

| <b>Core Professional Learning Area (AMEP)</b>  | <b>Learning Goals<br/><i>Participants will be able to ...</i></b>  | <b>Example Workshops<sup>1</sup></b>  |
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| 1. Evidence-based practices for effective large-group teaching and learning                      | ... apply results from learning-science and communication research to develop and deliver lectures with well-designed visual aids and audience interactivity for any learner audience. | <ul style="list-style-type: none"> <li>Transforming Your Lecture Presentations to Enhance Conceptual Learning</li> <li>Research-Based Practices to Improve Your Didactic Presentations</li> </ul>   |
| 2. Evidence-based practices for effective small-group teaching and learning                      | ... apply results from sociocognitive and learning-science research to develop and facilitate learning in small groups and teams   | <ul style="list-style-type: none"> <li>Learning in Small Groups: How to Make It Work</li> <li>Facilitating Learning in the Clinical Reasoning Courses</li> </ul>  |
| 3. Best practices in communicating for improvement with learners and colleagues                  | ... use thoroughly tested processes for providing feedback to promote learning and improvement within any educational setting with learners and professionals                          | <ul style="list-style-type: none"> <li>Using Feedback to Take Our Learners (and Ourselves) from Good to Great</li> <li>Drawing Out the Best in Your Learners: Clinical and Classroom Applications of Motivational Interviewing in Medical Education</li> <li><a href="#">Providing Feedback &amp; Evaluating Learning (Online Module)</a></li> </ul>                                    |
| 4. Learning science foundations for an evidence-based framework for teaching practice            | ... provide basic research-based explanations for how teaching in various formats and settings can enhance learning and apply these concepts to their practice                         | <ul style="list-style-type: none"> <li>Designing Active Learning Around Learners' Behaviors and Motivations</li> <li>Up Your Teaching Game: Use Evidence Based Learning Principles to Build Success and Satisfaction in Your Teaching</li> <li>Active Learning: What is it? Why does it Work? How do I do it?</li> <li>Why Aren't All of My Students Learning?</li> </ul>               |
| 5. Best practices for mentoring researchers and developing research skills                       | ... effectively mentor graduate students, post-doctoral fellows, junior faculty, and other research staff to become highly competent independent researchers.                          | <ul style="list-style-type: none"> <li>Communicating Effectively with Mentees<sup>2</sup></li> <li>Understanding Diversity Among Mentees<sup>2</sup></li> <li>Leadership Skills &amp; Opportunities: How to Build a Research Team<sup>2</sup></li> </ul>  |
| 6. Evidence-based practices for teaching clinical reasoning and bedside practice                 | ... integrate results from clinical education research and practice to promote learning among medical students and residents in clinical settings                                      | <ul style="list-style-type: none"> <li>A Toolbox for Effective Clinical Teaching</li> <li>Teaching, Learning and Time: Professional Juggling for the Clinical Educator</li> <li>Teaching in Clinic: A Toolbox for Efficient Outpatient Precepting</li> <li><a href="#">Teaching with Limited Time While Providing Patient Care in the Outpatient Setting (Online Module)</a></li> </ul> |
| 7. Developing curriculum at session to course level: objectives, learning activities, assessment | ... apply widely adopted and accepted practices to develop objective-defined and assessable courses and class sessions.  | <ul style="list-style-type: none"> <li>Constructing Effective Multiple-Choice Tests</li> <li>How to Incorporate Flipped Learning into Your Teaching</li> <li>Designing Courses and Class Sessions for Meaningful Learning</li> </ul>  |

<sup>1</sup> Unless otherwise noted, these are CPL Workshops offered on a regular basis (1 or 2 times each year) or being developed for regular offerings. Substitution of other workshops provided by CPL, other SOM departments, or external organizations is possible with CPL Associate Dean approval.

<sup>2</sup> Offered by the [HSC Office of Research Faculty Mentor Development Program](#)