TEACHING AND LEARNING UPDATE – May 2010

In this issue:

Upcoming Programs and Events
Two-Minute Tutorial: Gagne’s Nine Events of Instruction
Question of the Month: Where can I find evaluations of my teaching?

Education Conferences and Events
Resource of the Month: Publishing education innovations and research

Upcoming Programs and Events:

1. Ignatian Pedagogy Course for Health Sciences Faculty – Summer Session

The faculty development course on Jesuit Mission and Identity & Ignatian Pedagogy will be offered in the Summer and Fall of 2010. Whether you are new to teaching or a seasoned professional, there are many ways to engage with the material. One of the things learned through the pilot is that it can be done as a self study. The course syllabus is available upon request. Please note the information below:

- Begins May 17th, 2010
- 12 weeks for completion (August 6th)
- Requires approx 2-3 hours per week of your time for the first few weeks, approx 2 hours per week after that.
- Entirely online – so you can accomplish at your own pace and time (although optimal time frame to engage with others on the discussion board will be a 2 week time frame.)
- Instructor: Diane Jorgensen with SPAHP faculty serving as discussion facilitators

There is still space remaining in the course. Contact DianeJorgensen@creighton.edu by Friday if you are interested.

2. M1/M2 Course Director Meeting
   Date: Wednesday, May 26, 2010
   Time: 11 a.m. – 1 p.m.
   Room: 455 Criss III (conference room)

   Additional details will be sent directly to each course director.

Two-Minute Tutorial: Gagne’s Nine Events of Instruction

Robert Gagne published The Conditions of Learning in 1965 and introduced a model of instructional design. The nine event model is straightforward and presents a sequenced series of instructional events designed to accomplish the learning objective. Gagne’s Nine Events of Instruction model can help
educators create a plan for a lecture or specific lesson within a larger teaching activity. The nine events are:

1. Gaining attention
2. Informing the learner of the objective
3. Stimulating recall of prerequisite material
4. Presenting the stimulus material
5. Providing learning guidance
6. Eliciting the performance
7. Providing feedback about performance correctness
8. Assessing the performance
9. Enhancing the retention and transfer


To see an application of Gagne’s theory to teaching, check out “Using Gagne’s theory to teach chest X-ray interpretation.”

CU faculty should be able to access the article here:

http://www3.interscience.wiley.com/journal/117982263/home


Question of the Month: Where can I find evaluations of my teaching?

Student feedback on the curriculum is an important aspect of the curriculum evaluation and management system at Creighton University School of Medicine. Students are encouraged and expected to evaluate all aspects of the curriculum, and the Liaison Committee on Medical Education (LCME) requires that schools’ assessment of program quality consider student evaluations. To ensure timely and efficient evaluation, web-based applications have been developed for online evaluation of all courses and clerkships.

Faculty Access to Online Course Evaluation Data
Not only are students able to complete their evaluations online for all four years of medical school, but faculty and administration have 24/7 access to view evaluation reports online. The level of participation in the course (e.g., course director or lecturer) determines the level of access to evaluation data. Department chairs and division chiefs also have access to evaluation data for their faculty. Access to evaluation data and detailed instructions for accessing and viewing the evaluations are provided here:

http://medschool.creighton.edu/medicine/admin/ome/evaluations/index.php

For assistance interpreting your evaluations, click on
http://medschool.creighton.edu/fileadmin/user/medicine/OMEDocs/Interpreting_Evals2.pdf

Resource of the Month: Publishing education innovations and research
Peer-reviewed medical education journals:

- Academic Medicine
- Annals of Behavioral Sciences and Medical Education
- Teaching and Learning in Medicine
- Advances in Health Sciences Education: theory & practice
- BMC Medical Education
- Simulation in Healthcare
- The Clinical Teacher
- Medical Education
- Medical Education Online (MEO)
- Journal of Continuing Education in the Health Professions
- Medical Teacher
- Family Medicine Journal
- Journal of General Internal Medicine
- Journal of Surgical Education
- Academic Pediatrics

Peer-reviewed medical education repository:

MedED Portal
http://services.aamc.org/30/mededportal/servlet/segment/mededportal/information/

Related journals:
- Evaluation and the Health Professions
- International Electronic Journal of Health Education
- Journal of Clinical Problem-based Learning
- Journal of the International Association of Medical Science Educators
- Journal of Interprofessional Care
- Journal of Technology, Learning, and Assessment
- PLoS Medicine

Miss an issue of the Teaching and Learning Update?

Archived issues of the Teaching and Learning Update are available here:
http://medschool.creighton.edu/medicine/admin/teach/teachingupdate/index.php

Need help writing lecture objectives or preparing a poster for presentation? Want to know more about MedEd Portal, a peer-reviewed repository and publication site for teaching materials?

Please email or call for a consultation: kathrynhusgett@creighton.edu