



UNIVERSITÀ  
DEGLI STUDI  
DI PADOVA

## University of Padova

### Faculty Development Workshop & Residential Weekend Teaching4Learning@Unipd DIMED Innovative strategies for Successful Teaching

**Scientific manager:** Monica Fedeli

**Session 1 - Tuesday, April 10<sup>th</sup>, 2018**  
**Aula A e B – 8° piano del Policlinico Universitario**

This session will introduce the importance of developing of a faculty learning community (FLC). These communities provide the context for initiating a critically reflective practice, where faculty begin to reflect upon and question deeply held assumptions about teaching and learning. In addition, session participants will also review their Teaching Perspective Inventory (TPI). This instrument, developed by Professor Daniel Pratt, Professor Emeritus (Education) and Senior Scholar (Medicine), provides insight for each participant into their dominant perspectives of teaching and offers a means to begin a conversation about deeply held beliefs about teaching.

14.30- **Opening and registration**

14.45 - Welcome and registration

15.00 – Faculty Learning Community Development (FLCD) **Monica Fedeli & Edward Taylor**

15:30 - Overview of the Program – **Monica Fedeli**

16:00 - Introduce Faculty Learning Community – **Edward Taylor**

Engaging in a Critically Reflective Practice: Understanding Our Beliefs about Teaching and Learning)

17:15 - Feedback & Assessment (CIQ) - **Edward Taylor**

17.30 – End of session

**The session 1 lasts 2.45 from 14.45 to 5.30 p.m. (45 minutes lecture, 2 h pair and group activities)**

**Residential Weekend 3-5 May 2018  
Terme San Marco – Casa Religiosa di Ospitalità  
Via Santuario,130 – Abano Terme (PD)**

**Session 2 - Thursday, 3<sup>rd</sup> May 2018**

This session will introduce an approach to teaching that captures the core components of active learning (student experience, learner-centered teaching, collaboration, critical reflection), for small and large classrooms. Instrumental activities and examples are provided of how to design engaging interactive presentation, offer initiating activities, questioning and testing, and ways to foster participation and collaboration among students. In addition, the faculty are introduced to the power of using small groups/teams as a means for promoting learning in large and small classrooms.

**14.45 - Opening and registration**

15.00 - Registration and arrangement of accommodation

16:00 – Faculty Learning Community Development (FLCD) - **Edward Taylor**

17:00 - Interactive Lecturing and Small Group Dynamics – **Jon Wright**

**17:30 - Break**

17:45 - Interactive Lecturing and Small Group Dynamics – **Jon Wright**

19:00 - Assessment & Feedback CIQ - **Edward Taylor**

19.15 End of the session

**20:00 - Dinner**

**The session 2 lasts 4.00 from 4 to 7.15 p.m. (1,15 h lecture, 2,45 pairs and group activities)**

**Session 3 – Friday, 4<sup>th</sup> May 2018**

This session explores active learning theory and its implications to teaching in higher education. Active learning is an approach to teaching that encourages students to take greater responsibility for their learning, learning is often fast paced and engaging, collaborative, and faculty are working interactively with students. Learning is as much about process as engaging content.

In addition, there is a presentation that introduces the importance of planning for teaching and learning prior to each class. Also discussed are key components of successful planning and

syllabus development. This session will also provide the basis from which to begin planning the microteach.

9:00 - Faculty Learning Community Development (FLCD) - **Edward Taylor**

9:30 - Introduction to Active Learning - **Edward Taylor**

**11:00 - Break**

11:15 - Classroom Planning and Syllabus Development – **Jon Wright**

13:00 - End of session 3

**13:00 Lunch**

**The session 3 lasts 3.45 h from 9.00 to 1.00 a.m. (1,15 h lecture, 2,30 h pairs and group activities)**

#### **Session 4 - Friday, 4th May 2018**

This session involves two topics, they include: a) the significance of using technology in the classroom, with a particular emphasis on the use of videos and online assessment tools for students and faculty to evaluate the student performance; and b) guidance and time for participants to prepare a microteach (a short presentation involving active learning) given by each participant to their peers.

14:30 - Effective Use of Video in the Classroom **Carlo Mariconda**

**16.15 – Break**

16.30 - Effective Use of Quiz in the Classroom **Daniela Frison**

17.30 - Micro-Teaching Planning – **Jon Wright, Edward Taylor & Daniel Neunhaeuserer**

**18:30 End of session 4**

**The session 4 lasts 3.45 h from 2.30 to 6.30 a.m. (1,15 h lecture, 2,30 h pairs and group activities)**

**20:00 – Dinner**

#### **Session 5 – Saturday, 5<sup>th</sup> May 2018**

This final session involves a two topics, they include: teacher and learner relationships (understanding the significant that relationships have for learning, student and faculty resistance to innovative teaching, and how to foster authentic relationships with students) and b)

microteach sessions where each participant teaches a short lesson to his/her peers demonstrating the use of active learning.

08:30 - Teacher's and Learner's Relationship **Edward Taylor**

**10:00 - Break**

10:15 - Micro-Teaching – **Jon Wright, Edward Taylor & Daniel Neunhaeuserer**

12:30 – Whole Group Discussion about Micro-Teach

13:00 – End of the session

**The session 5 lasts 4.15 h from 8.30 to 1.00 a.m. (1,30 h lecture, 2,45 h group activities)**

**Session 6 - June 7<sup>th</sup> 2018: follow-up meeting  
Aula De Giovanni – Policlinico Universitario**

This session has several topics including: a) effective strategies for facilitating assessment and feedback from teachers to students, students to students and students to faculty; b) an introduction to peer observation by faculty; and c) an opportunity to share innovative practices among participants being used in the classroom.

14:30 – Assessment and Feedback in the Classroom – **Edward Taylor**

**16.00 - Break**

16.15 - Peer Observation - **Monica Fedeli**

17. 30 - Sharing practices World Cafè - **Monica Fedeli - Daniela Frison**

18.30 - Assessment and Feedback of the Classroom – **Edward Taylor**

**19:00 - Wrap up the Workshop and ECM final practical test**

**The session 6 lasts 4.15 h from 2.30 to 7.00 a.m. (1,30 h lecture, 2,45 h pairs and group activities)**

### Table of the workshop's hours

Number of session	Lecture	Group activities	Total
Session 1	45 minutes	2h minutes	2h45minutes
Session 2	1h15minutes	2h45minutes	4h
Session 3	1h15minutes	2h30minutes	3h45minutes
Session 4	1h15minutes	2h30minutes	3h45minutes
Session 5	1h30minutes	2h45minutes	4,15h
Session 6	1h30minutes	2h45minutes	4,15h
Total	7,30h	15,15h	22,45h

#### **Sede del workshop:**

Il workshop si terrà presso la seguente struttura:

#### **Terme San Marco – Casa Religiosa di Ospitalità**

Via Santuario 130, Abano Terme (PD)

<http://www.termesalesiani.it/sanmarco/>

#### **Modalità D’Iscrizione:**

l’iscrizione al corso è obbligatoria e gratuita attraverso la seguente mail:

**[cristina.degan@unipd.it](mailto:cristina.degan@unipd.it)**

Il corso è riservato a tutte le professioni sanitarie previste dagli ECM per n. 30 partecipanti.

#### **ECM**

#### **CREDITI ECM N. 26,5**

Ai fini dell’attestazione dei crediti ECM è necessaria:

- la presenza effettiva degli iscritti, al 100% dell’intera durata dell’attività formative, con verifica tramite firma di frequenza in entrata e in uscita;
- la compilazione e restituzione alla segreteria della scheda di valutazione /gradimento e della scheda anagrafica.

#### **Provider id. 1884 - Dipartimento di Medicina-DIMED**

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