

## Medical Education Scholars Teaching, Learning & Curriculum Design Track

*Using evidence-based teaching and learning principles to create a curriculum that addresses an educational need that improves learner, patient, and/or community health outcomes.*

10-15 Scholars  
August 2024 – June 2025 (20 sessions)  
12:30-4:30 pm, 1<sup>st</sup> & 3<sup>rd</sup> Thursdays of each month  
In-person, HSC North Campus

### Tentative topics list:

- What does it mean to be a teacher?
- How do people learn?
- Learner diversity
- Learning climate
- Peer feedback, mentoring and coaching
- Curriculum development: Analyzing the learning need
- Instructional objectives
- Curriculum development: Creating learning activities
- Assessing learning
- Feedback to learners
- Student resistance to learning
- Designing effective lectures and visual aids
- Active learning in didactic settings
- Small group learning (e.g., PBL, TBL)
- Teaching while providing patient care
- Designing for interprofessional education
- Remediation of learners
- Using learning technologies

Outcome: Each participant will develop and present a curriculum project that applies learning and teaching knowledge to an educational need that will improve learner, patient and/or community health outcomes. During the MES Teaching, Learning, and Curriculum Design Track, Scholars will learn about and apply evidence-based teaching and learning principles in order to conduct a structured analysis of an educational need, develop a responsive curriculum, and identify appropriate teaching and assessment approaches. This track will culminate in the development or revision of a curriculum that is relevant to departmental or institutional needs.

Schedule: We will meet twice per month in most months for 4 hours in each session; 20 sessions total.

Prerequisite: At the time of application, each potential Scholar must provide evidence of their commitment to medical education and identify a curriculum-project goal.

### Expectations of participants:

*Participants synthesize topical reading materials and facilitate interactive seminars related to these readings.* Specific topics include, in part, principles of curriculum design and implementation, learner context, supportive learning environments in didactic, small-group, and clinical settings, and principles and theories of learning pertinent to curriculum design and teaching.

*Participants apply the topical readings and seminar discussions to their curriculum-design project.* Some scheduled sessions focus on individual application of concepts from the seminars to each evolving curriculum-design project, culminating in a final presentation.

*Participate in a community of Medical Education Scholars who mentor and support each other and collaborate on innovative educational initiatives.* Scholars attend, participate in, and at time co-lead the scheduled seminars. The program facilitates supportive collaboration among Medical Education Scholars through critique and review of each other's curriculum designs, interactions with presenting guest speakers, and opportunities for scholars from different cohorts to remain connected. With guidance and training, scholars participate in reciprocal formative peer observation of teaching with another MES scholar, based on the POSET (Peer Observation in Support of Effective Teaching) program developed by the SOM.