



HLSC 3800
Teaching and Learning
for the
Health Professions

Course Outline: Summer I, 2015

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COURSE DESCRIPTION

The focus of this course is on developing an understanding of teaching and learning theories and how these can be used to enhance learning and education for the health professions.

Health Sciences Elective: 3 credits, 3rd year level

Target Students:

Post-diploma undergraduate nursing students, undergraduate health sciences students interested in teaching, nursing faculty interested in increasing their understanding of the teaching and learning process, and graduate students in health sciences. Students from all faculties are welcome.

Delivery: Online

PURPOSE

To provide participants with the opportunity to explore teaching and learning, both as an area of personal interest and a possible future endeavor; to equip post-diploma undergraduate nursing students and future/existing nursing faculty for teaching in health professional education contexts; and to help meet the needs of local health professions education programs to develop and retain educators who base their teaching practice in evidence.

COURSE OUTCOMES

Upon successful completion of this course, you will be able to:

1. articulate a personal **philosophy** of teaching and learning in the health professions context;
2. describe the characteristics of **adult learners** and the environments in which they learn best;
3. integrate and apply the principles of several relevant **learning theories** and **teaching theories** to enhance learning;
4. evaluate, analyze and make informed recommendations for approaches to **instruction** and **assessment** of student learning; and
5. explore the role of the **instructor** as both educator and mentor.



METHODOLOGY

Due to the compressed time frame of the course and the use of online discussion performance as a primary vehicle for engaging with the material, you will require regular and reliable access to the **internet**. Course materials and resources are posted within **Moodle**. You are encouraged to engage in Moodle activities *at least four times per week*, as this course is compressed.



This online course will utilize web-based resources, inventories, assignments, readings, and asynchronous online discussions to help you develop a knowledge base of theories, concepts and research related to education in the health professions.

If you are having difficulty with your internet access, please call the IT Solutions Centre at 403.329.2490. Moodle seems to work best when viewed in the web browser Mozilla Firefox. If you are having difficult setting up your Moodle, please contact the Moodle Team at the Teaching Centre at 403.380.1856. You can also look for answers to your Moodle questions at: <http://moodleanswers.com/>

TEXTS

There is no required text for this course. All resources are online; however, you will need online access to the library databases to access most of them. If you are having trouble accessing the library databases, please contact the library at 403.329.2265.

ASSIGNMENTS

Assignment	Weighting	Due
Quizzes: Regular quizzes will test your knowledge of the content while highlighting key concepts.	10%	Weekly
Discussion Forum Participation: Each of your posts will be graded according to the marking criteria.	40%	2-4 times/week
Teaching Philosophy: Develop a personal philosophy of teaching.	20%	End of week 3
Peer Review of Teaching Philosophy Statement: You will help your peers develop their work by commenting on their developing philosophy of teaching.	5%	Week 2-3
Lesson Plan: Create a lesson plan for a 3-hour class. Include underpinning philosophies, rationales, goals and objectives.	20%	Last official day of Summer Semester I
Peer Review of Lesson Plan: You will help your peers develop their work by commenting on their developing lesson plan.	5%	Week 5-6
	100%	

Below is a description of the assignments for this course.

Quizzes:

Weekly quizzes will give you opportunities to engage with the key concepts each week. Quizzes are open book.

Discussion Forum Participation:

Participating in asynchronous discussions is a considerable requirement of this online course. Regular and in-depth participation is required to pass this course and to maximize the benefit of the online learning environment. **Prior** to participating in the discussion, you are required to study the module for that week, and read the assigned readings for that week.



In summary, each week* each student will do the following.

1st half of the week*:

1. Study the **module** for that week* (please refer to course outline/syllabus for when the week* starts) and read the assigned **readings** within Moodle, view any assigned **videos**, and participate in any **inventories** and **quizzes**.
2. **Without reading the postings of others first, post your original thoughts** on two of the three questions in the appropriate discussion forum, viewing the question through the lens of the module and readings. These responses are **core posts** and should be no more than 250 words in length. To avoid a confusing discussion forum, please post your responses to discussion questions ***in the designated subject thread*** (which will be clearly indicated). You will be evaluated on the depth of your discussion and engagement with and reflection on the required readings and activities. You must enter your core post **within the designated time period**. **I strongly recommend that you post your own original thoughts (informed by the course modules and readings) prior to reading the postings of others.** This ensures that the discussion forum presents a rich cornucopia of ideas and experiences, not just “group think” and a re-articulation of the ideas of others. **Please post all postings in text, not as attachments.** You may want to initially develop your thoughts in Word and then copy and paste; this is helpful in the event that Moodle gobbles up your response—a rare but time-consuming event for you.

2nd half of the week*:

3. **Respond** to two peers’ original postings, on two different topics, to affirm and extend their thinking. This second response – that is, the one to other participants – should be less than 100 words in length and should professionally *affirm*, *challenge* and *extend* the initial respondent’s thinking. **Make sure you end these responses with a challenging question.** In a sense, these will be like small group discussions since you will be responding to different topics and asking questions to extend the thinking of your peers. If you notice that as many as three different people have already responded to one posting, please choose another. Please review **netiquette** rules.
4. **Respond** to those who have responded to your original posting.

***Depending on the semester start date, the “week” may run weekend to weekend or midweek to midweek; please follow the course schedule for detailed posting and timeline information.**

The instructor will provide a grade on discussion participation as per the criteria below.

Assessment criteria for discussion participation:

1. Timeliness and consistency of contributions (as above). Postings are within the time frame specified in the syllabus. No grammatical or spelling errors. Postings have substance yet are concise. (Maximum of 2 marks.)
2. Evidence of deep reflection upon course readings. Course materials and academic literature is **cited**. Clear evidence of critically examining issues raised by the prompting questions. Expression of ideas is clear and succinct. Actively and consistently discusses the strengths and limitations of any materials and resources brought into the discussion. Clear links between modules and readings; demonstrates understanding of linked sources where applicable. Logical development of ideas, arguments and conclusions. (Maximum of 8 marks for each original post.)
3. Relates course content to issues in personal/professional context to make theory-practice links (i.e., clarifies concepts with examples). Consistent use of personal insights, experiences, and/or examples as evidence of personal engagement with the question. (Maximum of 4 marks.)

4. Responds to **two** peers on **two** different topics. Responds to peers' and instructor's questions. Proactively promotes learning of the class as a whole. Considerable and consistent engagement with other students' ideas, opinions, and viewpoints. Responses to peers are professional, affirming, and challenging and aim to extend the thinking of peers. Overall comments highly respectful of others and offers constructive feedback to others. Responses to peers end with a question that seeks to clarify and extend the thinking of others. Proactively promotes learning of the class as a whole.
- Responses to peers = maximum 3 marks each
 - Responses to the questions asked of you by your peers = 1 mark each

Please be aware that when only two of three questions are to be answered as original posts, only two will be graded.

Netiquette Rules for the Discussion Forums

- **Confidentiality:** Know that what is said in class stays in class.
- **Respect:** Respect others' opinions. We often learn when we hear an opinion that differs from our own. Respond to postings with which you disagree in an objective, respectful manner. Do not make personal or insulting remarks.
- **Participate:** Engage fully in threaded discussions.
- **Boundaries:** Respect the boundaries of your colleagues. Avoid sharing (or encouraging the sharing of) personal things.
- **Share:** Avoid monopolizing any discussions.
- **Focus:** Keep the discussion postings within the scope of the course material. Avoid irrelevant tangents.
- **Chill:** Don't take offense where it's not intended. That said, be mindful that body language, tone of voice, and personality do not translate in written text (and this is what emoticons are for).
- **Subjects:** Post messages (also called threads) in the appropriate discussion thread. Responses in the wrong place will be required to be moved to the correct one.
- **Tune in:** Familiarize yourself with any message board rules that the instructor has posted.
- **Lingo:** Avoid language and abbreviations that are specific to nursing and health sciences, for the benefit of those not in those disciplines.

Personal Philosophy of Teaching:

For this assignment, you will develop a **one- to two-page** teaching philosophy statement. It is hoped that this document could be used to support your developing curriculum vitae or résumé, or simply to help you understand your own personal views in greater depth. By articulating a personal teaching philosophy, you will better understand your view of teaching, learning, knowledge, relationships and roles.

This personal philosophy statement will go through several revisions and will require you to post at least one draft version (in the appropriate discussion forum) prior to submission, so that your peers and possibly your instructor can give you constructive feedback on your developing work. Weekly content, as put forth in the weekly modules, will inform your work on this assignment, as you consider your own views on each topic. **(Please note that the inclusion of learning theory is not required for this assignment; however, articulation of epistemology/worldview, teaching perspective(s), and relevant adult learning principles, using the course materials, are required elements.)** You can post your draft in the specified forum for your peers to view and give helpful feedback.

Assessment criteria for this assignment:

1. Writing is clear, understandable and accurate, and from the perspective of an educator.
2. There is ample evidence of deep reflection upon course materials and readings.
3. There is ample evidence of analysis and application of course content in the articulation of views.
4. Epistemology and teaching perspectives are clearly articulated with depth and meaning.
5. Views on teaching and learning are relevant and applied to the student's discipline.

Peer Review of Philosophy of Teaching:

The purpose of having a small group of peers evaluate and comment on your work is to strengthen your ideas and your articulation of them. The person reviewing your work and making comments benefits from the critical review exercise and from applying their learning to the evaluation of others' work, and the person whose work is being reviewed benefits from having their work enhanced.

For the peer review portion of this course, in which you will be in small groups to help each other improve your work, the following assessment criteria will be used:

1. Timeliness, consistency and overall helpfulness. (Maximum of 2 marks.)
2. Evidence of deep reflection upon course content, and the application of this knowledge to constructive feedback on the developing work of your peers. (Maximum of 3 marks.)
3. Quality and quantity of suggestions and recommendations for improvement. (Maximum of 4 marks.)

Please post the Teaching Philosophy draft in the appropriate Peer Review forum, not as an attachment but as text. Review the work of 2 peers and provide comments. Please respond to someone who does not already have one or more responses to their work.

Once you have finished tweaking your peer-reviewed teaching philosophy statement, submit it as a Word document or PDF in the appropriate assignment dropbox in Moodle.

Lesson Plan:

This assignment is designed to provide you the opportunity to apply course content and professional knowledge in a meaningful, personally relevant context. For this assignment you will create a lesson plan for a 3-hour theory class on a topic relevant to your discipline/faculty. If you are unsure of a topic, please discuss your ideas with the instructor. Please do not simply think of your favorite class and duplicate it. This assignment gives you the opportunity to design learning in a new and thoughtful way.

In your lesson plan, please use the provided template and be sure to include:

- Logistical items, following a basic lesson plan format: times, goals, objectives, activity of instructor, activity of students, required learning aids/tools, and how you will assess learning;
- Sound educational/psychometric rationales for the sequencing, tools, methods and assessments you have chosen, based on the course materials and readings;
- A wide array of activities to foster meaningful learning (please avoid more than two 20-minute lectures in the 3-hour time period); and,
- One 15-minute break.

The lesson plan part of this assignment should be done in table format. Please do not double-space the tables. It should be a very clear and easy-to-follow yet comprehensive document. If the document is heavily formatted, please convert to PDF prior to submitting to ensure formatting is not lost. The narrative components of this assignment (the rationales) can be in paragraph or bullet format, either referenced to the lesson plan table or embedded within it.

Complete the assignment in a format of 8-10 pages (negotiable) with all materials described, noted or referenced. Please note that it is *not* necessary to include teaching materials such as PowerPoints or handouts with this assignment. The focus of this assignment is on creating a meaningful lesson sequence that facilitates adult learning, not on creating teaching resources for the lesson.

Assessment criteria for this assignment

1. Expression and Organization: Clear, understandable, fluent, and accurate writing and expression of scholarly ideas. Lesson plan format is conducive to comprehension and classroom use.
2. Depth of Understanding: Application of course content is demonstrated in the breadth of learning activities and extensive use of learning theory, and progression of learning activities. Rationales for

actions chosen are clearly explained and reveal depth of thought and deep reflection on course content.

3. Practicalities: Demonstrates understanding of practical implementation realities, such as time management and the appropriate and realistic use of multiple strategies to enhance learning.

Peer Review of Lesson Plan:

The purpose of having a small group of peers evaluate and comment on your work is to strengthen your ideas and your articulation of them. The person reviewing your work and making comments benefits from the critical review exercise and from applying their learning to the evaluation of others' work, and the person whose work is being reviewed benefits from having their work enhanced.

For the peer review portion of this course, in which you will be in small groups to help each other improve your work, the following assessment criteria will be used:

1. Timeliness, consistency and overall helpfulness. (Maximum of 2 marks.)
2. Evidence of deep reflection upon course content, and the application of this knowledge to constructive feedback on the developing work of your peers. (Maximum of 3 marks.)
3. Quality and quantity of suggestions and recommendations for improvement. (Maximum of 4 marks.)

Please post the Lesson Plan draft in the appropriate Peer Review forum, as an attached Word or PDF document. Review the work of 2 peers and provide comments. Please respond to someone who does not already have one or more responses to their work.

Once you have finished tweaking your peer-reviewed lesson plan, submit it in the appropriate assignment dropbox in Moodle, as a Word document or PDF.

IMPORTANT DATES

May 6	First day of classes for Summer Session I
May 18	Statutory Holiday – University offices closed
June 17	Last day of classes for Summer Session I

GENERAL GUIDELINES FOR ASSIGNMENTS

All assignments submitted for evaluation are to be your original work created *specifically* for this class. Using the work of others without appropriate recognition (citation), or using your own work originally developed for another class, constitutes the academic offence of plagiarism. (Please refer to the current University of Lethbridge Calendar for current academic regulations and student discipline policies.) Please use an appropriate referencing format specific to your discipline or of your choosing and use it consistently.

Please familiarize yourself with the marking criteria for each assignment.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries, and/or to take advantage of university resources set up to assist students with writing papers.

Marks will be reduced by 5% per day late (weekends and holidays included). An extension will be considered for legitimate reasons at the discretion of the instructor. You are responsible for approaching the instructor at least 48 hours prior to the due date in order for your request to be considered. Documentation from a third party may be required. Since this is the last assignment of the semester, it is advisable to avoid the need for extensions, to enable timely marking and grade submission.

PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

GRADING BREAKDOWN

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

COPYRIGHT STATEMENT

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

COURSE OUTLINE

Week	Topic	Activities
May 6-9	Welcome, Introductions and Course Orientation	<ul style="list-style-type: none"> • Navigate Moodle course • Post an introduction of yourself on the appropriate discussion forum, and welcome your peers to the class
May 10-13	Developing a Personal Philosophy of Teaching and Learning	<ul style="list-style-type: none"> • Readings • Posting initial responses to discussion questions/activities, citing the literature
May 14-16		<ul style="list-style-type: none"> • Respond to peers • Continue developing draft of teaching philosophy
May 17-20	Adults as Learners	<ul style="list-style-type: none"> • Readings • Posting initial responses to discussion questions/activities, citing the literature • Add to your developing personal philosophy statement a section on adult learners...as you see it. Post in the designated discussion forum for peer review.
May 21-23		<ul style="list-style-type: none"> • Respond to peers • Continue developing draft of teaching philosophy.
May 24-27	Learning Theories: Behaviourism, Brain-Based Learning and Constructivism	<ul style="list-style-type: none"> • Readings • Posting initial responses to discussion questions/activities, citing the literature
May 28-30		<ul style="list-style-type: none"> • Respond to peers • Finalize teaching philosophy • TEACHING PHILOSOPHY DUE
May 31 - June 3	Learning Theories: Kolb Learning Styles, Cognitive Development, and Learning Styles/Information Processing	<ul style="list-style-type: none"> • Readings • Posting initial responses to discussion questions/activities, citing the literature
June 4-6		<ul style="list-style-type: none"> • Respond to peers
June 7-10	Instructional Design and Assessment of Learning	<ul style="list-style-type: none"> • Readings • Posting initial responses to discussion questions/activities, citing the literature
June 11-13		<ul style="list-style-type: none"> • Respond to peers • Develop lesson plan assignment
June 14-17	Final Thoughts and Farewell	<ul style="list-style-type: none"> • Readings • Posting responses to discussion questions • Post a closing posting to your peers on the appropriate discussion forum • LESSON PLAN DUE (last day of Summer I)