Chapter 1 : Office Hours and E-mail | Center for Teaching | Vanderbilt University

Teaching in Your Office: A Guide to Instructing Medical Students and Residents is a print and electronic resource for physicians interested in improving their skills in office-based teaching. The print product is a comprehensive resource for physicians interested in improving their techniques in office-based teaching while maintaining the.

Technically, office hours are those times of the week you are expected to be in your office and available to confer with your students. Office hours are crucial to creating good relations between you and your students. Talking with each student on a one-to-one basis can give you insights into the class that might never be gained by addressing them in a large group. You will know more about the students as individuals and have a better understanding of their performance in class and on assignments. You can get to know the quiet students who are reluctant to speak up in class. Furthermore, this can be a time when students can get to know you as an individual, too. Such insights can help you pinpoint where there may be problems and can help direct you to solutions. For example, if you see that a student really wants to master the course material motivation is high , but that he or she needs to work on study skills, your advice to this student would be geared toward changing study habits. On the other hand, if you see that a student knows how to study but lacks motivation, you might want to help the student see how the course material can be relevant to his or her interests or goals. Your department should provide office space for this purpose. If you have not been informed where your office will be, contact the person in charge of office assignments in your department. You might begin by asking the departmental secretary. In addition to meeting with students in your office, you have the option of meeting them in a more informal setting like the Union or a local coffee shop. Perhaps there is a place you like to go for coffee everyday. You may want to tell your students that they can meet you there. If you meet with students at a time when restaurants are not usually busy, the management is less likely to object. You might want to check with them, however. Once you find out where your office will be and who will be sharing your office space, try to coordinate your schedules so that each of you has office hours at different times. This way you will not be disturbing one another, and you and your students will have more privacy. Other considerations are the schedules of both you and your students. Although it will be impossible to make your hours compatible with every student, it would be helpful to try to accommodate to the typical schedule. Furthermore, you might want to wait a week or so before you announce your hours to give yourself a chance to settle in to your own schedule. This will allow you to choose a time that will be best for you. When you write your hours on the board or on a handout, be sure to add the words "and by appointment" so that those students who cannot meet during those times will know that they can arrange another meeting time if they wish. How to Encourage your Students to Visit If you just post the hours and take a "wait and see" attitude, you may give the impression that you do not care whether they come to see you. This kind of approach will likely bring only the most assertive or problematic students. Some GSIs require every student to visit during office hours at least once. If this is too time consuming or impractical, you may want to encourage your students in other ways. When you post office hours, you might tell your class that you really want them to meet with you and why it is important. Or if they have papers to write, encourage them to share their first drafts and discuss them with you during office hours. What to Expect Learn to expect the unexpected. Students may want to meet with you for a variety of reasons ranging from the need to clarify something you said in class to serious personal problems best handled by a counselor or mental health professional. In either case, you need not worry if you do not have all the answers. You are not expected to have all the answers. Instead of worrying about giving your students answers to everything they ask, focus your energy on helping them find answers to their questions. If the problem is personal in nature, you will have to determine whether the student is asking for more than you are expected or are able to provide. Sometimes support and encouragement may be all that the student needs, and much of the stress caused by personal problems can be alleviated simply by being a good listener. Also, do not be surprised if students visit you irregularly during the semester. Students are more likely to drop in before and after an examination, before an assignment is due, and the week prior to final exams. You may need to schedule extra appointments to accommodate to these peak

periods. In general, office hours can provide the opportunity for lots of learning and teaching. GSIs and students can learn about each other. A GSI and student can work together to solve difficulties that the student may be having with the course. Thus, office hours can be a positive experience for both GSIs and students. Although the student may also expect this, it may not always be the most effective way to help. The student may listen to the explanation or watch as you work the problem and may go away thinking the problem is understood. And, in fact, that particular problem may be understood, but when asked to do a similar problem on a test, the student has difficulty. There are a variety of reasons a student might be having difficulties in solving problems. The sources and types of errors a student may have are listed below. To make teaching during office hours more effective you must make it student oriented instead of teacher oriented. Your goal is not to show them how to do problem number two, but to teach them how to go about solving problems and how to think while solving problems. In other words, you must get students to do the thinking and help them modify their thinking by having them slow down and use good problem solving techniques. Some ways to get students to slow down and reflect on their thinking processes when solving a problem follow: Have students read the problem aloud and tell you what is needed to solve it before they start to work on the problem. Get students to work problems while "thinking out loud. This will slow down the thinking process and make it more explicit and more accurate. You can often help students check their own reasoning and find their own mistakes by having them express exactly what they know about a problem. Comments or questions that can help students clarify their thinking might include some of the following: What are some possible ways you might go about solving this problem? Tell me what you know about the problem. How might you break the problem into small steps? Please tell me how you got from step one to step two? What are you thinking right now? Will you please explain? Sometimes you will find it necessary to model good problem solving techniques. You may have to demonstrate how you would go about reading and understanding a question before starting to work the problem. You may show how you would solve the problem, making the process clear to the student e. After modeling the process, require students to work through a similar problem to make sure they understand the process. Working with individual students is an extremely effective way of teaching and is likely to be an important part of your responsibilities. One of the most beneficial aspects of office hours is the opportunity to hear individual students practice talking or thinking aloud about the material. This will give you a chance to know how students think, what they understand, and to know their strengths and weaknesses in working with the material of the course. Problem solving and comprehension. The Franklin Institute Press. Learning and teaching during office hours. GSI guidebook 7th ed.

Chapter 2 : 10 Best uses for OneNote in your teaching and learning â€" Microsoft EDU

Office Education is a collection of services that allows you to collaborate and share your schoolwork. It's available for free to teachers who are currently working at an academic institution and to students who are currently attending an academic institution.

Web Resources Introduction Office hours are important opportunities for good teaching. Face-to-face in private, students share their confusions, misunderstandings, and questions more candidly and completely than they do in class, and you are in the best position to give them the individual attention they need. Teaching at Its Best: Nilson, is a great source of information on how to make your office hours more productive. Getting Students to See You Make efforts to induce students to see you. These efforts include finding the right place, setting the right times, and giving a lot of encouragement. Office hours need not always be in your office. Students may be more attracted to seeing you in a coffee shop or other comfortable locale on campus. Be careful and considerate in scheduling your office hours. If you teach a discussion, recitation, or laboratory section, make sure that your office hours do not overlap with the lecture portion of the course. During the semester, remind your students that you also meet by appointment. Post your office hours prominently outside your office door. For example, you could require each student to schedule a meeting with you early in the semesterâ€"as part of a paper assignment draft review or to go over a problem solution. This first meeting will foster repeat visits. When students arrive to meet with you, especially the first time, make them feel more comfortable with some brief personal chat. It is helpful to spend the first few minutes finding out how they are, how they find the course, and how they are experiencing college. However, be careful to maintain appropriate boundaries in your relationship with the student. If you are meeting in your office, close the door for privacy but leave it slightly ajar. Also, maintain a respectable seating distance. Making Office Hours Productive Advise students on how to prepare for meetings with you. You might instruct them to bring appropriate materials, such as their lecture notes, books, homework problems, drafts of their papers, or readings with troublesome passages marked. You might tell them to write out their questions or points of confusion to help clarify and prepare before meeting with you. In addition, remind them that office hours are not an opportunity to receive a recap of a lecture or lesson. Make your sessions with students a chance to continue teaching them, by helping them work through their own confusions or problems. It may be helpful to respond to their questions with further questions that will lead them to their own conclusions. Provide guidance toward problem-solving rather than simply giving students the answer. E-mail Inform your students about your use of email. The following guidelines suggest ways of structuring your email exchanges with students. Recognize the value of one-to-many emails. If a student emails you to ask a question that is generally relevant to the class, you might send your response to the entire class. If a question is asked often, either in the same class or from semester to semester, consider adding it and your response to it to a course Frequently Asked Questions collection. Consider establishing email office hours. It would be helpful to them also to know when they might expect a response to an email message about the class. The notice here could be something rather general e. Assign pre- or post-class email messages. Depending on the size of the class, consider requiring students to email a question about the reading to you before the class starts. Similarly, requiring students to email a question they have about the issues discussed in a particular class can give you a sense of the effectiveness of that discussion. Shift some email exchanges to face-to-face discussions. Some matters are better discussed in person than via email. In some instances, one might respond to a student email with a request that the student come to the office for a face-to-face discussion.

Chapter 3 : Microsoft Educator Community home - Microsoft in Education

Students, faculty and staff who have valid school email addresses can sign up and use Office services, including, in some cases, Office ProPlus and OneDrive for Business. Microsoft will enable the capability for students, faculty and staff to sign up for Office simply by using their school email addresses. Article Top What are the eligibility requirements for students, faculty, and staff to receive Office A1 Plus? After the school qualifies, all active full-time or part-time students, faculty, and staff are eligible and can get the plan directly from Microsoft at Office Education if they meet all three of the following requirements: They have a school-specific email address provided by the school for example, sara contoso. They are of legal age to sign up for an online offer individually 13 years old. They have Internet access. Article Top What does this mean for my institution? If your academic institution is enrolled to allow students, faculty, and staff to sign up directly with Microsoft, there are three scenarios that might apply for eligible students, faculty and staff who attend your institution: Your school already has an existing Office environment with student accounts. In this scenario, if a student, faculty or staff already has a work or school account in the tenant for example, contoso. If the student, faculty or staff already has an Office A1 Plus account or any other Office ProPlus license assigned through your school, they will be redirected to sign in with their existing credentials and receive a notification that includes an Install now prompt. Your school has an existing Office environment without student accounts. In this scenario, the student, faculty or staff does not yet have access to any Office services. In this case, the student, faculty or staff can sign up at Office Education and will automatically be given an account. This lets the student, faculty or staff access services included with Office A1. For example, if a student named Sara uses her school email address for example, Sara contoso. If Sara attends a school that is eligible for the student use benefit, she will be provided an Office A1 Plus license which will allow her to install Office ProPlus. Your school does not have an Office environment connected to your email domain. If Sara signs up for Office A1 and her institution has not yet signed up for Office services, Microsoft will create an Office environment with that email domain, add Sara as a user, and automatically provide the services to her account. All subsequent users with that same email domain will be added to that environment, and the appropriate services will be provided. Article Top How does this impact my security and compliance? The Office admin center provides a single location from which administrators can manage all of the aspects of OneDrive for Business, including site collection and user profile management, configuring search and discovery, permissions management and reporting, and more. In addition to centralized control, admins can manage many aspects of users and content, including access management, storage allocation, and content sharing limitations. Compliance management options include selective audits, e-Discovery, and current usage summaries that can be used to manage compliance and investigate any areas of concern. What steps do we need to take to make this available to students, faculty, and staff? There are no administrative actions your institution needs to take to enroll, in most countries. You can simply communicate the availability of Office A1 or Office A1 Plus to your students, faculty and staff by using content from the Office Campus Marketing toolkit. The toolkit contains template emails, posters, web banners and more to help you increase awareness among students, faculty and staff. Contact your Microsoft representative with specific questions about the steps your school should take. If your institution has multiple email domains, you may want all email address extensions to be in the same tenant. To do this, before any students, faculty and staff sign up for Office A1, create your primary Office tenant and add all of your email address domains to that tenant. Opt in steps required for some countries Customers in certain countries must opt in to allow new users to join existing Office tenants. In those countries, to make Office A1 or Office A1 Plus available to students and faculty, follow the steps below. These steps require the use of Windows PowerShell. After you click the link, select Run to run the installer package. Open Windows PowerShell, and type the following commands: Type the

following Windows PowerShell command to enable new users to automatically join your Office tenant: There will be no change for people who are already using Office for Faculty plans. However, since new users could subscribe to the service at any time, you should ensure that you review your SharePoint site permission settings if applicable. For information about setting permissions, see Share documents or folders in Office and Permissions in Office   Article Top How will this change the way I manage identities for users in my institution today? If your school already has an existing Office environment with student accounts, identity management will not change. This means that the number of users you are managing at any particular time will grow as students, faculty and staff sign up for the service. If your school does not have an Office environment connected to your email domain, there will be no change in how you manage identity. Students, faculty and staff will be added to a new, cloud-only user directory, and you will have the option to elect to take over as the tenant admin and manage them. Article Top What is the process to manage a tenant created by Microsoft for my students? If a tenant was created by Microsoft, you can claim and manage that tenant by following these steps: Join the tenant by using an email address domain that matches the tenant domain you want to manage. For example, if Microsoft created the contoso. Claim admin control by verifying domain ownership: To do so, in Office , choose Settings , choose Office settings, and then choose Become an admin. For more information, see Become an admin in Office If I have multiple domains, can I control the Office tenant that students, faculty and staff are added to? If you do nothing, a tenant will be created for each student email domain and subdomain. If you want all students, faculty and staff to be in the same tenant regardless of their email address extensions: Create a target tenant ahead of time or use an existing tenant, and add all the existing domains and subdomains that you want consolidated within that tenant. Then all the students, faculty and staff with email addresses ending in those domains and subdomains will automatically join the target tenant when they sign up. There is no supported automated mechanism to move users across tenants once they have been created. For more information on this process, see Add your users and domain to Office Article Top If I add a domain to Office will e-mail flow be affected? What if the domain sets Exchange Online to authoritative by default? Sub-domains are added to Exchange Online as "authoritative" accepted domains if the root domain in Office is set up for e-mail in Exchange Online. Make sure to also set the domain as non-authoritative, internal relay. Modify send connectors as appropriate. For more information, see Manage accepted domains in Exchange Online. Now there is a large pool of Office A1 Plus licenses as well. What license pool do I use going forward? Either pool of licenses will work. You may want to use just one license pool for students, and another for faculty and staff for simplicity. How can I prevent students from joining my existing Office tenant? There are steps you can take as an admin to prevent students, faculty and staff from joining your existing Office tenant. To perform the following steps, you must install the latest bit version of the Azure Active Directory Module for Windows PowerShell. After you click the link, click Run to run the installer package. Disable automatic license distribution: Use this Windows PowerShell script to disable automatic license distributions for existing users. To disable automatic license distribution for existing users: Use this Windows PowerShell command to prevent new users from joining a managed tenant: To disable automatic tenant join for new users: If you take these steps to block users from joining, the current Student Advantage provisioning process will remain in place. For more information, see Office Education. How do I verify if I have the block on in the tenant? Use the following Windows PowerShell script: If you disable the auto-licensing in the tenant, it will also disable the pop-up notifications for your users. To disable auto-licensing, see Disable automatic license distribution in How can I prevent students, faculty and staff from joining my existing Office tenant? Are students at my institution able to take advantage of this offer if we block external email? E-mail verification is required for self-service sign up for students, faculty and staff who do not yet have an account. While this is the easiest way to verify a student is eligible, if you create a tenant with user accounts for example, you did this using a CSV file, PowerShell cmdlet, or DirSync , then your students, faculty and staff can take advantage of the auto-licensing feature to get access to the services we are providing. Can I combine multiple Office tenants? As of today, you cannot combine tenants. Article Top Students, faculty and staff in my institution are reporting difficulties downloading Office through this program. What resources are available to help them with this? Article Top How do I know when new users

have joined my tenant? Students, faculty and staff who have joined your tenant as part of this program are assigned a unique license that you can filter on within your active user pane in the admin dashboard. Once the new view has been created, you will be able to see all the students, faculty and staff in your tenant who have enrolled in this program. You should ensure that you review your SharePoint site permission settings and user policies if applicable. If students, faculty and staff are new to your Office tenant, faculty and staff should make sure their sites and OneDrive have the appropriate permissions for students. Can I still use self-service to get the Office ProPlus client? This will become the default client available in February,

Chapter 4 : Teaching In Your Office, 2nd Edition - ACP Books

Upcoming Internal Medicine Board Review Courses. Prepare for the Certification and Maintenance of Certification (MOC) Exam with an ACP review course.

Among the top issues this election cycle is education, and this year, educators took matters into their own hands by running for public office. But a month later, this already unprecedented number more than doubled, reaching nearly 1, current and former educators running for state legislative seats â€" which is said to be a new record for a single election cycle. These educators launched campaigns to be governors, members of U. Congress, state legislative seat holders and local representatives, but not all of them took home the prize. Below is a list of some of the winners: He has served as the U. She is an advocate of the public school system ; providing support, training and resources to ensure teachers are prepared; and making career-readiness and training available to all students. Current educators who ran for state office The following educators were elected to state office positions: Arizona Current Arizona State Rep. In addition to being a state representative, she is a high school math teacher in Mesa Public Schools, and she is a former member of the Mesa School Board. Gibson was first elected to the state House in January in a special election. John McCrostie D , who teaches music to students in grades across multiple school districts, was elected to his third term representing District 16A in the Idaho House of Representatives. He was first elected to the state House in Melanie Wright D , who represents District 35 in the state House, was re-elected to her third term. Wright is also a music teacher in the Daleville Community Schools. Parker has served in the House since She is also a special education teacher in Jefferson County Public Schools. She was re-elected to her fourth term. She also works as a library media specialist within Robbinsdale Area Schools. She is also an elementary school music teacher for Virginia Minnesota Public Schools. She is an instructional coach at an elementary school. Romero, who teaches social studies for Albuquerque Public Schools, has held public office since She is a math teacher in Albuquerque Public Schools. Nevada Nevada Assemblywoman Olivia Diaz D , who was first elected to represent District 11 in , won the vote to serve another term. High school social studies teacher John Waldron D , who also teaches in Tulsa Public Schools, was elected as state representative for District Rhode Island State Sen. Adam Satchell D , who was first elected to the state Senate in , was re-elected to his position serving District 9. Satchell is also a middle school social studies teacher in the West Warwick School System. James Sheehan D , who teaches high school social studies for Warwick Public Schools, was re-elected to serve District He was first elected to the state Senate in Thompson is also a high school teacher in Wayne County. He is also a 5th grade teacher in Uinta County School District 1. He is also a physical education teacher in Natrona County Schools.

Chapter 5 : California Commission on Teacher Credentialing

Office hours can be an extremely valuable part of your teaching experience and their impact should not be underestimated. Technically, office hours are those times of the week you are expected to be in your office and available to confer with your students.

Service learning Office hours give students the opportunity to ask in-depth questions and to explore points of confusion or interest that cannot be fully addressed in class. It is important for UW instructors to encourage their students to come to office hours and to use that time effectively. This page will provide basic guidelines for planning, scheduling and holding office hours. Planning ahead Effective use of office hours involves some organization. Beware of long, aimless, drifting discussions. Sometimes it is helpful to have paper and pen handy to jot down suggestions and ideas for the student, so you can both remember what was discussed. It is usually more effective in office hours to help students learn by leading them to conclusions through careful questioning rather than simply giving them an explanation. Ask questions, try to be a good listener and avoid giving a mini-lecture. Commitment At the University of Washington, it is typical for instructors to offer two to three office hours a week, usually held in their on-campus office. Your office hours will be more productive if you schedule them at times when students are likely to be free. It is important to remember that scheduling office hours also entails a commitment on your part to keep them. Coming to your office hours often means a schedule rearrangement for a student and it is important that you are there when you announced that you would be. Tips on managing office hours When students come in with a complaint, refrain from becoming defensive. Ask questions and consider giving yourself a day or two to think before giving the student a final response. If a large group of students arrives at the same time or nearly the same time, find out if any of them have similar issues and work with several at a time. They feel confused, but they actually understand more than they think. If you ask them questions about the course, you can confirm what they know and help them work through areas of confusion. Students have not done the reading or have missed lecture s. Students lack basic foundational knowledge. If additional support is required you might suggest they post an ad for a tutor on the HUB bulletin board or, in extreme cases, you might tactfully suggest dropping the class and signing up for a more basic course the following quarter. Encouraging students to come As useful as office hours can be, students sometimes do not make use of them. What are some ways to encourage students to come? Make it repeatedly clear that you are available. Include office hours on your syllabus day, time, and location. Make it clear that students can make appointments with you if office hours are not convenient. Repeat invitations to come to your office hours periodically during class. Require all of your students to come to your office hours during the first few weeks of class. They will learn where your office is, and you will learn their names. Also, after your students have made that initial visit, they are much more likely to return. Invite specific students to come see you in office hours if they are having trouble with course material or if they show interest in exploring material that is outside the scope of the class. You can do this after class, via email, or write a note of invitation on a returned assignment. Ask students individually or in groups to sign up for specific appointment times early in the quarter. After students have come in once, they are usually more comfortable coming in more often. Encourage students to e-mail you it is a good idea to include e-mail protocol on your syllabus. Sometimes students are more comfortable initiating contact with you by e-mail. Once they have begun an inquiry by e-mail, they may decide to follow up in person. Briefly review key topics at the end of the week or the end of every two weeks and suggest that students come in to see you if they do not understand any of those topics instead of waiting until the day before the exam. Be welcoming when students do come. Office hours TAs may need to hold additional office hours or extended office hours at more critical points in the quarter e. Those teaching lab sections may be asked to provide students supplementary laboratory assistants. Some departments have office hour policies. TAs should check with their departments and with their professors regarding applicable office hour commitments.

Chapter 6 : Teacher Certification By State â€" UK College of Education

Suitable for physicians interested in improving their techniques in office-based teaching while maintaining the efficiency of their practice, this work offers teaching skills that address their.

Posted on March 13, at 9: OneNote is often described as a digital 3-ring binder, or considered to be the Swiss Army Knife of note-taking. That description covers the basics, but over the years OneNote has gained many new features designed with education in mind. These are just 10 great ways in which OneNote earns its place in your classroom: You can organize digital notebooks by Sections and Pages in a way that makes sense to you. Some like to organize information based on time; Week 1, Week 2, Week 3, etc. Others like to organize by content; Chapter 1, Chapter 2. Others just throw everything together in a pile with little or no organization at all, which is just as valid a choice in OneNote. Accessing, collaborating, and sharing content Note-taking no longer needs to be a fleeting or lonely experience. With technologies like OneNote, teachers can help students learn long after class time is over. Notes persist over time and can be referred to often for review and deeper understanding. You can access notes easily and share them with other students to contribute together in near real-time through peer collaboration. Notes can be automatically synced to OneDrive and accessed from a laptop, tablet, or even a mobile phone, long after the lesson is over. Presenting content Oftentimes text is not enough to get your point across. With OneNote, you can easily add text, images, audio, video and digital ink to any page. OneNote also uses an infinite canvas that lets you expand, at will, to add more notes as you need. Try that with a physical piece of paper. When presenting live, you can pinch and zoom to enlarge areas of the screen you want the audience to pay attention to. Notes can be typed or handwritten, and with free-form digital ink you can annotate documents to draw attention to a particular point. You can easily insert pictures such as screen clips, or add pictures ad hoc via your mobile phone â€" in the middle of presenting â€" to address live questions from the audience. Allowing flexible teaching styles There are many things to manage in the classroom and OneNote lets the teacher decide upon the best pedagogy to use for a given situation. OneNote allows for easy review of older material and provides multiple methods for formative feedback in the moment that it is most effective. Flipped-classroom type resources can be organized by scope and sequence to meet individual needs, and can be verified with checks for understanding by using Microsoft Forms. Getting messy with digital ink Learning is messy and OneNote provides the free-form tools to help you and your students think through it. When we first learn something new, we do not yet have all the pieces required to make sense of a topic. We often collect and gather artifacts for learning OneNote excels at this but we must also process new learning by combining, re-combining, and assimilating new information. Before we can get to the polished, high-fidelity output a computer can produce, we must first struggle with basic conceptual understanding. Learning is about making meaning and thinking, not just transcribing notes with a keyboard. Presenting wirelessly I often present content untethered from the front of the classroom using Miracast with my Surface Pro tablet. The pedagogy this enables in face-to-face environments allows for free movement around the room, providing a more effective and responsive learning environment for both myself and my students. Unleashing learning across devices like a symphony In a world of Bring Your Own Device BYOD , being able to access your notes on a variety of different devices is liberating. I can use my mobile phone to add pictures on-the-fly in near real-time and notes are automatically synced to all the devices I use routinely. This multi-device use while teaching and presenting opens up another world for just-in-time learning. Searching and tagging Getting my notes into OneNote is one thing, but the true value of note-taking is being able to retrieve that information, at will, when and where you need it. With OneNote your notes are searchable. You can also tag your notes with ready-made tags, or create custom tags of your own to easily find specific notes. OneNote will even search the text within images OCR and within handwritten notes if they are legible, that is. With OneNote Class Notebook you have exactly that â€" and no more lugging around physical 3-ring binders. Empowering you to teach the world With OneNote, you are in control. If you want to scribble and doodle with digital ink, you can. If you want to keep a private notebook, you can. If you want to share a notebook with the world, you can. If you want to record an audio comment for one of your students, you can.

If you want to handwrite a complicated mathematical equation, compose music, or sketch your latest invention with digital ink, you can do that too. If you want to embed an online video for a flipped learning lesson, go ahead. If you want to individualize instruction using Microsoft Forms and set up an auto-graded quiz as a check for understanding, you can. If you want to embed multimedia content like YouTube videos, do it. If you want to have your notes read back to your students using the new OneNote Learning Tools, you can.

Office Education enables teachers and students to create and collaborate in real time, on any browser and across your devices. Office Education is free for.

Effectiveness of the one-minute preceptor model for diagnosing the patient and the learner: Outpatient case presentations in the conference room versus examination room: A Professional Development Workshop Package. Educational programs in U. Faculty development of community-based preceptors through a collegial site-visit program. Assessing quality and costs of education in the ambulatory setting: Learning outcomes of an ambulatory care rotation in internal medicine for junior medical students. J Gen Intern Med. Differences in ambulatory teaching and learning by gender match of preceptors and students. Medical students and Health Care Financing Administration documentation guidelines. Difficulty with negative feedback: The art of precepting: Socrates or Aunt Minnie? Arch Pediatr Adolesc Med. What do attending physicians contribute in a house officer-based ambulatory continuity clinic? A time and motion study of the effect of ambulatory medical students on the duration of general internal medicine clinics. Insights from outstanding rural internal medicine residency rotations at the University of Washington. Incorporating medical students into your practice. Strategies for efficient office precepting. Should private practitioners be paid for teaching? Feedback in clinical medical education. How students learn from community-based preceptors. Teaching medical students in ambulatory settings in departments of internal medicine. Strategies for efficient and effective teaching in the ambulatory care setting. Impact of the presence of a third-year medical student on gross charges and patient volumes in 22 rural community practices. Recruiting and retaining volunteer community preceptors. Direct observation of community-based ambulatory encounters involving medical students. Teaching the one-minute preceptor. A randomized controlled trial. Resident and faculty perceptions of effective clinical teaching in family practice. Benefits and costs to community-based physicians teaching primary care to medical students. Promoting institutional change to encourage primary care: A comparison of student clerkship experiences in community practices and residency-based clinics. Effect of student involvement on patient perceptions of ambulatory care visits: Specialty choices of students who actually have choices: Identifying the trees in the forest: The search for effective and efficient ambulatory teaching methods through the literature. The effectiveness of formal evaluation sessions during clinical clerkships in better identifying students with marginal funds of knowledge. Teaching points identified by preceptors observing one-minute preceptor and traditional preceptor encounters. Factors affecting ratings of clinical teachers by medical students and residents. Characteristics of effective clinical teachers of ambulatory care medicine. Teaching and learning in ambulatory care settings: Orienting family medicine residents and medical students to office practice. Costs and benefits of medical student training to a health maintenance organization. Observation during early clinical exposure - an effective instructional tool or a bore? Did I answer your question? What do they need? The North Carolina Experience. Internship ratings as a validity outcome measure for an evaluation system to identify inadequate clerkship performance. N Engl J Med. Practical approaches to a major educational challenge. Training students in the ambulatory setting. A survey of changes in the proportions of ambulatory training in internal medicine and residencies from and from The effects of precepting on and the support desired by community-based preceptors in Iowa. Faculty perceptions of effective ambulatory care teaching. Teaching in the outpatient clinic: Use of private offices in education of residents in internal medicine. J Am Board Fam Prac. What learners and teachers value most in ambulatory educational encounters: Barriers to student access to patients in a group of teaching hospitals. A prospective study to assess the effect of ambulatory teaching on patient satisfaction. Effects of time-in-clinic setting, and faculty supervision on the continuity clinic experience. The Rochester practice-based experience: A prospective randomized trial of a six-week ambulatory medicine rotation. A new vocabulary and other innovations for improving descriptive in-training evaluations. A randomized controlled pilot study of placing third-year medical clerks in a continuity clinic. Teaching focused histories and physical exams in ambulatory care: What students say about learning and teaching in longitudinal ambulatory primary care clerkships: Direct

observation of faculty with feedback: An efficient and effective teaching model for ambulatory education. Educational principles of community-based education. Examination room presentations in general internal medicine clinic: Effect of clinical teaching on student performance during a medicine clerkship. A Basic Science for Clinical Medicine, 1st ed. Faculty development seminars based on the one-minute preceptor improve feedback in the ambulatory setting. Simple feedback notes enhance specificity of feedback to learners. Comparison of volunteer and full-time faculty performance in a required third-year medicine clerkship. Using the RIME model for learner assessment and feedback. How do precepting physicians select patients for teaching medical students in the ambulatory primary care setting? Protecting time for teaching in the ambulatory care setting. Regional teaching improvement programs for community-based teachers. Enhancing teaching effectiveness and vitality in the ambulatory setting. The roles of experience and reflection in ambulatory care education. Feedback process between faculty and students. Internal medicine residency education in ambulatory settings. The feasibility and value of using patient satisfaction ratings to evaluate internal medicine residents. What did we learn about the impact on community-based faculty? Recommendations for recruitment, retention, and rewards. Reactions of family medicine community preceptors to teaching medical students. Free Internet access for community physicians. Time-efficient preceptors in ambulatory care settings. Teaching medical students in community-based practices: Administrative relationships between medical schools and community preceptors. Is attending a teaching skills workshop worth your time? Salt Lake City, UT: University of Utah School of Medicine; Faculty development for ambulatory teaching. Teaching and learning in the ambulatory setting. The impact of role models on medical students.

Chapter 8 : Office for Students, Teachers, & Schools

ACP Books, Office-based teaching occurs in a fast-paced, complicated environment where the teacher and student are concerned with both educational outcomes and patient care.

Collapse all What is Office Education? Office Education is a collection of services that allows you to collaborate and share your schoolwork. Some schools allow teachers and students to install the full Office applications on up to 5 PCs or Macs for free. What are the eligibility requirements? You must be a full-time or part-time faculty or staff member or student at an academic institution and: Have a school-specific email address provided by the school for example, contoso. Be of legal age to sign up for an online offer individually. How do I get Office Education? You can enroll your school from there. How long can I use this plan? You can use the plan as long as you are working at a qualified school. Your eligibility may be re-verified at any time. When your Office Education plan expires: The Office applications enter a reduced-functionality mode, which means that you can view documents, but you cannot edit or create new documents. Online services associated with the school email address—for example, Office Online and OneDrive—will no longer work. How long does it take to be approved as a qualified academic institution? In many cases, the response time is instantaneous through an automated verification process. If you are nearing the end of your day trial and have not received approval of eligibility, please contact customer support. How can I get the word out to students and teachers? Learn about ways you can get Office. Who manages the OneDrive account provided with this offer? This account is associated with the school and should be used for school-appropriate content. Can I share this plan with others? Office Education is licensed for use only by the eligible teacher. What are the minimum system requirements for Office Education? View the system requirements. How do I migrate my files and settings to Office Personal? View the migration guide for: Windows 10 Windows 8. Request additional storage by contacting Microsoft support.

Chapter 9 : TEACH Resources: TEACH System :OTI:NYSED

We know that many instructors searching for Microsoft Office lesson plans are also interested in preparing their students for the Microsoft Office Specialist certification. To help your students prepare for certification, you most likely need more than just a lesson or two.

From the Classroom to Congress Meet eight teachers running for office in Across the country, teachers are stepping into the political ring. Some are distressed by the current state of politics in America. Some are sick of attacks on teachers by elected officials. And some are seizing the opportunity to advocate for students and families. Meet eight teachers running for office in Tom Niermann 26 years; high school social studies Office Sought U. During the day, he taught American and world history to high school students. After school, he hauled furniture. Nights and weekends, he taught at a local community college. Despite a keen interest in politics, Niermann has never before run for public office. Republicans currently dominate the state Senate by two seats; Marsh hopes to change that equation. We put food in backpacks to send home on weekends. I have students with parents in jail, students with parents working two jobs. Who better to do that than a teacher? As a teacher, Smith learned the value of storytelling and authentic engagement, and she believes those skills will translate well in the political arena. And I want them to feel that their voice is heard. The Republican won the Republican primary in late June. Because there is no Democratic candidate in his district, Vancuren has already secured his seat in the Oklahoma State Legislature. He is the Representative-elect for District The winner will square off against a Republican contender in November. What teacher-turned-politicians do you have your eye on? Please let us know about other teachers running for office in the comments. Posted by Jennifer Fink Jennifer L.