

Education and Pedagogy

October 19, 2019

Meeting called to order at 10:09.

Welcome

PT PAC speaker

Introduction of Officers and Attendees

1. Announcements

- Next summer, offices will be open for the Education and Pedagogy SIG. The offices are for a 2-year term. The following offices will be open:
 - Nominating committee- involves reaching out to members to find interested people to serve in leadership roles. There are always two nominating committee members. Shortly after CSM, the nominating committee members get biographies and consent forms from all individuals running for office. These are then turned into the Executive Director of ACAPT.
 - Secretary- responsible for keeping the minutes of all Education and Pedagogy Consortium and Board meetings; notify Education and Pedagogy Consortium members of the date, time, and place of Education and Pedagogy Consortium meetings; maintain the Education and Pedagogy Consortium archives and correspondence; and make Education and Pedagogy Consortium minutes and rules and regulations available to the membership and to ACAPT's executive office.
- The round table discussion, Small TEACHING, will resume at CSM.

2. Round table discussion: Small TEACHING

- Issues that present in the classroom
 - What's going to be on the test?
 - Students tend to memorize material, and they don't know how to study.
 - Students lack critical thinking skills.
 - Students work in silos.
 - Students spot read.
 - Students don't want to be wrong and have a difficult time accepting failure.
- Strategies
 - Concept mapping and mind mapping
 - Students need to have a buy in. For example, students were given a choice to complete mind mapping activities or have quizzes, and students chose mind mapping.
 - Use pictures and experiential learning in kinesiology.
 - Complete retrieval practice using 2-3 quiz questions for about 6 minutes. Allow students to justify the reason for correct and incorrect answers.
 - Shadow boxing (clinician reasoning).

- Give students white boards; make students write the information, especially answering WHY.
- Create reading guides.
- Reflective writing about reading assignments with referencing book. For example, you have a reading on tissue healing. Give a short case. What group of exercises would you use during different stages of tissue healing?
- Trail guide for things that students should know before they get to the Cardiopulmonary class. Only a few points are given. Students must review of important information from prior coursework (**RIIFPC**).
- Use open education resources (OER) using activities.
- Use podcasts, especially in therapeutic exercise course.
- Integrate information course to course and on exams. Use IF AT- Immediate Feedback Assessment Tool cards (<http://www.epsteineducation.com/home/>)- for more information on how the use of IF AT, contact Jenny or Marcia.
- Stress that classroom work is error-positive; students create positive support by snapping their fingers. Build rapport with students by discussing how you've made errors.
- Pose questions in PowerPoint and Think-Pair-Share about the question.
- 1-minute reflections/essays.
- After quizzes, write question on a note card and discuss afterwards. After quizzes, pair stronger and weaker students or take ½ hour to discuss quiz with students guiding questions on the WHY.

3. Strategies for Faculty

- Faculty can attend the faculty development workshop.
- Peer assessments with a person outside of the dept can be completed.
- Observe an experienced professor's lecture.
- Utilize the teaching learning center if there is one on your campus.
- Have Lunch and Learns to allow experienced faculty members to learn pedagogy.
- Visit <https://acue.org/> (**Association of College and University Educators**). "ACUE prepares, credentials, and supports faculty to teach with the practices that improve student achievement."

Attendees Contact Information: See attached Excel spreadsheet.