

An RVU MSBS Education Has Faculty That:

CHALLENGE STUDENTS TO:

- **Make connections**
 - **To other parts of the course** – Yes. Samuel did use examples from previous discussions to note connections. If this lecture had been later in the course, this task would be made easier, though given the topic and timing, this was not as pertinent.
 - **To other parts of the program** – No.
 - **To the medical profession** – Yes.
 - **To the world around them** – Yes.
- **Take responsibility for their learning** - Absolutely. He held them accountable for their learning in groups. I also observed this on a different occasion where students were in small groups led by different instructors. Sam helped the students work through the first set of problems and then had them work through the second set as a team with him observing and offering occasional help. I think was a very effective way to create space for the students to take responsibility for their own learning.
- **Look inward and beyond themselves** – n/a

SUPPORT STUDENT LEARNING:

- **Share their own excitement/passion/interest** – Absolutely. Sam is a natural. He is excited about the material and projects this excitement when teaching. He brought in good personal examples to class (confidence interval). He has a great energy in the classroom.
- **Is creative in their pedagogical approach** – Sam used PowerPoint slides which was effective. He also had the students work in small groups. Note: usage of the pen on the screen could assist in instructor led walking through the problems. I've made note to show Sam this technology, which he didn't know was available.
- **Uses teaching strategies/activities that are likely to lead to desired learning** – Yes. Sam alternated between the PowerPoint and group work. I think this kept the students engaged. Sam walked around during the group work and engaged with the students. He also showed them the CDC website with the extensive Epi resource which is an awesome resource at the level perfect for this class.
- **Responds to students' questions in ways that:**
 - **Promote learning** - Absolutely. Sam was open to questions and answered them with enthusiasm.
 - **Not simply answers** – Yes, he would follow up with examples.

ARE CLEAR:

- **Shares what students are supposed to learn** – Stated that outline could serve as learning objectives. **Note:** Explicit learning objectives are required. This is for the students to know what is required of them and for the faculty to stay on track.
- **Holds expectations / discusses grading and evaluation** - n/a
- **Communicates clearly with students** – Yes, he was very clear. **Note:** This was a very difficult subject to teach in two hours. Next year may need to pare down what is necessary for this audience, and/or have the student do a pre-reading.
- **Invites questions for understanding** – Yes. Sam would answer questions and then ask if there were more questions. I think this also led to a bit of a timing issue. The students had many questions and the lecture had a lot of information. **Note:** I think there are a few ways to mitigate this issue. 1) Adding slide numbers would really help Sam gauge when he needs to move on to the next slide and where he should be at the half way point. (I use the 2 minute per slide rule when making a PowerPoint) 2) giving a pre-reading with problems and posting stepwise answers either before or after class so that students can practice. 3) Using PowerPoint to show step by step the process of the calculations so students can go back and review those steps without feeling like they have to write everything down in lecture.
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ARE FAIR:

- **Is inclusive and respectful and invites individual students' backgrounds in** – Yes.
- **Balances subjectivity/objectivity** – Yes.
- **Responds to the whole class/every student** – Yes.
- **Has student rapport** – Yes. Sam clearly likes working with the students and they are receptive to him as an expert.