<table>
<thead>
<tr>
<th>Core Professional Learning Area (AMEP)</th>
<th>Learning Goals Participants will be able to ...</th>
<th>Example Workshops¹</th>
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</table>
| 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. | - Transforming Your Lecture Presentations to Enhance Conceptual Learning  
- Research-Based Practices to Improve Your Didactic Presentations |
| 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 | - Learning in Small Groups: How to Make It Work  
- Facilitating Learning in the Clinical Reasoning Courses |
| 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 | - Using Feedback to Take Our Learners (and Ourselves) from Good to Great  
- Drawing Out the Best in Your Learners: Clinical and Classroom Applications of Motivational Interviewing in Medical Education  
- Providing Feedback & Evaluating Learning (Online Module) |
| 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 | - Designing Active Learning Around Learners’ Behaviors and Motivations  
- Up Your Teaching Game: Use Evidence Based Learning Principles to Build Success and Satisfaction in Your Teaching  
- Active Learning: What is it? Why does it Work? How do I do it?  
- Why Aren’t All of My Students Learning? |
| 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. | - Communicating Effectively with Mentees²  
- Understanding Diversity Among Mentees²  
- Leadership Skills & Opportunities: How to Build a Research Team² |
| 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 | - A Toolbox for Effective Clinical Teaching  
- Teaching, Learning and Time: Professional Juggling for the Clinical Educator  
- Teaching in Clinic: A Toolbox for Efficient Outpatient Precepting  
- Teaching with Limited Time While Providing Patient Care in the Outpatient Setting (Online Module) |
| 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. | - Constructing Effective Multiple-Choice Tests  
- How to Incorporate Flipped Learning into Your Teaching  
- Designing Courses and Class Sessions for Meaningful Learning |

¹Unless 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.

²Offered by the HSC Office of Research Faculty Mentor Development Program