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| A close up of a sign  Description automatically generatedEnriching Your Clinical Instructional Practices  Larry Hurtubise, MA |

**Think of one of the most significant learning experiences you have ever had.**

* What Happened?

We will be using Poll Everywhere. Go to **PollEv.Com/fd4me** or **text fd4me to 37607** once to join, then text your response.

* Who was involved?
* Why was it significant?

**In the breakout room:**

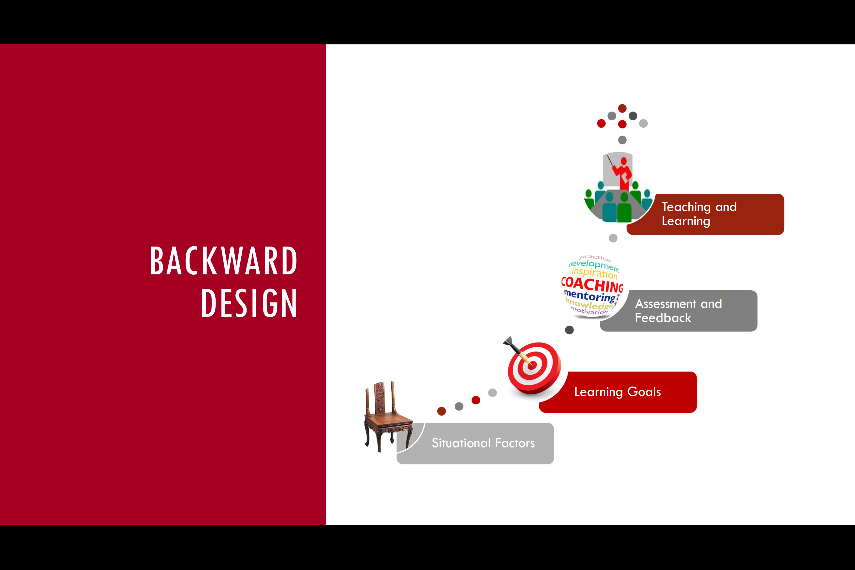
* Introduce yourself with your Name College and type of teaching you will do.
* Share one of the most significant learning experiences you have ever had.

**Significant learning**

1. Learning that lasts beyond the end of the course, i.e., students retain the learning, and
2. Learning that has been personally or professionally transformative, i.e., it changes how they think, feel, or act in their lives.

**Proximity Taxonomy**

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| **Foundational Knowledge** | What key information (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future? What key ideas (or perspectives) are important for students to understand in this course? |
| **Application Goals** | What kinds of thinking are important for students to learn? Critical thinking, in which students analyze and evaluate; creative thinking, in which students imagine and create; practical thinking, in which students solve problems and make decisions. What important skills do students need to gain? Do students need to learn how to manage complex projects? |
| **Integration Goals** | What connections (similarities and interactions) should students recognize and make …: Among ideas within this course? Among the information, ideas, and perspectives in this course and those in other courses or areas? Among material in this course and the students' own personal, social, and/or work lives? |
| **Human Dimensions Goals** | What could or should students learn about themselves? What could or should students learn about understanding others and/or interacting with them? What can you take forward with you from the course? |
| **Caring Goals** | What changes/values do you hope students will adopt?  Feelings? Interests? Ideas? |
| **Learning-How-to-Learn Goals** | What would you like for students to learn about: how to be good students in a course like this? how to learn about this particular subject? how to become a self-directed learner of this subject, i.e., having a learning agenda of what they need/want to learn, and a plan for learning it? |

**Backward Design**

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| **Situational Factors** | What is the context and what influence does it have on your instructional design decisions? |
| **Learning Goals** | What do you want the students to learn? |
| **Feedback and Assessment** | What will learners do to demonstrate they have achieved the learning goals you set for the course? |
| **Teaching and Learning Methods** | What teaching and learning activities can help the trainees succeed in the assessments to achieve learning objectives? |

**Alignment of Learning Goals, Assessment, and Teaching methods**

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| Competency Domain | Sig Learning | Assessment | Teaching |
| Patient Care |  |  |  |
| Knowledge for Practice |  |  |  |
| Practice-Based Learning and Improvement |  |  |  |
| Interpersonal and Communication Skills |  |  |  |
| Professionalism |  |  |  |
| Systems-Based Practice |  |  |  |
| Interprofessional Collaboration |  |  |  |
| Personal and Professional Development |  |  |  |

**Assessment Methods**

Stimulated recall

Practical (Lab)

Self-assessment

Computer-based/written exam

Documentation review

Multisource assessment

Narrative assessment

Objective standardized clinical evaluation

Oral patient presentation

Portfolio-based assessment

Research or project assessment simulation

**Teaching and Learning Methods**

Clinical experience

Discussion, large and small group

Independent learning

Laboratory

Patient presentation

Peer teaching

Problem-based learning (PBL)

Self-directed learning

Service learning activity

(Case-based instruction/learning

Team-based learning

Journal club

Reflection

Research

**Active Learning Strategies**

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| * Jig Saw * Debates * Peer Instruction * Audience Polling | * The Muddiest Point * Case Based Learning * Think-Pair-Share * Generating a Differential Diagnosis |

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