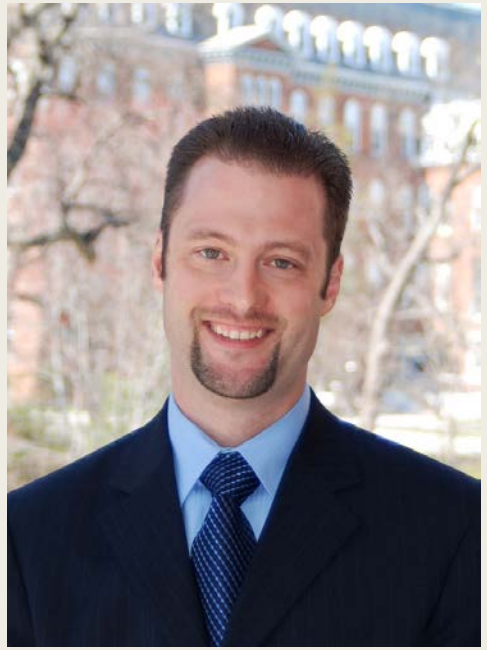
COLLABORATIVE TEACHING FELLOWS PROGRAM

Notre Dame of Maryland University
School of Pharmacy

James M. Culhane, Ph.D.



- Professor and Chair of Pharmaceutical Sciences
- 20 years of faculty experience
- BA Chemistry, Washington and Jefferson College
- Ph.D. Pharmacology and Toxicology, West Virginia University
- Teaching Interests:
  - *Influencing outside of classroom learning*
  - *Student academic support*
  - *Small group learning*

Program Highlights

- ~ 21 weeks
- 2-4 hour/week commitment
- 1:1 meetings and small group discussion based
- Focused on developing pedagogical skills and preparation for faculty appointment
- Delivered in the context of the pharmacy curriculum but skills can be applied to a wide range of courses and programs

Program Objectives

1. Develop a personal teaching philosophy and statement in preparation for application to a faculty position.
2. Identify the major steps involved in new course development.
3. Describe the major components of a course syllabus and the importance of each.
4. Create a mock course syllabi.
5. Utilize Bloom's revised taxonomy of learning to write lecture and course learning objectives.
6. Identify key components of effective lecture presentation, small group facilitation and interdisciplinary team teaching.
7. Identify and develop the key components for an effective handout and PowerPoint® presentation.

Program Objectives

8. Identify appropriate active learning strategies to facilitate student learning.
9. Choose appropriate instructional technology for course management, content delivery, student learning and assessment.
10. Distinguish between a lecture and a seminar with regards to their purpose and target audience.
11. Develop and deliver a 1-hour mock lecture utilizing best pedagogical practices.
12. Identify and utilize appropriate methodologies to assess student understanding of lecture and course objectives.
13. Understand the process of course based laboratory development and delivery.
14. Understand best practices in student mentoring and advising
15. Recognize the opportunities and challenges of conducting research at a teaching intensive institution.

Activities

1. Develop a personal teaching philosophy
2. Review and discuss relevant educational literature and resources
3. Develop a mock course syllabus in their respective discipline areas
4. Develop and deliver a 1-hour lecture on a topic that pertains to their mock course, utilizing both basic classroom active learning techniques and appropriate educational technology
5. Develop relevant course assessments that are linked to lecture and course objectives.
6. Complete class room observations of courses that utilize traditional lecturing, interdisciplinary team teaching and small group facilitation.

Topics

- Orientation/Developing your personal teaching philosophy Part 1
- Process for New Course Development
- Utilizing Blooms Revised Taxonomy
- Active Learning in the Classroom
- Introduction to Educational Technology
- Use of Educational Technology
- Effective Lecture and Handout Development and Delivery

Topics

- Effective Lecture and Handout Development and Delivery
- Classroom observation-Traditional Lecture
- Basics of Team Based Learning
- Classroom Observation- Biomedical Sciences Workshop
- Basics of Interdisciplinary/Team Teaching
- Classroom Observation: Pharmacotherapeutics
- Assessing Student Learning

Topics

- Student Advising and Mentoring
- Student Laboratory Development
- Laboratory Observation
- Student Mentoring Undergraduate and Professional Students in the Laboratory
- Developing a research program at a teaching intensive institution
- Mock Lecture Presentation
- Developing your personal teaching philosophy Part 2

Contact Information

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