

Academies Collaborative - Webinars on Demand: Faculty Peer Observation Transcript
February 8, 2019

09:48 - 09:54

Hey, it's Barrett.

- Barrett Fromme

09:54 - 09:57

I'm happy to start us up.

- Shari Whicker
- Barrett Fromme

09:57 - 10:07

Although we will have many speakers talk about so welcome everybody to what is our first webinar on demand, which I think is what we're calling.

- Barrett Fromme

10:07 - 10:07

This.

- Barrett Fromme

10:07 - 10:23

This is the effective peer observation program webinar hosted by the Academy's collaborative and Alyssa, especially for getting this whole organized based on them based on a listserv post.

- Barrett Fromme

10:23 - 10:38

One of the things that we're excited about is that really this comes from the this happened because someone had a good post and then we realize that there are a lot of people who would be interested in rather than having a conference call.

- Barrett Fromme

10:38 - 10:44

Is one person that this would be a really useful way for us to have dialogue about it.

- Barrett Fromme

10:44 - 10:51

So in the future, we are excited to have more webinars on demand that will come out of what the listserv is talking about.

- Joseph Cofrancesco
- Barrett Fromme

10:51 - 10:54

We intend for this to be about 45 minutes to an hour.

- Joseph Cofrancesco
- Barrett Fromme

10:54 - 10:58

We're going to record them all and so then we'll post them to our site.

- Joseph Cofrancesco
- Barrett Fromme

10:58 - 11:06

So any member can come back if you miss it, or you have to duck out early, we will be able to fight you do too.

- Joseph Cofrancesco
- Barrett Fromme

11:06 - 11:11

He listened to them even though you couldn't be in the live part of it.

- Barrett Fromme

11:11 - 11:22

So that's kind of a cool aspect of this and I should say that committee is really trying to do more and come up with ways with me.

- Barrett Fromme

11:22 - 11:25

We can get people involved between the two to blame see meetings.

- Barrett Fromme

11:25 - 11:30

So if you have other ideas for webinars, if you have other ideas for things we can be doing for you.

- Barrett Fromme

11:30 - 11:37

Please certainly let us know you're Fearless academies collaborative steering committee leaders, Alyssa and Sherry would love to hear it.

- Joseph Cofrancesco
- Barrett Fromme

11:38 - 11:41

Couple things about logistics, please.

- Joseph Cofrancesco
- Barrett Fromme

11:41 - 11:42

Make sure you are muted.

- Joseph Cofrancesco
- Barrett Fromme

11:42 - 12:25

You're not speaking the GoToMeeting control panel if you are using your computer is at the top and there's a little microphone but just please make sure that is that is and then if you have questions, what we'd like you to do is maybe enter it into the chat section rather than jumping in to rather than jumping into the conversation will try and answer questions either right after each section, or we'll do it here and you just put your video on you do not have to put your video on but you can't hey and so logistically this is going to be all about the slides and not about our faces and if you have questions go ahead and put in the chat section and just address it.

- Barrett Fromme

12:25 - 12:32

You can see there's a pulldown menu that says all entire audience and we'll make sure as the facilitators that you get your question answered.

- Barrett Fromme

12:32 - 12:38

If not right at the moment since we are giving everybody about eight minutes to present so our presentation

- Barrett Fromme

12:38 - 12:45

Today are going to be four different models of peer observations.

- Barrett Fromme

12:45 - 12:51

We're going to start with and who's going to talk about I would say probably one of the oldest programs the teaching observation program.

- Barrett Fromme

12:51 - 12:55

I'll jump in to talk about how we adapted add a little bit to our own teaching consult service.

- Barrett Fromme

12:55 - 13:09

Alyssa is going to talk about teaching triangles and then Andrew Barry's going to talk about her peer observation guide and then we'll do some Q&A and talk about some other programs if they're out there, but I think this is not meant to be that these are gold standards.

- Barrett Fromme

13:09 - 13:11

This is not meant to be that there's no other way to do this.

- Barrett Fromme

13:11 - 13:19

I think we're just giving everybody an overview of how pure observation can be done Alyssa or Sherry.

- Barrett Fromme

13:19 - 13:23

Is there anything I'm missing before we jump off into the presentations.

- Shari Whicker
- Barrett Fromme

13:24 - 13:27

Now I think you've laid it out very well.

- Shari Whicker
- Barrett Fromme
- Poncelet, Ann

13:27 - 13:36

I think we can just go ahead and Roll All right, so start with an poncelet from UCSF go for it in the thank you.

- Barrett Fromme
- Poncelet, Ann

13:36 - 13:38

Hopefully everyone can hear me.

- Poncelet, Ann

13:38 - 13:39

Okay.

- Poncelet, Ann

13:39 - 14:23

Our program is you mentioned was one of the very early programs that are Academy launched our Academy launched in 2001 and top was launched in 2004 and it really came out of the kind of driving principles that resulted in the formation of the calves the academy wanting to support teachers at UCSF to really Elevate the quality and status of education and to really support creation of community around education early on it was decided that we wanted this to be a voluntary not a remediating sort of program that it be individualized confidential informative.

- Poncelet, Ann

14:24 - 14:29

And in addition we wanted to have a structured approach.

- Poncelet, Ann

14:29 - 14:57

So to really support the quality of the observations and so these structured teaching observation tools were developed kind of adapted from work done by both Devar be and Kelly scuff started out with focusing on large and small group teaching but then created adopted tools for clinical and procedural teaching another really important element of the program is having trained peer observers.

- Poncelet, Ann

14:57 - 15:24

And so in the beginning again, these were all Academy members who went through formal training around doing observations, but since then as we've become incorporated into a kind of a larger Center for faculty Educators and become more aligned with our faculty development programs, we have trained observers that include our teaching Scholars Program, but also departments will come to us wanting to train

- Poncelet, Ann

15:24 - 15:37

Cadre of Faculty to be able to have a more embedded model of the teaching observation program if I'm going to have you go to the next slide so I can just walk you through the process and then we can come back.

- Poncelet, Ann

15:37 - 15:40

So this is from an article that Kathy.

- Poncelet, Ann

15:40 - 15:46

Hi London a group of the top faculty published last year about our program.

- Poncelet, Ann

15:46 - 16:07

So the way it starts is that either a teacher or course director will request a teaching observation and then the teacher is paired with a top reviewer and the beginning this was done with staff kind of connecting the teachers and The Observers and that ended up being very labor-intensive about 10% staff time.

- Poncelet, Ann

16:07 - 16:15

And so it's become more Opera automated since then in terms of thinking about best leveraging resources.

- Poncelet, Ann

16:15 - 16:24

The reviewer will contact the teacher and they'll have a pre-meeting where they'll have the form.

- Poncelet, Ann

16:24 - 16:35

The structured observation form and the teacher will kind of help identify what their goals are the observation will occur in a lot live in the setting where the teacher wanted to be observed.

- Poncelet, Ann

16:35 - 17:00

And then this will be followed by a another meeting with the observed between the Observer and the teacher to go over the feedback and again part of the goals was for it to be kind of formative

tangible implementable feedback and then both the teacher and the Observer do an evaluation of the program.

- Poncelet, Ann

17:00 - 17:24

The other thing that isn't in this table is that we've worked with our academic Affairs office and committee on academic promotions and you can request as a teacher who's been observed to have a certificate sense and be part of your promotions packet just saying that you are observed so it doesn't include any of the feedback.

- Poncelet, Ann

17:24 - 17:34

It's documentation that you kind of stepped it up to the next level and this again is part of our ultimate goal of having a culture of pure observation at UCSF.

- Poncelet, Ann
- Huggett, Kathryn N

17:34 - 17:47

If you could go back to the prior slide, so in terms of resources required trained observers is really important and we through our Center for faculty Educators.

- Poncelet, Ann

17:47 - 17:52

There are workshops training observers that occur two to three times a year.

- Poncelet, Ann

17:52 - 18:01

You do need some infrastructure to support training and observations and then the other and I'll speak about this in the lessons to share as well.

- Poncelet, Ann

18:01 - 18:03

Is this really works better?

- Poncelet, Ann

18:03 - 18:18

If you have pure observation Champions either course directors or Academy members in a department who are encouraging their members other departmental faculty to be observed and part of that and the literature really supports.

- Poncelet, Ann

18:18 - 18:23

This is that people are a little uncomfortable to be observed.

- Poncelet, Ann

18:23 - 18:23

And so

- Poncelet, Ann

18:24 - 18:28

The activation energy to actually request an observation.

- Poncelet, Ann

18:28 - 18:40

I think requires a little bit of support and champions can really make a difference in terms of encouraging faculty to participate and I would say one of the models that is work.

- Poncelet, Ann

18:40 - 18:46

The best is of course director says listen, everyone gets tops in this course.

- Poncelet, Ann

18:46 - 18:48

However, you can opt out so no one is required.

- Poncelet, Ann

18:48 - 18:57

But we're going to assume you're going to be observed as part of the culture of this course, and with that I think I'll hand it over to the next presenter.

- Poncelet, Ann
- Huggett, Kathryn N

18:58 - 19:02

Thanks, and I want to introduce myself.

- Huggett, Kathryn N

19:02 - 19:07

I'm Katie huggett, and I'm very sorry to be joining the facilitation late.

- Huggett, Kathryn N

19:07 - 19:12

Thanks to my colleagues for starting our next presenter.

- Huggett, Kathryn N

19:12 - 19:17

We're going to move from California to Chicago to hear from our next presenter.

[speaker unknown]:

19:17 - 19:17

Dr.

- Huggett, Kathryn N

19:17 - 19:18

Barrett from dr.

- Huggett, Kathryn N

19:18 - 19:26

Fromm is director of Faculty development in medical education and director of The Academy of distinguished medical Educators at the University of Chicago pritzker School of Medicine.

- Huggett, Kathryn N

19:26 - 19:27

Welcome Barrett.

- Barrett Fromme
- Huggett, Kathryn N

19:27 - 19:29

Thanks.

- Barrett Fromme
- Huggett, Kathryn N

19:29 - 19:31

So it's fun listening.

- Barrett Fromme

19:31 - 19:35

Even though I've seen the slides and I realize how similar we are to the UCSF program.

- Barrett Fromme

19:35 - 19:43

So I'm gonna try and emphasize a couple things that and didn't get it probably didn't have time to emphasize as much or that are teeny bit unique.

- Barrett Fromme

19:43 - 19:45

We also are an Exemplar model.

- Barrett Fromme

19:45 - 19:48

So we have people who are in our Academy who are trained.

- Barrett Fromme

19:48 - 19:55

So they've already been identified an exemplary Educators and then we train them in observation the way we do that is courtesy of UCSF.

- Barrett Fromme

19:55 - 19:58

They previously had videos that they used

- Barrett Fromme

19:58 - 20:07

Leave you guys use for training and we they gave us copies of those and so we actually sit down with our what we call our Consultants.

- Barrett Fromme

20:07 - 20:18

We call this a teaching consult service and we sit down with our Consultants the exemplars and we actually have them watch the same videos that we've watched and see what scores they give we discussed.

- Barrett Fromme

20:18 - 20:20

There is a decent amount of training.

- Barrett Fromme

20:20 - 20:21

Although this is formative.

- Barrett Fromme

20:21 - 20:26

We want to make sure that there is some consistency and how people are observing these skills.

- Barrett Fromme

20:26 - 20:38

We actually require our Consultants to go on four to six consults with experienced Consultants so that they can practice the skills before they launch out and can do these on their own.

- Barrett Fromme

20:38 - 20:43

So that's a little bit of our model for making sure there's some consistency how we do that.

- Barrett Fromme

20:43 - 20:47

We do not force us as much like UCSF.

- Barrett Fromme

20:47 - 20:50

We found that anything that forced people to do.

- Barrett Fromme

20:50 - 20:50

This was problematic.

- Barrett Fromme

20:51 - 20:58

Although we have had certainly division Chiefs and chairs will say strongly.

- Barrett Fromme

20:58 - 21:05

Two individuals based on their evaluations that they should get a consult and we've done several of those that work really nicely as well.

- Barrett Fromme

21:05 - 21:15

We similarly we have staff who helps us with this and that's probably the key to my program is that they take the consults via the web.

- Barrett Fromme

21:15 - 21:17

They're the ones who reach out to the Consultants.

- Barrett Fromme

21:17 - 21:20

They connect the Consultants to the person calling the consult.

- Barrett Fromme

21:20 - 21:26

So there are big investment our Consultants do this as part of their service to our Academy it counts for that.

- Barrett Fromme

21:26 - 21:27

We are sir.

- Barrett Fromme

21:27 - 21:32

We have a service requirement and our Consultants use this as their service.

- Barrett Fromme

21:32 - 21:52

Although we've done some preliminary data and I think a man should probably I think and you guys just published a paper but we've done some preliminary data on what the consultants get as much as what the people calling the console get and our Consultants finally get a lot out of it just learning new approaches that other people are using we do not ever have a consultant from inside the same Department.

- Barrett Fromme

21:52 - 21:58

You will never have someone from your own Department come do it and our biggest problem has been getting people out.

- Barrett Fromme

21:58 - 22:00

R2 to get the consults.

- Barrett Fromme

22:00 - 22:08

So we we too have champions in every Department to to promote it as well as we advertised at all our other Academy events.

- Barrett Fromme

22:08 - 22:09

So people can do it.

- Barrett Fromme

22:09 - 22:17

We advertise to the chairs as well as through our promotions and Reemployment committees so that they know if someone might need it they direct them to us.

- Barrett Fromme

22:17 - 22:41

We have it a couple unique versions where people have asked us for pre consults where they're taking over a course and going to be giving a series of lectures and in most cases we've actually sat down and then consult ahead of their lecture to give them kind of a pre curriculum on how to think about giving good lectures or how to think about being on service and that's kind of not something we planned but it's worked out really nicely because people who are aware can get in early on these things.

- Barrett Fromme

22:41 - 22:44

So we've had it probably for about three or four years.

- Barrett Fromme

22:44 - 22:48

It's been really successful in the sense that people who've had it.

- Barrett Fromme

22:48 - 22:53

We required of all our medical education Fellowship fellows as well.

- Barrett Fromme

22:53 - 22:58

And so that's another Avenue we do to make sure people who are definitely spending.

- Barrett Fromme

22:58 - 23:01

Time on this to become better Educators get a consult.

- Barrett Fromme

23:02 - 23:05

So that's the general gist of our program.

- Barrett Fromme

23:05 - 23:15

I'm trying to think if there's anything else you need from UCSF, but we do give thanks to UCSF for letting us use their videos when we developed this so that's our program.

- Barrett Fromme
- Huggett, Kathryn N

23:16 - 23:23

Thanks so much Barrett for that overview of the teaching consult service.

- Huggett, Kathryn N

23:23 - 23:30

Our next presenters at least an aglet assistant director for accreditation validation and credentialing at the American College of Surgeons.

- Huggett, Kathryn N

23:30 - 23:37

Eliza was part of the team of people who developed and launched the academy at Duke and has since done the same at the American College of Surgeons.

- Huggett, Kathryn N

23:37 - 23:38

So welcome Eliza.

- alisa nagler
- Huggett, Kathryn N

23:39 - 23:41

Thanks so much Katie.

- alisa nagler

23:41 - 23:52

So I'm going to talk about a program called teaching triangles and there are some others on the phone who were instrumental in helping to develop and implement this so know that it takes a village.

- alisa nagler

23:53 - 24:14

This was a program that we developed as part of a resident as teacher program at Duke their residents who identified as wanting to pursue a career in education signed up for a resident of teacher program and one of the requirements in addition to a number of others was to participate in this teaching triangles program.

- alisa nagler

24:14 - 24:16

It was so popular.

- alisa nagler

24:16 - 24:22

Among the around among the residents that fellows and faculty ended up engaging as well.

- alisa nagler

24:22 - 24:27

And it's been used in a number of ways since that development a number of years ago.

- alisa nagler

24:27 - 24:38

I'm going to just jump to the end and tell you that all of what I'm going to talk about was packet was was kind of refined packaged submitted and accepted as part of meted portal.

- alisa nagler

24:38 - 24:40

If you're not familiar with madad portal.

- alisa nagler

24:40 - 25:16

It's a double AMC kind of repository of teaching tools its peer reviewed and easy to access free for people and so we've included a PowerPoint Slide the templates and an outline for anybody that wants to use this in some the gist of teaching triangles is that you identify three people who are going to who are going to serve as a team and I think one of the best ways to implement this is when the three people actually don't know each other we were hyper I kind of piloted it myself with a couple of other people and

- alisa nagler

25:16 - 25:37

Up, and we did this with a master's degree students in Duke outside of the med school and I ended up with a statistician and a Greek mythology person and there was some real Merit to that because we could truly focus on the teaching and not the content and so you identify this group of three and maybe the residents maybe their faculty maybe they're a combination.

- alisa nagler

25:37 - 26:11

But but ideally people outside of One's Own discipline or area and you develop and again, we have a template of an observation form, but you can refine that to meet the needs of your individuals or your program and then each purchase each person of that Triad observes the other in addition a real I think highlight of the program was we required that the presenter and each person in the Triangle record themselves, and we bought inexpensive tripods to use iPhones.

- alisa nagler

26:11 - 26:16

It was nothing fancy and everybody including the individual had to

- alisa nagler

26:16 - 26:21

The same observation form to to observe and to provide feedback.

- alisa nagler

26:21 - 26:26

The template is resources required.

- alisa nagler

26:26 - 26:27

You need the group of three.

- alisa nagler

26:27 - 26:59

You need the template you need a commitment of time honesty and reflection and what we what we did at the beginning and for any group of three we ask them to commit to to spend the time ago observe to spend the time and really reflect on what they what they saw to write that down and then to all come together and to we actually had them send the sheets the observation forms first back to the whoever the teacher presenter was but then to come together and to talk about it and what we what we try to encourage was honest open transparent truthful feedback.

- alisa nagler

27:00 - 27:16

This isn't a time just to complement your friend or your colleague or someone who works at your institution, but to really try to identify something that they can improve something that they could maybe do better and that was their commitment to one another Lessons Learned certainly a template makes

- alisa nagler

27:16 - 27:23

Easy the self-observation and two colleagues and the face-to-face meeting was what made it most beneficial as I noted.

- alisa nagler

27:23 - 27:38

We against encourage people to find something to work on and an unintended consequence was people ended up learning how to practice giving feedback and we know that's another kind of Hot Topic in the field of medical education.

- alisa nagler

27:38 - 27:44

And so how do we encourage people to to say really what's happening or what?

- alisa nagler

27:44 - 27:51

They're what they're sensing or observe or observing and again everything is available for you on the meted portal site.

- alisa nagler

27:51 - 27:56

And this is what it looks like if you just go to Med portal and search for teaching triangles will show up.

- alisa nagler

27:57 - 27:57

Thanks Katie.

- alisa nagler

27:58 - 27:58

Yeah.

- alisa nagler
- Huggett, Kathryn N

27:58 - 28:12

Oh, thanks so much Lisa for the discussion overview of the teaching triangles our final presenter for this inaugural webinar is Andrea Barry director of Faculty development at the College of Medicine at the University of Central, Florida.

- Huggett, Kathryn N

28:12 - 28:13

Welcome, Andrea.

- Andrea Berry
- Huggett, Kathryn N

28:13 - 28:15

Thank you, Katie.

- Andrea Berry

28:16 - 28:21

So I would have to start off by saying I'm following in the footsteps of giants here.

- Andrea Berry

28:21 - 28:31

I really feel like we are probably the new newest pure observation program and we're not quite as developed as some of the examples we had at the beginning of the webinar here.

- Andrea Berry

28:31 - 28:33

So take it for what it is.

- Andrea Berry

28:33 - 28:44

I think it may speak to people who may be trying to start something new and start a new program and hopefully this will be helpful for for all of you who are maybe at that stage.

- Andrea Berry

28:44 - 28:54

So our FAQ our program actually started that was started by the faculty and was developed by and for the fact that the educator faculty.

- Andrea Berry

28:54 - 29:05

I think that's really important because that really served as a source of buying into the process and really the impetus for initially trying to make it a required program.

- Andrea Berry

29:05 - 29:16

Our faculty were concerned with the student perception data and how student perception data was being used by their chairs by our programs and

- Andrea Berry

29:16 - 29:21

Really the heavy emphasis on the student feedback where we know that there are some limitations.

- Andrea Berry

29:21 - 29:27

So the faculty are really all on board to making this a required program.

- Andrea Berry

29:27 - 29:36

I think we started to learn, you know, there were challenges and some of these things were discussed by the other presenters with just making sure everyone had an observation.

- Andrea Berry

29:36 - 29:46

So that's really basically the main reason we went back to making a voluntary program, you know, some of our teachers were only in the classroom a couple of hours.

- Andrea Berry

29:46 - 29:49

It was really hard to kind of coordinating have someone observe them.

- Andrea Berry

29:49 - 29:56

So we kind of pulled back in and discussions with the chairs, you know, they were agreeable to making it more of a voluntary program.

- Andrea Berry

29:56 - 30:12

But the The Faculty were really on board for having this Alternate Source of feedback regarding their teaching the nature of our program was it was up to the faculty member so they may want, you know as a newer medical school and especially early on a tour with newer faculty.

- Andrea Berry

30:12 - 30:16

You could have someone come and observe you for contacting.

- Andrea Berry

30:16 - 30:19

Purposes or you could have a pedagogical Focus.

- Andrea Berry

30:19 - 30:26

So our office would often step in and give them feedback on their teaching methods other teaching faculty who are very experienced.

- Andrea Berry

30:26 - 30:33

We get that kind of feedback as well, but it was really up to the person who has been observed to decide the focus of their observation.

- Andrea Berry

30:33 - 30:39

Another important aspect of the program was allowing the faculty member to choose their own Observer.

- Andrea Berry

30:39 - 30:46

So again, there was no concern about whether you know, is this going to be used against me or not?

- Andrea Berry

30:46 - 30:49

Maybe you don't have a relationship with someone that was assigned to you.

- Andrea Berry

30:49 - 31:08

So it really kind of put the faculty at ease when they knew that they could select the person they wanted to observe them and it allowed them to decide, you know, do they want more of a Content expert or they want more of a teaching expert we did design an observation form, which I have on the next slide.

- Andrea Berry

31:08 - 31:12

I'm not sure how the next slide is going to work as I overlaid a couple of images.

- Andrea Berry

31:12 - 31:12

Okay.

- Andrea Berry

31:12 - 31:15

I'll go back to that extra.

- Andrea Berry

31:15 - 31:15

Okay.

- Andrea Berry

31:16 - 31:22

So if you hit the arrow again, you can see we created an observation form.

- Andrea Berry

31:22 - 31:31

We're very intentional about not having it be scored but it was very important for us to think about you know, what are what is this process supporting?

- Andrea Berry

31:31 - 31:46

And so if you think about Active Learning which is, you know, something all of us are trying to do more of we really wanted to make sure we had items like you can see a number three encourage student engagement and cognitive processing use of educational technology things that we valued.

- Andrea Berry

31:46 - 32:04

So an intention to make sure the form was collecting whoa and emphasizing the things that we thought were important for our curriculum and then also important to not have a ranking system because there was some concern given that this was going to be a required program or that their support for this to be a required program.

- Andrea Berry

32:04 - 32:16

They didn't want the data of The Faculty didn't want the data to be used to judge them against each other, especially in a you know, an annual evaluation process if we could go back to the other slide, please.

- Andrea Berry

32:16 - 32:24

My apologies so I would say in the main reason.

- Andrea Berry

32:24 - 32:33

I started my session by saying we're probably the newest Kids on the Block here as we do not have specific training for our faculty observers.

- Andrea Berry

32:33 - 32:39

We do kind of in the Lessons Learned I mentioned that there are champions that are emerging.

- Andrea Berry

32:39 - 32:43

I think people faculty start to know who are the best faculty to do the observations.

- Andrea Berry

32:43 - 32:46

And so those people are getting a lot of experience.

- Andrea Berry

32:46 - 32:58

They become Champions are probably very well trained because of the number of observations they've done but at this point we have been unable to initiate a required training program for the peer observers.

- Andrea Berry

32:58 - 33:16

So that's probably maybe the thing I'm most concerned about but it's actually still worked out very well for the faculty who participate so in terms of other resources for our program, we do try to have constant reminders to

- Andrea Berry

33:16 - 33:21

Faculty that this is a program that's available to them especially as we're recruiting new faculty.

- Andrea Berry

33:21 - 33:25

My faculty Development Office actually facilitates all the forms.

- Andrea Berry

33:25 - 33:28

So just to make sure you know, everyone's well prepared.

- Andrea Berry

33:28 - 33:39

We do help faculty link to observers if they struggle with identifying their own Observer and that's really kind of our investment to this program.

- Andrea Berry

33:39 - 33:44

Now, what else can I say here?

- Andrea Berry

33:44 - 33:45

I'm sorry.

- Andrea Berry

33:45 - 33:54

We are starting to shift our form that I didn't include this information, but we are starting to do clinical teaching observation as well.

- Andrea Berry

33:54 - 34:10

So I decide not to go into that today, but I'm happy to share kind of our materials and our templates that we use as we're going into more of a clinical situation to observe teachers on the next slide is the last thing I just like to point out.

- Andrea Berry

34:10 - 34:12

We do try to provide The Observers.

- Andrea Berry

34:12 - 34:16

So just the first one here just the first Arrow the people

- Andrea Berry

34:16 - 34:24

Observer guidelines, we do try to give our observers from guidelines for thinking about how to best help the person that they're observing.

- Andrea Berry

34:24 - 34:31

So you can see we just kind of put some tips here knowing that we couldn't have a required training program or that we didn't have support for that.

- Andrea Berry

34:31 - 34:37

And I think that's all I wanted to mention today if there any questions, I'm happy to answer them.

- Andrea Berry

34:38 - 34:39

Thanks.

- Andrea Berry
- Huggett, Kathryn N

34:39 - 34:39

Yeah.

- Andrea Berry
- Huggett, Kathryn N

34:39 - 34:40

Thanks so much Andrea.

- Huggett, Kathryn N

34:40 - 34:49

It's really helpful to have the historical context and even in a peek into the documents and guidance you provide your faculty and observers.

- Huggett, Kathryn N

34:49 - 34:52

So thank you for sharing that thank you to all of our presenters.

- Huggett, Kathryn N

34:53 - 35:02

We will now take questions and I ask that you first identify yourself and your Academy as this will help us to grow our community of Academy Educators.

- Huggett, Kathryn N

35:02 - 35:16

Now, we've already had a robust series of questions posted in the chat box, but I know that not all of our participants, especially some just calling in will have access to see that so I will try and read some of those as well.

- Huggett, Kathryn N

35:16 - 35:17

Go along as well.

- Huggett, Kathryn N

35:17 - 35:32

But if you are going to share a question via the GoToMeeting, please try and mention which presenter you would like to address the question unless it's a general topic general question.

- Huggett, Kathryn N

35:32 - 35:40

So again, thanks to all of our presenters and we'll try and moderate the question traffic here.

- Huggett, Kathryn N

35:40 - 35:56

But I do want to First reiterate that the materials including the recording for this webinar and the handouts and things will be posted for the Academy's collaborative members that our website and you'll see details forthcoming about that as well.

- Huggett, Kathryn N

35:57 - 35:59

So questions.

- Diana McNeill, M.D.
- Huggett, Kathryn N

36:00 - 36:06

This was superb.

- Diana McNeill, M.D.

36:07 - 36:08

I'm so glad it's going to be posted.

- Diana McNeill, M.D.

36:09 - 36:18

I sent this in as a written question, but I'm going to ask all three of the presenters that are whether you think peer evaluation done interprofessional.

- Diana McNeill, M.D.
- Huggett, Kathryn N

36:18 - 36:44

So Diana McNeil, we're appreciate your question and some of it was the audio with cutting out.

- Huggett, Kathryn N

36:44 - 36:47

So I hope that my audio is still clear.

- Huggett, Kathryn N

36:47 - 36:54

I just want to reiterate the essence of the question is around peer observation in interprofessional education settings.

- Huggett, Kathryn N

36:54 - 36:59

So if any of our presenters would like to address that particular topic feel free.

- alisa nagler
- Huggett, Kathryn N

37:00 - 37:04

I will this is Alisa and Katie.

- alisa nagler

37:04 - 37:07

I can hear you fine Diana you were breaking up just a little bit of the end.

- alisa nagler

37:07 - 37:09

But I do think we got the gist of the question.

- alisa nagler

37:09 - 37:22

So as I mentioned earlier and others might have other thoughts with teaching triangles, we require we work wired for the residents at least that they choose somebody outside of their discipline.

- alisa nagler

37:22 - 37:23

In this case.

- alisa nagler

37:23 - 37:26

We did not have nurses and other Allied health professionals involved.

- alisa nagler

37:26 - 37:33

But but this for the same reason that we required people find teaching triangle Partners outside of their area.

- alisa nagler

37:33 - 37:52

I think it would make a lot of sense the idea is not that at least for us is not that you're focusing on the content and so you don't actually need to know anything about the content but instead that you're focusing on their teaching skills their presentation their engagement with the Learners their means of presenting Etc.

- alisa nagler

37:52 - 38:00

And so so I would strongly encourage this idea of mixing up those groups or mixing up the Observer and the teacher

- alisa nagler
- Poncelet, Ann

38:00 - 38:04

And this is an again from UCSF.

- Poncelet, Ann

38:04 - 38:15

We have a group through our program for inter professional Educators education that is developing a kind of top template for in a professional observations.

- Poncelet, Ann

38:15 - 38:25

And they've already connected with us to request Academy service for the Academy members who participate as observers.

- Poncelet, Ann

38:25 - 38:51

So I think that we're definitely moving on adding that as one of the lenses and I'm very glad that our our program for interprofessional education or pipe is taking this on because I think there are

issues that also arise around who's doing the observing and I kind of level of comfort around the kinds of communication between the professions and so I'm really pleased that group is taking it on.

- Poncelet, Ann
- Huggett, Kathryn N

38:52 - 38:54

Thanks so much.

- Huggett, Kathryn N

38:54 - 38:56

And we're going to switch gears.

- Huggett, Kathryn N

38:56 - 38:59

We have a question that's been posted in the chat box.

- Huggett, Kathryn N

38:59 - 39:02

And I want to make sure that everyone has a chance to hear this and the response.

- Huggett, Kathryn N

39:02 - 39:12

So the question reads I'm interested if there are differences in evaluations between peer faculty versus student session evaluations.

- Barrett Fromme

39:16 - 39:17

This is Barrett.

- Barrett Fromme

39:17 - 39:18

That's a great question.

- Barrett Fromme

39:18 - 39:20

We have not compared those two.

- Barrett Fromme

39:20 - 39:36

So I think what you're asking is whether the evaluations that are our Consultants are observers do and then compare it to the evaluations of the students give we haven't done that largely because the questions on a student evaluation is very different from what we are observing on the checklist.

- Barrett Fromme

39:36 - 39:40

So that becomes a little bit of a challenge, but I'm curious if anybody else has done that.

- Poncelet, Ann

39:43 - 40:17

So we haven't specifically looked but I think someone mentioned earlier during the presentations that there's actually a literature on this that the kinds of feedback you get from Pure observation is different than what you get from students observation and you tend to move away from kind of Charisma and how engaging the speaker is to actual teaching strategies and learning outcomes when you move to Pure observation, but yeah, that would that's it's a great question.

- Lori Newman
- Poncelet, Ann

40:18 - 40:24

Hi, this is Lori Newman from Boston Children's Hospital.

- Lori Newman

40:25 - 40:26

Can you hear me?

- Lori Newman
- Huggett, Kathryn N

40:26 - 40:36

Yes, go ahead resources different hasn't seen those are some excellent resources and you've been commenting on them in the chat stream.

- Huggett, Kathryn N

40:36 - 40:38

So thank you for sharing that and go ahead with your question.

- Lori Newman

- Huggett, Kathryn N

40:38 - 40:48

I'm just commenting on the student-faculty pure observation differences in the eye.

- Lori Newman

40:48 - 41:18

I actually have always wanted to do a study and it would be great to do an inter-institutional study on the way after having a peer observe faculty to really assess if there's a difference in student learning because ultimately it's you know, one of our main goals is of course to increase teaching

- Lori Newman

41:18 - 41:34

Once but if we can't show that do this observation and through the debriefing and the feedback that teaching has enhance our relation to learning.

- Lori Newman

41:34 - 41:48

I think that's kind of the ultimate standard, but I've never been able to figure out how to quite do that occur like a pre/post test which

- Lori Newman

41:50 - 41:53

Greatest way but anyway, just wanted to throw that out there.

- Lori Newman
- Huggett, Kathryn N

41:54 - 42:05

Oh, well, thank you very much for sharing that and also for the possibility of in multi-institutional investigation of these questions.

- Huggett, Kathryn N

42:05 - 42:16

I'm seeing a series of Coast right now questions around outcomes for measuring the accessory effectiveness of programs that have any of our presenters of like to jump in here.

- Huggett, Kathryn N

42:19 - 42:24

Talk about evaluation or differences observed after implementation of your programs.

- Andrea Berry
- Barrett Fromme
- Huggett, Kathryn N

42:28 - 42:36

You can just release also go ahead.

- Andrea Berry
- Barrett Fromme

42:37 - 42:38

There you go.

- Andrea Berry
- Barrett Fromme

42:38 - 42:55

So this is the Andrea I can speak to I mean, I would I wouldn't say it's an outcome, but I do think anecdotally many of our faculty have benefited from having peer observations as part of their annual evaluation and then they are evaluation for promotion or tenure.

- Andrea Berry

42:55 - 43:08

I think this information has been very helpful in communicating someone who's trying to do things, you know, Innovative things that may not always be supported or may be challenging when you're first trying something new.

- Andrea Berry

43:08 - 43:12

So I think anecdotally I can say that we haven't actually done a formal study.

- Andrea Berry
- Barrett Fromme

43:13 - 43:29

I think this is Barrett ours has largely been just looking at satisfaction with it and how how the response has been to it and how people think they've integrated it into their practice.

- Barrett Fromme

43:29 - 43:33

We have not tried to look at learner changes our evaluations.

- Barrett Fromme

43:33 - 43:58

Although I can anecdotally tell you of a couple of cases where I gave there was a consult and six months later a people who had gotten the console who actually gotten the consult because they had started getting horrible evaluations from Learners email me back to say that now they were one of the higher rated faculty who worked with Learners and so that is not something we have measured but boy, it makes you feel warm inside when you get that you get that email.

- Barrett Fromme
- Huggett, Kathryn N

43:59 - 44:00

Well, that's terrific feedback.

- Huggett, Kathryn N

44:00 - 44:05

Thanks for sharing that we do have a related post about outcomes.

- Huggett, Kathryn N

44:05 - 44:07

But this is from Amy sheet.

- Huggett, Kathryn N

44:07 - 44:14

He sorry Amy Shaheen saying has anyone looked at quality of teaching faculty burnout remediation.

- Huggett, Kathryn N

44:14 - 44:16

So I'll comes like that.

- Andrea Berry

44:21 - 44:29

Would definitely love to I think if other people are interested, that'd be something we definitely like to see related to this program.

- Andrea Berry

44:29 - 44:31

But no we haven't done it.

- Andrea Berry

- alisa nagler

44:31 - 44:34

This is Alisa.

- alisa nagler

44:34 - 44:42

So I think these are great questions and you can see on the slide that one of the things we were hoping would come out of these webinars were opportunities for aberration or future research.

- alisa nagler

44:42 - 44:52

So people can talk offline certainly and we can continue the dialogue and reach out to people and think about how we might actually turn these into inter-institutional buddies.

- alisa nagler

44:52 - 44:56

I can tell you that we like bear it at you Chicago.

- alisa nagler

44:56 - 45:00

It was all about satisfaction and the participants certainly there.

- alisa nagler

45:00 - 45:06

They we asked about their confidence and teaching and and their enjoyment of teaching and in both cases.

- alisa nagler

45:06 - 45:31

We didn't we didn't write this up and it wasn't a formal study but anecdotally certainly in on these evaluation forms people really enjoyed participating in felt, like they got good feedback and felt better as a teacher and more confident as a or more confident in their teaching role following these following this experience in teaching triangles, but I think the I think it with the conversations around Wellness right now and and then certainly out

- alisa nagler

45:31 - 45:37

Thinking about whether or not it impacts student learning is really important questions that we should continue to pursue.

- Andrea Berry
- alisa nagler

45:39 - 45:42

And I really like that you brought out the point of burnout.

- Andrea Berry

45:42 - 45:44

So kind of talking about what Alyssa just highlighted.

- Andrea Berry

45:44 - 45:54

We Wellness burnout kind of those Concepts, you know, really one of the main reasons we do peer observation is to you know, gain some support from your peer get feedback from your peers.

- Andrea Berry

45:54 - 46:10

But also there's some you know, we talk about, you know, some of us service council's when we're doing a peer observation your kind of counseling the faculty member that you're observing and you know, making them feel safe and secure with what they're doing or what they're trying.

- Andrea Berry

46:10 - 46:17

So, you know that definitely has some links to Wellness or burnout or lack or maybe not as much burnout.

- Andrea Berry
- Huggett, Kathryn N

46:19 - 46:19

Thanks.

- Huggett, Kathryn N

46:19 - 46:20

Okay.

- Huggett, Kathryn N

46:20 - 46:25

We have a different question or different topic a question from Karen Dickinson.

- Huggett, Kathryn N

46:25 - 46:28

And Karen is asking if there's a difference in seniority.

- Huggett, Kathryn N

46:28 - 46:36

For example, if I were to be trained and give feedback to a more senior faculty, how would that Dynamic work?

- Huggett, Kathryn N

46:36 - 46:48

Is it best to have peer observation of teaching from faculty of similar seniority but different specialty so questions around power differential and I think we've heard at least one program.

- Huggett, Kathryn N

46:48 - 46:58

I could bear it you indicated that you always make matches from different different departments or programs but the seniority and the authority question is an important one.

- Huggett, Kathryn N

46:58 - 47:05

So if anyone would like to any of our presenters would first like to comment on that and then of course, we want to hear from our other webinar participants.

- Barrett Fromme
- Huggett, Kathryn N

47:05 - 47:07

Yeah, I'll jump in on this.

- Barrett Fromme

47:07 - 47:08

Parrot.

- Barrett Fromme

47:08 - 47:17

That's one of the reasons we do different departments partly because so there possibly be an actual true power dynamic in the sense that it's your ball.

- Barrett Fromme

47:19 - 47:24

Something like that, but also because we're big enough institution than when you go outside of your department.

- Barrett Fromme

47:25 - 47:28

Sometimes you you don't know who the heck the other person is.

- Barrett Fromme

47:28 - 47:45

And so you don't unless you're just like judging by their appearance appearance and let me just say I look really good for my but unless you're doing it based on that your you can't tell we do try to emphasize though age has an issue.

- Barrett Fromme

47:45 - 47:58

We don't say that but when you get links when a person is request console gets linked with their their consultant, we send a bio of that consultant to kind of show what their expertise is.

- Barrett Fromme

47:58 - 48:06

So many be there Junior by rank, but we're showing them that here's what their Noble here's the educational, you know, like bona fide.

- Barrett Fromme

48:06 - 48:16

And so the fact that the voluntary quest with the fact that we are demonstrating that here's why this person is your consultant.

- Barrett Fromme

48:16 - 48:18

Here's what they have what their strengths are.

- Barrett Fromme

48:19 - 48:27

We troubleshoot back because you're not going to the can't be a true power Dynamic and and that any kind of perceived.

- Barrett Fromme

48:27 - 48:35

I'm senior you it was a way when you're requesting a consult because you're not as good at something and the other person is known for that type of thing.

- Barrett Fromme

48:36 - 48:41

I've given consoles people who have 20 years ahead of me and they've been some of my most receptive people.

- Barrett Fromme

48:41 - 48:57

We definitely pick our consultants if there is someone who you think is fairly senior and particularly known for being that we say stubborn we picked some of our not by age where we pick personalities to that a little bit better.

- Barrett Fromme

48:57 - 49:05

But generally we haven't had any problems and most of our Consultants are mid to late early career.

- Barrett Fromme
- Poncelet, Ann

49:05 - 49:09

I would say in our system.

- Poncelet, Ann

49:09 - 49:18

It's it's so selected so that the teachers can pick whether they want someone in their own Department in a kind of related departments.

- Poncelet, Ann

49:18 - 49:23

So like a procedurally based specialty versus a non procedural specialty.

- Poncelet, Ann

49:23 - 49:31

Although we have some departments who have really felt that what worked best for them was to have an internally based program.

- Poncelet, Ann

49:31 - 49:38

So like our department of anesthesia trained a Cadre of Educators and top so that they could deliver it internally.

- Poncelet, Ann

49:38 - 49:44

And so I think there's some real flexibility there in advantages and disadvantages to these different approaches.

- Huggett, Kathryn N

49:47 - 49:52

Thank you other questions from our webinar participants who do have access to a microphone.

- Huggett, Kathryn N

49:57 - 50:03

Please jump in if you have a question and remember to unmute first, but then jump in and share your question.

- Joseph Cofrancesco
- Huggett, Kathryn N

50:03 - 50:05

It's Joker Francesca from Hopkins.

- Joseph Cofrancesco

50:05 - 50:26

I just had a question of the forms used and not only have they were developed but have they been validated and it strikes me that every institution is going about developing their own forms, and there may need to be differences depending upon the intent, but it also seems like an opportunity to sort of develop a sort of standard form for peer observation.

- Joseph Cofrancesco
- Huggett, Kathryn N

50:30 - 50:31

Thanks, Joe.

- Huggett, Kathryn N

50:31 - 50:33

Great question Joe.

- Huggett, Kathryn N

50:33 - 50:34

This is Amy Shaheen.

- Joseph Cofrancesco

50:34 - 50:43

I completely agree with you and I think some standard outcomes if we could figure that out with this collaborative that would really insignificant.

- Joseph Cofrancesco

50:43 - 51:01

But I had a question about outcomes that was assumed in the other ones, which was good because for some of us the budget is going to be minimal to non-existent until we have some kind of proof Beyond satisfaction to give to the dean's Etc that this is valuable.

- Joseph Cofrancesco

51:02 - 51:19

Obviously, we want to make the the RCs and the double AMC and all the organization's requirements that faculty get faculty development and teaching but it would be nice to show that this particular method which is labor-intensive has outcomes that are better than say attending a webinar online.

- Joseph Cofrancesco
- Lori Newman
- Huggett, Kathryn N

51:19 - 51:28

Once this is Laurie Newman again, actually working with Harvard Medical School faculty.

- Lori Newman

51:28 - 51:30

We

- Lori Newman

51:30 - 51:42

I sent over three years validating a pure observation of lecturing instrument, which you can find actually on meted Portal as well.

- Lori Newman

51:42 - 51:50

It's a incredibly intensive labor intensive process.

- Lori Newman

51:50 - 52:30

And because you need to find demonstrable behaviors for every single criteria that you're looking for in order to determine validation, I would say in I'm not sure it's that unreasonable to on the other hand bring together your leaders of your Academy and well-known Educators to together create your community standards of what you feel are criteria teaching a

- Lori Newman

52:30 - 53:11

Flint's and get the buy-in from your Deen and other faculty members and in that way validating it at least internally and in people agreeing that yes, this is what good small group teaching lecturing teaching though or Petra looks like in that we've published a handbook on pure observation of teaching where we've laid out some criteria, but we always encourage people to take those criteria and adapt them and validate them for their own communities of practice.

- Lori Newman

53:11 - 53:13

Thanks Laurie.

- Lori Newman
- Huggett, Kathryn N

53:13 - 53:30

That's a really important Point especially as more curricula are adopting Active Learning pedagogies and may have in fact very well described standard operating procedures for the teaching format to whether it's a team based learning or a problem.

- Huggett, Kathryn N

53:30 - 53:36

Learning session or something different but but with very specific operational guidelines.

- Huggett, Kathryn N

53:36 - 53:52

So it's important that the the training for the pure Observer along with any documentation Observer forms and so forth be adapted to reflect the standard for that teaching session that has been identified by the by the school or program.

- Huggett, Kathryn N

53:52 - 53:53

So important point there.

- Huggett, Kathryn N

53:54 - 53:58

I haven't seen any new messages posted at the chat.

- Huggett, Kathryn N

53:58 - 54:06

We do have a few more minutes left for questions anyone with access to a microphone who would like to join us with a question.

- Ronald Shope
- Huggett, Kathryn N

54:07 - 54:11

This is a Ron show from UNMC.

- Ronald Shope

54:11 - 54:20

Just wondering if anybody has developed forms for peer observation of clinical teaching or is this all classroom?

- Ronald Shope
- Poncelet, Ann

54:20 - 54:27

So UCSF has four and a fifth and development observation tools.

- Poncelet, Ann

54:27 - 54:35

The first two were adopted from validated tools buyer be and scaf independently and those were for large and small group teaching.

- Poncelet, Ann

54:35 - 54:49

But we also then adapted those for clinical teaching and procedural teaching and those have not been validated and then the fifth tool which isn't development is on interprofessional teaching.

- Barrett Fromme
- Poncelet, Ann

54:49 - 54:52

Yeah.

- Barrett Fromme

54:52 - 55:07

I think one thing I want to comment on is the validation versus not validated and we struggled a lot with this because again, we borrowed heavily from UCSF and some are validated and some are not ours are very our view was very much that this

- Barrett Fromme

55:07 - 55:16

Formative this is a discussion, you know the tools are great, but we really don't run around with the score number as the key.

- Barrett Fromme

55:16 - 55:22

It's really just having the credit the categories having your observers know what categories to look for.

- Barrett Fromme

55:22 - 55:24

And so though I think validate tools would be fantastic.

- Barrett Fromme

55:24 - 55:39

We've been very comfortable using not validated as but but seemingly logical tools because its formative and because we're not using this in any way to for their promotion, we're not using this.

- Barrett Fromme

55:39 - 55:42

I mean it helps the promotion if they say they got it because it shows they're interested in proving themselves.

- Barrett Fromme

55:42 - 55:50

But no one ever sees the form except for the people who who are in the consult.

- Barrett Fromme

55:50 - 55:51

We do not send it to their bosses.

- Barrett Fromme

55:51 - 55:53

We do not actually send a copy to them.

- Barrett Fromme

55:53 - 55:58

They self evaluate at the end of their consult as well.

- Barrett Fromme

55:58 - 56:01

So they felt they self evaluate themselves on the form, even though they haven't been trained on it.

- Barrett Fromme

56:01 - 56:04

It's really a dialogue started for us more than anything else.

- Barrett Fromme
- Poncelet, Ann

56:05 - 56:24

I want to build on that, you know, when the pre-meeting the teacher and the observer in our program don't go through every element of the form they pick which elements the teacher really wants to focus on so it's not the it's not the same as going through each criteria.

- Andrea Berry
- Joseph Cofrancesco
- Poncelet, Ann
- 1 more

56:24 - 56:39

And how did the teacher do in the spirit of it being informative and individualized next question.

- Andrea Berry
- Huggett, Kathryn N

56:39 - 56:41

I just posted in the chat box.

- Andrea Berry
- Joseph Cofrancesco

56:41 - 57:04

There was another there was a peer feedback tool for clinical teaching and meted portal and we've actually adapted that to use for observation in a clinical environment if you like, this is Joker Francesca, and I'm just curious if any of you have taken the leap of independent of this process, but sort of in parallel or similar

- Andrea Berry
- Joseph Cofrancesco
- Huggett, Kathryn N

57:05 - 57:26

To do observation of teaching in a summative way for either a portfolio or for promotion again would have to be obviously independent of this process, but the forms might have some commonality our faculty of actually used their forms in their annual evaluation and promote.

- Andrea Berry
- Joseph Cofrancesco

57:26 - 57:27

What was this again?

- Andrea Berry
- Joseph Cofrancesco

57:27 - 57:27

I'm sorry.

- Andrea Berry
- Joseph Cofrancesco

57:27 - 57:30

This is Andrea from UCF.

- Andrea Berry

57:30 - 57:33

Our faculty do use our peer observation forms.

- Andrea Berry

57:33 - 57:40

They can they actually include those in their portfolios for their annual evaluation as well as promotion and tenure.

- Andrea Berry

57:41 - 57:41

Okay great.

- Andrea Berry
- Joseph Cofrancesco

57:41 - 57:48

But that change is sort of the nature of how you feel when you're going through something, right?

- Joseph Cofrancesco

57:48 - 57:53

If it's purely formative versus this is going to go into something that might be used for evaluation.

- Andrea Berry
- Joseph Cofrancesco
- Poncelet, Ann

57:54 - 57:59

They are separate they make that choice on their own.

- Andrea Berry

57:59 - 58:04

So it's up to you know, if it's positive if it's obviously more

- Andrea Berry
- Poncelet, Ann
- Huggett, Kathryn N

58:05 - 58:09

Including it enjoy it our institution.

- Poncelet, Ann

58:09 - 58:17

You can get a formal certificate after you are observed that is part of your promotion packet that just says you were observed.

- Poncelet, Ann

58:17 - 58:27

It does not give the actual content of the observation as part of the certificate and that's been that's now has a direct link to our Advanced program.

- Joseph Cofrancesco
- Poncelet, Ann

58:27 - 58:47

I'm thinking about Hopkins it would be it would have to be a we're thinking about a consult service purely formative, but I'm wondering as we rethink how we promote people if independent of that we couldn't use the same forms, which whatever they're developed to have a different cohort sort of say you're going up for promotion.

- Joseph Cofrancesco

58:47 - 58:49

This is a different kind of evaluation.

- Joseph Cofrancesco
- Barrett Fromme

58:50 - 59:01

So, this is Barrett the other thing if you read a lot of so, you know, there's a million ways for observation of teaching Exemplar models peer model, you know, we've heard some of those today.

- Joseph Cofrancesco
- Barrett Fromme

59:01 - 59:08

I think some of the things you see when you read the literature on what makes a good peer observation of teaching program is not high stakes.

- Joseph Cofrancesco
- Barrett Fromme

59:08 - 59:13

And and so that would be a significant choice.

- Barrett Fromme

59:13 - 59:16

If you're going to move in that direction and validation would be really important.

- Joseph Cofrancesco
- Barrett Fromme
- Huggett, Kathryn N

59:16 - 59:24

I think informally we hear that there's difficulty with uptake because there's considerable faculty fear and how data might be used.

- Huggett, Kathryn N

59:24 - 59:31

So we like to think in terms of supporting the positive and recognizing the positive and especially in a formative way.

- Joseph Cofrancesco
- Huggett, Kathryn N

59:31 - 59:39

But if it's not uncommon to hear faculty concerns, you know, is this something that could be in my dossier or mightier would request or is it discoverable?

- Huggett, Kathryn N

59:39 - 59:41

So you hear those sorts of conclusions.

- Huggett, Kathryn N

59:41 - 59:50

I want to make sure that we address a question that just came to the chat box and because we're getting near to the closing of our

- Huggett, Kathryn N

59:50 - 59:52

Are so dr.

- Huggett, Kathryn N

59:52 - 59:56

Ming Ho from Georgetown has asked the presenters.

- Huggett, Kathryn N

59:56 - 01:00:00

Is there something you would do differently if you were starting a new program?

- alisa nagler
- Huggett, Kathryn N

01:00:02 - 01:00:03

Great question.

- alisa nagler
- Huggett, Kathryn N

01:00:03 - 01:00:03

Thank you.

- alisa nagler
- Huggett, Kathryn N

01:00:04 - 01:00:05

This is a lie.

- alisa nagler
- Huggett, Kathryn N

01:00:05 - 01:00:13

So answer that and I want to thank dreaming because this this whole group this whole webinar occurred because of her because of her question on the listserv.

- alisa nagler

01:00:13 - 01:00:16

So thank you for for bringing all the interest out.

- alisa nagler

01:00:16 - 01:00:25

So the two things that I know we would have done differently is number one to research to do some more research about we've just learned on this webinar.

- alisa nagler

01:00:25 - 01:00:31

How many forms already exists in some validated some not we did a tiny bit of research to find out what was out there.

- alisa nagler

01:00:31 - 01:01:01

But I think with met Ed portal and and groups like this, I would have first gathered all of those as opposed to trying to recreate and the second is I think we would all agree that if it's a voluntary program we tend to get people that maybe need it the least and for those that maybe need it more at The Faculty level or even resident level if there was a top somewhat of a more buy-in from the top that this is an important piece whether it's because somebody's on remediation or has had some poor student evaluations or

- alisa nagler

01:01:02 - 01:01:19

For whatever reason but if there was some buy-in from the top of a department or the top of an institution and either everybody was engaged or involved or at least those that were identified as as having opportunities for improvement that that we could have instituted it for those individuals.

- alisa nagler
- Huggett, Kathryn N

01:01:19 - 01:01:27

Thanks Eliza any advice or do over opportunities from our other presenters?

- Poncelet, Ann
- Huggett, Kathryn N

01:01:28 - 01:02:09

And I think from my perspective the hardest part of this is really having it be part of the normal way that we are teachers at our institution and I think still having a greater reach with our incoming faculty that being observed as part of our culture or new courses that are being launched or existing courses to you know, have greater kind of a higher level Champion resource that would really help encourage people to get over that leap of asking to be observed to actually being observed.

- Poncelet, Ann

01:02:09 - 01:02:19

So I wish for it to really become a stronger and stronger part of our culture so that people are just expected as part of being here.

- Andrea Berry
- Poncelet, Ann

01:02:20 - 01:02:23

This is Andrea.

- Andrea Berry

01:02:23 - 01:02:30

I also agree with and I think it's really important to really emphasize this as a resource for new faculty.

- Andrea Berry

01:02:30 - 01:02:39

So it's very difficult to go from one culture to another that a program that has different expectations different approaches to the teaching.

- Andrea Berry

01:02:39 - 01:02:43

So we've actually run into a lot of that where our newer faculty just haven't been very successful.

- Andrea Berry

01:02:43 - 01:02:52

So we're really emphasizing helping them make the connection to do peer observation as they're starting their teaching.

- Andrea Berry
- Barrett Fromme
- Huggett, Kathryn N

01:02:52 - 01:02:57

Barrett anything to add I think everyone said it really well.

- Barrett Fromme

01:02:57 - 01:03:00

I don't think I much Dad great.

- Barrett Fromme
- Huggett, Kathryn N

01:03:00 - 01:03:14

Well, thank you to everyone who participated in today's webinar as you've heard a couple of times now throughout the webinar the idea for today's session emerged after a post Ming's post to the Academy's collaborative listserv.

- Huggett, Kathryn N

01:03:14 - 01:03:17

It really launch this Lively discussion and call for more examples.

- Huggett, Kathryn N

01:03:17 - 01:03:25

So on behalf of the steering committee, we hope that this will be just the first of many such webinars to address topics of interest to you our members.

- Huggett, Kathryn N

01:03:25 - 01:03:33

So, please please please feel free to send or post suggestions for future webinars before we close.

- Huggett, Kathryn N

01:03:33 - 01:03:38

We have a few announcements from Sherry wicker who is co-chair of the Academy's collaborative steering committee.

- Huggett, Kathryn N

01:03:38 - 01:03:39

So welcome Sherry.

- Shari Whicker
- Huggett, Kathryn N

01:03:40 - 01:03:41

Thank you.

- Shari Whicker

01:03:41 - 01:03:46

So, this is Sherry record from curling clinic in Virginia Tech carillion School of Medicine.

- Shari Whicker

01:03:46 - 01:03:54

Thank you to all of our panelists and to all of our participants for the active discussion here.

- Shari Whicker

01:03:54 - 01:04:11

I think this is a great overview also offered some really good suggestions options for immediate implementation if someone chooses to do so again, all of our resources that were presented through from the panelists those will all be listed on our website.

- Shari Whicker

01:04:11 - 01:04:16

And for those of you interested in learning more feel free to contact the panelists directly.

- Shari Whicker

01:04:17 - 01:04:28

I really love how naturally and organically this webinar developed through the Academy's collaborative listener, which is very new but has been super interactive so far.

- Shari Whicker

01:04:28 - 01:04:31

This is the exact content of the academy.

- Shari Whicker

01:04:31 - 01:04:40

Most of you will remember that we conducted a survey to evaluate our academies collaborative meeting in November and everyone who responded seem to really

- Shari Whicker

01:04:40 - 01:04:53

Enjoy the meeting and the interaction but a common theme that persisted was that our members were seeking ongoing engagement on a more regular basis throughout the year rather than just convening each November.

- Shari Whicker

01:04:53 - 01:05:01

So thus far we have developed and academies collaborative listserv through which this webinar was developed.

- Shari Whicker

01:05:01 - 01:05:18

It's been surprisingly active since we opened it in January and this is really open the door for this concept of using just-in-time webinars to provide more of what people need and want to work on the development of our academies throughout the year.

- Shari Whicker

01:05:18 - 01:05:33

Thank you all again for joining us and please continue to offer some suggestions for how our academies collaborative might continue to better support you all and the development of our Academy throughout the year on an ongoing basis.

- Shari Whicker

01:05:33 - 01:05:39

Are there any more general questions that we can help address before we close we have about three minutes.

- Shari Whicker

01:05:44 - 01:05:54

Awesome, so wonderful to talk with you all enjoy the rest of your day and feel free to email us if you have additional questions concerns suggestions.

- Shari Whicker
- Poncelet, Ann

01:05:54 - 01:05:57

No, thank you very much for helping to organize.

- Poncelet, Ann

01:05:57 - 01:05:58

This is fun.

- Shari Whicker
- Poncelet, Ann
- Ming

01:06:00 - 01:06:02

Thank you.