

**Faculty Development Workshop on Experiential Education
Abu Dhabi, UAE, March 2018**

Learning Objectives for 2018 – 2019 Workshops

The Faculty Development Workshop on Experiential Education is focused on laying a foundation for an experiential learning curriculum in colleges/schools of pharmacy. The workshop will focus on leading and facilitating change in creating, implementing, and assessing experiential curricula.

The second year of the program (2019) is regarded as an advanced program, building upon the foundations covered in 2018. The speakers will address “best practices” in experiential education based on published literature and their experience. Prior to the 2019 session, institutions will be asked to prepare and share successes of one or more of their experiential programs they implemented.

Session 1: Why Is Experiential Learning Critical To Contemporary Education?

1. Define experiential learning and differentiate between early and advanced experiential learning, classroom learning, and simulated learning.
2. Provide insight into why experiential learning is critical in contemporary pharmacy curriculum.
3. Demonstrate alignment of experiential education with other components of the curriculum, including the utilization of curricular mapping and progression requirements.
4. Identify challenges and barriers to implementing experiential education.

Session 2: What Do You Hope Learners Will Learn?

5. Describe “backwards course design” or beginning with the end in mind.
6. Identify learning outcomes for both early and advanced components of the experiential education curriculum and how they are interrelated.
7. Identify activities to be completed by students to enable them to meet the learning outcomes for the experiential education curriculum.
8. Develop an assessment process to evaluate activities and to provide evidence for student achievement of learning outcomes.

Session 3: Who Are Your Partners? A Focus on Practice Sites, Preceptors, and Students

9. Develop a process to identify quality practice sites and preceptors.
10. Identify incentives used for recruiting quality preceptors and practice sites.
11. Construct a plan for scheduling students into experiential learning environments.
12. Develop preceptor development strategies to train both new and seasoned preceptors.

Session 4: How Will You Know You Have Achieved Your Vision? A Focus on Assessment & Strategic Planning

13. Compare and contrast various methods of assessment that measure program and/or individual performance.
14. Provide examples of quality improvement strategies that have been used to evaluate preceptors, rotations, sites, staff, and students.
15. Design a quality improvement program that appropriately matches responsibilities to experiential team member strengths.
16. Describe essential components of strategic planning and its role in experiential education.
17. Identify strategies that can be used to motivate faculty, students, and staff to embrace change.