UCF College of Medicine
Teaching Philosophies & Strategies

Teaching Strategy	Overview
Active Learning	*Description*: Active Learning incorporates teaching strategies that require the learners to participate in their learning through analysis, synthesis, evaluation and creation (higher levels in Bloom's taxonomy). *Tips*: • Active Learning strategies can be delivered within any learning environment/format. • Active Learning strategies often require more work initially from the instructor to plan the activity and prepare materials, but will result in the learners being more involved during class. *Examples/Resources*: Active Learning Continuum - http://www.crlt.umich.edu/sites/default/files/resource_files/Active%20Learning%20Continuum.pdf Active learning for the College Classroom - http://www.calstatela.edu/dept/chem/chem2/Active/index.htm
Competency Based Learning	*Description*: Competency based education (CBE) or learning is based on students progressing through a curriculum as they master competencies rather than spending a certain amount of time. CBE is based on the idea of personalized learning so learners spend more time/effort practicing the competencies they are deficient in and less on those they have demonstrated mastery in. *Tips*: • Requires instructors to create multiple opportunities for learners to practice their skills until they have mastered a competency. • Regular opportunities for the learner to be assessed in a competency area. • Portfolios or a tracking system are needed to track student progression. *Examples/Resources*: Entrustable Professional Activities (EPAs) are a form of CBE Understanding Competency-Based Medical Education - http://academicmedicineblog.org/understanding-competency-based-medical-education/

Flipped Classroom	*Description*: Flipped classroom is a teaching model where learners review content, either through reading an article/book chapter or *watching a lecture/video* and then class time is devoted to application exercises and questions. *Tips*: • Learner's need to come prepared to class for class time to be meaningful, to improve class participation make sure the pre-work is doable and engaging. *Examples/Resources*: Osmosis, Khan Academy Health and Medicine, and YouTube can be used by learners to view educational videos before a class session Seven Things You Should Know About Flipped Classrooms - https://net.educause.edu/ir/library/pdf/eli7081.pdf
Independent Learning	*Description*: Independent study is one of the requirements from LCME. Independent study is built into the medical education curriculum for learners to engage in self-directed learning meant to foster and develop the skills needed for lifelong learning. *Tips*: • Independent learning requires that learner's establish their own learning objectives and priorities. • Time must be set aside in the curriculum for self-directed learning. *Examples/Resources*: Provide learners with supplemental readings, self-learning modules or other learning material for them to decide what to focus on and learn.
Lecture	*Description*: Lecture is one of the most traditional forms of teaching. Lecture is an educational talk delivered to a group of learners. *Tips*: • Make your lecture an active lecture by incorporating some active learning strategies. Commonly used strategies during a lecture are think-pair-share and checking for understanding with clicker questions (Turning Point). *Examples/Resources*: UCF COM presentation guidelines - https://med.ucf.edu/media/2011/08/presentation-guidelines_final.pdf UCF COM Turning Points guide - https://med.ucf.edu/media/2011/08/PowerPoint-Polling.pdf 53 Ways to Check for Understanding – https://www.edutopia.org/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf

Problem Based Learning (PBL)	*Description*: Problem Based Learning (PBL) is a learning model that has students work in small groups to solve an ill-structured problem. In order to solve the problem learners need to pull on the expertise of all group members, outside material and creatively apply the concepts. One of the primary goals of PBL is to develop learner's inquiry and problem-solving skills. *Tips*: • The solution to the problem should not reached easily or have a clear resolution. A good test of a challenging problem would be a question that experts in the field would debate. *Examples/Resources*: Study Guides and Strategies: Problem-based learning - http://www.studygs.net/pbl.htm Speaking of Teaching: Problem-based learning - http://web.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/problem_based_learning.pdf Forming groups - http://info.catme.org/
Self -Learning Modules (SLM)	*Description*: Self-learning modules (SLMs) are an online delivery method for educational materials. The format typically includes a narrated PowerPoint and various activities (i.e. multiple choice questions, matching and fill-in-the-blank). *Tips*: • SLMs should include interactivity, depending on the software you are using there are usually templates for simple activities available to choose from. • SLMs should offer the learners as much control as possible, so learners are able to choose what content they focus on. *Examples/Resources*: UCF COM Model for SLM creation and redesign - https://med.ucf.edu/media/2011/08/ADDIE-pdf.pdf UCF COM SLM best practices – https://med.ucf.edu/media/2011/08/SLM-best-practices.pdf How to Create an E-Learning Template That Works - http://blogs.articulate.com/rapid-elearning/how-to-create-an-e-learning-template-that-works/?_ga=1.97064540.297506885.1464880845

Team Based Learning (TBL)

Description: Team-Based Learning is a collaborative learning teaching strategy that is taught in a three-step process: preparation (assigned article), in-class individual and group readiness assurance testing (irat, grat), and application-focused exercise. In medicine the application exercise is generally case-based.

Tips: Team-Based Learning implementation is based on four underlying principles (Michaelsen & Richards 2005):

1. Groups should be properly formed (e.g. Intellectual talent should be equally distributed among the groups). These teams are fixed for the whole course.
2. Students are accountable for their pre-learning and for working in teams.
3. Team assignments must promote both learning and team development.
4. Students must receive frequent and immediate feedback.

Examples/Resources:
UCF COM Team-based learning: from principle to application - https://med.ucf.edu/media/2011/08/tbl1.pdf

Team-Based Learning Collaborative - http://www.teambasedlearning.org/

Forming groups - http://info.catme.org/