



e-TEACH Newsletter

...planting the seeds of education



What's New with TEACH?

Participate in 2021

Education Day & Facilitate a Journal Club!

- **Register NOW for the 2021 TEACH Education Day!** TEACH Education Day is just around the corner so remember to register for all of this year's **events on October 28, 2021!** The day will be filled with two repeated keynote presentations (7:00 am and 12:00 pm – choose one) and the Posters, Recognition, and Awards Reception (online only starting at 5:00 pm). See below for more details on our Keynote presentation or [click here](#) to register.

Keynote presentation: Making it Stick: Improving Instruction with Spacing and Retrieval Practice

Keynote speaker: Megan A. Sumeracki, Ph.D. (Assistant Professor of Psychology, Rhode Island College)

Objectives:

By the end of this session, participants will be able to:

- Describe how cognitive psychologists develop and evaluate learning and teaching strategies
- Describe the two key strategies discussed of spaced practice (sometimes called distributed practice) and retrieval practice
- Discuss a plan for application of the strategies in their own instruction
- Explain how learners can use the strategies independently to guide learning

- **TEACH Education Journal Club: Calling all TEACH members!** We are recruiting volunteers to facilitate future TEACH Education Journal Club sessions for 2022! Participation and facilitation of TEACH Journal Club sessions are an exclusive benefit for all TEACH members. TEACH Journal Club discussions provide a robust and meaningful forum for critically appraising the current health professions education literature. CME and Faculty Development Related to Teaching (required for MOA) credit hours are available for participation and facilitation of Journal Club sessions. Please email [Mariah Rudd](#) if you are interested in leading a future Journal Club session or have a great health professions education article you would like to share!

Upcoming Events: Join Us!

(No registration necessary, see calendar invitation for Zoom details!)

September 2021

Health Professions Educator Series



- "Health Professions Resilience & Well-Being for the Educator (Part Two)" with Emily Holt Foerst, MA and David Musick, PhD (Monday, September 20 from 12:00 pm - 1:00 pm).
- "How to Engage Struggling/Difficult Online Learners" with Diana Willeman-Buckelew, PhD, Milena Staykova, EdD, and David Halpin, PhD (Monday, September 27 from 12:00 pm – 1:00 pm).



Diversity, Equity, & Inclusion

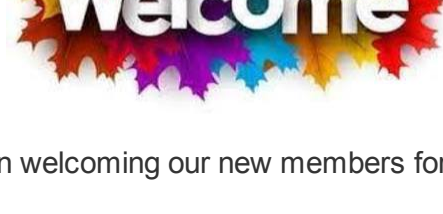
Faculty Development

In partnership with the Diversity, Equity & Inclusion (DEI) team at VTCSOM, we are now sharing information on resources and upcoming opportunities related to DEI faculty development. These resources and activities will serve to support efforts related to DEI and our teaching practices. To see a list of upcoming DEI Opportunities, check out the [VTCSOM DEI Events Page!](#)

- **SDRME Awareness of Bias in Assessment Session:** The Society of Directors of Research in Medical Education (SDRME) is hosting a virtual session presented by Drs. John Encandela, Martin Slade and Dowin Boatright from Yale University School of Medicine entitled **"Awareness of Biases in Assessment & Ways of Addressing Them."** This interactive workshop focuses on common unintended biases (racial, gender, and other biases) that make their way into qualitative and quantitative assessments of trainees. We will present examples and create a discussion to examine and reflect on ways of becoming more aware of and adept at addressing these biases. [Register here](#) before September 22 at 5 pm.

Recognition & Rewards: Welcome

Your Colleagues



August 2021 New TEACH Members - Please join us in welcoming our new members for August 2021!

- Thomas Turner, DO (Internal Medicine)
- Margaret Grove, MD (OB/GYN)
- Lauren Crispino, DO (Emergency Medicine)
- Sarah Schimming, DO (Internal Medicine)



Teaching Tip: Returning to

Campus with Intention

The Harvard Macy Community Blog features monthly #MedEdPearls aimed at supporting health professions educators committed to transforming health care delivery and education. August's #MedEdPearl shared by Jean Bailey, PhD

(Associate Professor and the Associate Dean for Faculty Development at the Virginia Commonwealth University School of Medicine) shared best practices for returning to in-person work and teaching with intention.

As some of us are either preparing to return or have recently fully returned to work, it is important to consider what that return looks like and how we will approach our work differently post pandemic. A recent article in the [Harvard Business Publishing Education](#) section prompts higher education institutions to consider a four-step framework for implementing best practices resulting from the COVID era.

1. **Identify which new practices should be sustained** - find out from colleagues which practices should be continued. If something did not work, find out why and explore opportunities for improvement.
2. **Reduce the influence of symbols connected to old practices** - just because something has been done in a particular way pre-pandemic, such as large in-person lectures, does not mean it is the best practice to resume. Language, use of space, rules, and work systems can trigger old habits. What symbols around your university facilitate reversion to old practices?
3. **Openly discuss and resolve disagreements and misconceptions about new practices** - provide opportunities for stakeholders to explore assumptions of new practices and ensure a common understanding as well as associated pros and cons.
4. **Turn new practices into habits** - how will you adhere to new practices and avoid falling into old routines? Frequent communication of the benefits of new practices can help sustain change.

While it is easy to fall back into old habits and practices, opportunity for change is ripe. The article authors note six key pandemic-driven changes in higher education worthy of consideration: adoption of digital course formats, use of recorded lectures, ease of access to experts, flexibility of group interactions, alternative ways to evaluate student work, and reconsidering the infrastructure of education that supports the student experience. The authors also note that the pandemic lowered our resistance to change and forced us to step away from outdated practices. Now is the time to continue moving forward.

For more #MedEdPearls visit the [Harvard Macy Community Blog](#) or share your ideas on Twitter using [#MedEdPearls](#).

Educator Opportunities:

Submit a grant, create an abstract, or register to attend!



- **Ilene B. Harris Legacy Research Fund Call for Letters of Intent** - The University of Illinois at Chicago (UIC) Department of Medical Education is pleased to announce a call for letters of intent for the first round of the Ilene B. Harris Legacy Research Fund. The goal of the fund is to further the mission of the Department by supporting health professions education research projects that address important problems or questions in health professions in ways that advance innovation and/or methodological approaches. Proposals from medical education scholars employed at any non-profit institution of higher education are welcome. Projects are limited to 1 year and \$40,000. [Click here](#) for submission details
- **SGEA Call for MESRE Grant Applications** - The SGEA will provide up to **three submissions for two years**. The grant amount will total up to \$5000 for two submissions involving one institution and \$7500 for submissions involving the collaboration of two (2) or more institutions. The SGEA also seeks to promote collaborative projects across institutions, and sections (UGME, GME, CME, and MESRE), and seeks to stimulate the development of a community of educational scholars. Project proposals must be consistent with previously published criteria for scholarship and provide additional opportunities for others to build upon this work. Proposals must be received by September 30, 2021 to be considered for funding. For more information on how to apply [click here](#).
- **Virginia Tech CETL 14th Annual Conference on Higher Education Pedagogy™ Call for Proposals** - Proposals are due by Thursday, September 30, 2021 at 11:59 p.m. (EDT). Proposals are sought for sessions focused on effective instructional practices and research aimed at improving the quality of teaching and learning in higher education. Four types of conference sessions are offered: Practice Sessions, Research Sessions, Conversation Sessions, and Poster Sessions. [Click here](#) more information about proposal types or to submit your proposal.
- **IAMSE ScholarRx Curriculum Development Grant** - IAMSE, in collaboration with [ScholarRx](#), wishes to promote the development of innovative, sharable health sciences education curriculum, and will fund a single grant for the year, for up to \$5,000. The grant supports the development and evaluation of the curriculum for its use in various health sciences educational settings. In addition to funding, awardees will receive a total value of approximately \$50,000 in in-kind support. All current IAMSE members are eligible to submit a grant proposal. Members may submit only one proposal per year and may not be an author on any other grants currently receiving IAMSE or ScholarRx funding. Letter of Intent (LOI) are due by November 14, 2021. [Click here](#) for the complete guidelines.
- **Virginia Tech Instructional Grant Proposals** -The Center for Excellence in Teaching and Learning offers multiple types of Instructional Grants for faculty and departments to engage in the development of instructional skills, the application of effective teaching strategies, and the scholarship of teaching and learning. Four types of Instructional Grants are available: the High-Impact Project Grant, the Large Class Teaching Grant, the Instructional Innovation Grant, and the Scholarship of Teaching and Learning (SoTL) Grant. The deadline for Instructional Grant proposals for the spring 2022 semester is Oct. 15, 2021. More information is available on the [Instructional Grant webpage](#). To submit a grant proposal, please complete the [online submission form](#).

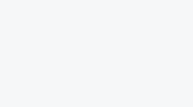
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[Click here](#) for the TEACH membership application.

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