



# What's Happening?

UCF COM Faculty Development  
September 2<sup>nd</sup>, 2014

## Upcoming Events

### Research Speed Networking Event:

**Languages, Infrastructure & Computational Methods** (9:30 AM - 10:30 AM)

**Social Sciences and Health Disparities** (11:00 AM - 12:00 PM)

Wednesday, September 3, 2014, Classroom Building 1: Room 202 (Faculty Multi-Media Center), RSVP to [April.Torre@ucf.edu](mailto:April.Torre@ucf.edu)

**Graduate Education Seminar**, with Tshaka Cunningham, Ph.D., VA Scientific Program Manager, RSVP to [Marisol.Ortega-Perez@ucf.edu](mailto:Marisol.Ortega-Perez@ucf.edu)  
Friday, September 5, 2014, 11:30 AM – 12:30 PM, BSB Room 103

### Flipped Teaching Circle

meeting the following Mondays: 9/8, 9/29, 10/27, 11/17, sign up for the cohort by e-mailing [fctl@ucf.edu](mailto:fctl@ucf.edu)

**UCF Mobile Essentials from the Center for Distributed Learning**, the course is offered on-line through webcourses, sign up here:  
<http://mobile.cdl.ucf.edu/prodev/>

## Grantsmanship Workshop Series 2014

Sponsored by the Office of Research & Commercialization and the College of Medicine

- All workshops are held on Tuesdays, BSBS 103 and televised on main campus at BMs 136 from 1:00 PM – 2:30 PM
- A certificate will be granted upon completion of the series

Preview session offerings in the series [here](#).

## Faculty Development Opportunities

[Learning Communities Institute](#) in Nashville, TN, September 26-28, 2014

[Third Annual World Congress on Ultrasound in Medical Education](#)

October 10 – 12, 2014 in Portland, OR

[Principles of Medical Education: Maximizing Your Teaching Skills](#),

CME Course, October 15 – 17, 2014 in San Diego, CA

[“Healing Health Care Disparities through Education: An Interdisciplinary Faculty Development Program”](#) Harvard Medical School, October 17 – 18<sup>th</sup>

[American Academy on Communication in Healthcare Research and Teaching Forum](#), Orlando, FL, October 17-19, 2014

## New and Upcoming Deadlines

• • •

**New & Soon!** [American Institute of Higher Education \(AmHighEd\)](#) invites you to [submit a Research Paper, Research Abstract, or Proposal for a Workshop, Tutorial or Panel Session to the 9<sup>th</sup> International Conference on Business and Education](#).

**Submission Deadline: 9/14/14**

[Society of Directors of Research in Medical Education \(SDRME\)](#)  
[Call for research review paper proposals](#)

**Submission Deadline: 9/22/14**

[IAMSE Focus Sessions](#)  
Located in San Diego, CA  
**Submission Deadline: 9/30/14**

[Innovations in Medical Education Conference 2015](#)  
(Feb. 21-22, 2015)  
**Submission Deadline: 10/12/14**

## Resources

• • •

As the new school year starts find some tips for classroom and clinical teaching on the second page.

For additional resources and recent medical education articles follow us on Twitter!  
[@ComFacDev](#)

Eric Jensen runs a website with the goal of connecting the most recent brain research with practical classroom strategies. These strategies are good considerations for classroom and clinical teachers:

- 1. The saying “too much, too fast,” means** we won’t integrate and recall the information if you teach quickly. Instead, chunk down the learning into small chunks; allow processing and settling time or perhaps use a reflective journal time.
- 2. Because every brain is different**—genes + experience, plus the interplay between the two, recall the importance of honoring uniqueness, respecting differences. That means use huge variety to maximize learning. Use visual, with illustrations, and podcasts and DVDs. Then use movement with drama, hands on and energizers.
- 3. Most subjects can be learned under moderate stress;** think of it as “healthy concern.” To ramp that up, use constant accountability. After every learning chunk, have student/s create a quiz question, stand up, quiz their neighbor or create a short quiz of 10 questions. Use teams, peer pressure and deadlines to add concern. Remember the material better with an emotion embedded with it. After the quiz, celebrate the progress.
- 4. Thinking about thinking builds learning skills as active processing time.** Add the process of journaling, discussion and learning logs valuable for better learning. Give students starter sentences such as “What I was curious (or stressed over) about today was”... Or, “What I learned today was... and, the way I learned it best was when I.” Until patterns emerge, learning is often random and messy, following no clear path over time, the patterns become more obvious.
- 5. Remember the value in non-learning** or “settling” time, to consolidate the content. Take breaks, recess, lunch, relax time, walks, for passive processing. Even a quick energizer that’s fun and playful can be a good break.
- 6. Our brain can memorize, but our best learning is the trial & error learning;** it’s a key to complex learning—there’s value in games done well, so use games, computers, competition, building, initiatives, etc. Brains rarely get it right the first time—learning complexity is built over time. Using checklists, peer teaching, computers, asking Qs, are all examples of using trial and error.

From Eric Jensen in [Brain-Based Teaching](http://www.jensenlearning.com/news/6-quick-brain-based-teaching-strategies/brain-based-teaching) on August 13<sup>th</sup>, 2014: <http://www.jensenlearning.com/news/6-quick-brain-based-teaching-strategies/brain-based-teaching>