dr. Oz says.

Did you cut your hair?

What is the role of learner satisfaction in education?

Is satisfaction deadlier than a car crash?

- Prospective cohort study of adult respondents (N=51,946) to the 2000-2007 MEPS Survey.

- Satisfied patients:
  - More adherent to physician recommendations
  - More loyal to their physician
  - Less emergency department use
  - More inpatient hospitalizations
  - Greater prescription drug expenditure
  - Greater total health care expenditure
  - HIGHER MORTALITY (26% higher)

Fenton J, et al. JAMA-IM. Mar 12, 2012
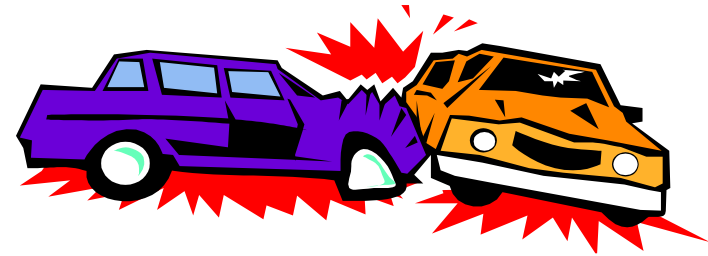
tripadvisor model vs Uber model

The guests rate their experiences

The hosts can offer a rebuttal (or an apology)

The passenger rates the driver

The driver rates the passenger

**TRANSPARENCY
puts you in pole position!**

PETs = Using your "pit crew"

Consider expanding your pit crew
http://medschool2.ucsf.edu/academy/faculty_development/tip-top.aspx

Does peer review include only those within one's discipline?

Indirect PETs

UCSF | University of California, San Francisco | About UCSF | Search UCSF | UCSF Medical Center

UCSF | **coursera**

UCSF Open Proposals
◪ Powered by CTSI

| Home | About this Opportunity | About Open Proposals |

Call for Coursera Course Proposals
Create a Massive Open Online Course (MOOC)

⬇ On this page : Summary : Support : Eligibility : Review Criteria : Proposal Format : Timeline and Open Proposal Process

Summary

Announcing a new round of Massive Open Online Courses (MOOCs) to be offered through the University's partnership with Coursera⬀. These courses will showcase the University's research, clinical and educational innovations, reflecting UCSF's mission to advance health worldwide.

All faculty members are invited to submit course proposals. Proposed courses may resemble/approximate an existing UCSF course or can be developed anew on a topic that highlights UCSF's unique expertise. Up to seven courses will be selected for development and implementation during the period of fall 2013 to spring 2015 during which time it is anticipated that each course will be offered at least twice. Courses should be planned to be delivered over 5-7 weeks and may be taught jointly with other faculty.

Review Criteria

- Course reflects UCSF's unique knowledge and expertise.
- Faculty has experience or significant interest in the use of technology for instruction.
- Faculty has strong teaching evaluations.
- Faculty has a plan to obtain student evaluation of the course, the faculty/guest presenters, and technology used in the course.
- Proposed course/online content has potential to:
  - Be incorporated into courses for UCSF students.
  - Be a component of a future online UCSF Certificate or degree programs.
  - Advance health worldwide by making important information/knowledge available that is not readily accessible elsewhere.
- Course provides an opportunity for experimentation with pedagogies that will benefit UCSF students, faculty, and staff.
- Course has potential to generate revenues to cover the cost of initial investment (e.g., Coursera Verified Certificates, continuing education credit).

- Reviews from continuing professional development exercises
- Funded educational projects
- Requests for service as ed journal reviewers, ed grant reviewers, external reviewers, etc.

What if the various evaluations differ widely?

- **The Big Bang Theory – Selfie, SET, PET of Sheldon's teaching**
  - http://youtu.be/Ws5tZ59JDDk

If you liked this one, you might also like…
The Big Bang Theory - Sheldon's intro lecture
http://youtu.be/hm87ZLMMFss
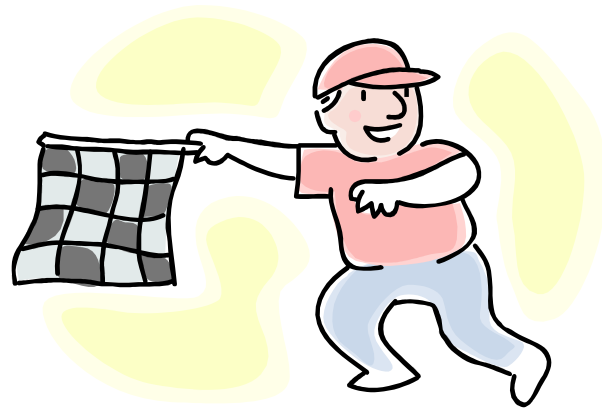
# CASE STUDY

Teacher in a reasonably-paced course

Eric Mazur, PhD
Harvard University

- "They liked me."
- "They did okay on the exams (when they were constructed primarily of conventional items)."
- But something wasn't right…
  - "Conceptually, they just didn't get it."

http://www.youtube.com/watch?v=WwslBPj8GgI

YMMV

- Correlate confusion with correctness…
  - Pre-session "reading"
  - Web-based surveys
    - 2 (difficult) conceptual questions on content
    - 1 question on feedback
      - Please tell us briefly what points of the reading you found most difficult or confusing. If you did not find any part of it difficult or confusing, please tell us what parts you found most interesting.
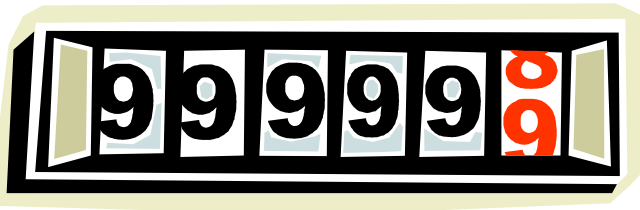
Novak et al., Just-in-Time Teaching:
Blending active learning with web technology
(Prentice Hall, 1999).

Diagnostics
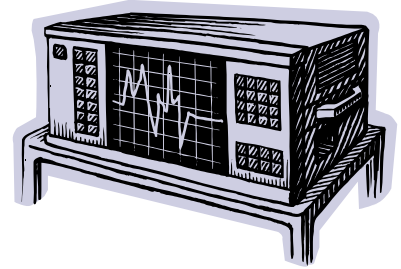
- Mazur's physiologic study shows that only 2 activities other than death cause the brain to flatline - watching television and listening to an academic lecture.

  - Instructors are often praised by learners for "clear" lectures
  - Confusion is discouraging (especially to those who may never have had the opportunity to struggle at anything), but "to wonder is to begin to understand."

I taught him everything he knows!

Horton, BMJ, 2013

Who is The Stig?

- Afraid of bells
- Voice can only be heard by cats
- Naturally faces magnetic north
- Only knows two facts about ducks, and both of them are wrong
- Has a full size tattoo of his face, on his face

*Rules for an excellent discussion with international experts
(or for that matter, any classroom discussion)

✓ Select one (and only one) model; make sure it is familiar to all and not controversial

☺ Distribute cool car STICKERS to reinforce the message!
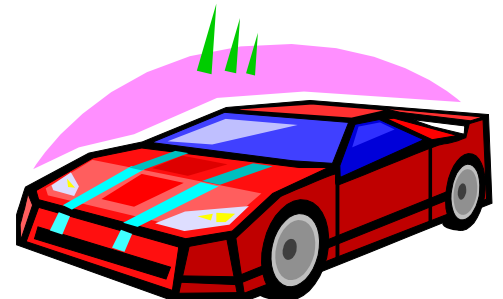
The plural of anecdotes
is not data.

Attributed to Lee Shulman

Compiling the various teaching and learning evaluation data points into a cohesive dashboard makes it easier for teachers to do the right thing... but it's how they/we use this performance information that matters.

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