Project Course – Anat 9580
Research Project or Teaching Practicum

CO-ORDINATOR:
Marjorie Johnson mij@uwo.ca, MSB 487, ext. 86756

Course Committee:
Kat Willmore Katherine.willmore@schulich.uwo.ca MSB 488
Tim Wilson tim.wilson@uwo.ca MSB 490
Brian Allman brian.allman@schulich.uwo.ca MSB 474
Charles Rice crice@uwo.ca

Course Overview:

This core course provides the main framework of the graduate student experience. Students will have a choice of pursuing one of two streams: lab-based research or teaching related activities. Both streams require students to manage their time effectively, solve problems, work independently and as part of team, contribute to the community (lab or greater community), and present complex material to a wide audience.

RESEARCH STREAM:

This stream offers a guided research-based program in which students work under the mentorship of faculty and other lab members. Students will learn about and experience the scientific process by participating actively in original research pertinent to the laboratory and mentors guiding them. Experiences will include: reading and evaluating background literature, participating in research methods and techniques of the chosen lab, and communicating the scientific process and findings through oral and written presentations. The goal is to offer students the opportunity to actively participate in lab-based scientific inquiry.

Course organization:

Faculty will organize research placements, scheduling, and seminars. Available projects will be listed on OWL. Students can select a supervisor in any of the labs in which project ideas have been listed (see below for details). Projects begin in May (see schedule). Students will submit a written proposal by the end of May and give their first oral presentation by the end of June (see schedule) focused on outlining their project including background and rationale, purpose, research question or hypothesis, methods and anticipated timelines. Throughout the course, faculty and peers will provide feedback to help the student focus the project and to ensure that goals and timelines proposed are achievable. Final written reports are due at the end of March of the following year (see schedule). These will be graded by at least two faculty members (other than the supervisor and committee members) from within the department. Final oral
presentations will occur in early April and will be graded by faculty (other than the supervisor and committee members) and peers. An outline of the committee structure is given below

Choosing your project and supervisor:

Available projects will be listed on OWL. Project descriptions will be available in mid-February and students can begin to contact potential supervisors. Students will rank their top 3 interests from the project list and interview with the project supervisor. The supervisor will also rank their top student choices and the course coordinator will match student:supervisor as best as possible. All students will have to make a match with a supervisor by the end of April, so as to commence their project in May. By early May, students are expected to have completed the necessary on-line lab safety and other training courses that must be completed before starting in the lab. Each lab may have unique special requirements beyond the basic courses. For example, it is strongly recommended that a student considering research involving laboratory animal models match with their prospective supervisor well in advance of the April deadline so as to ensure that the student is added to the supervisor’s animal use protocol in a timely manner, and training sessions for animal handling are scheduled accordingly.

Specific aspects of each research project will vary depending on the type of lab (clinical, educational, animal, cellular, etc.) selected. The guiding principle is that students must perform a project designed to address a specific research question or questions. These concepts should be discussed at the interview stage and there will be active mentoring during the project.

Committee structure:

Each student will have an advisory committee consisting of a minimum of their supervisor, a Graduate Affairs committee representative and one other faculty member, to be decided upon collaboratively by the supervisor and student. It is the responsibility of the student to organize any committee meetings outside of the presentations/progress reports listed in the schedule below (ie. a committee meeting between November and March would be recommended). The three oral presentations will be organized by the supervisor and student in conjunction with the course coordinator.

Expectations in the lab:

Projects will begin during the first week of May (see schedule). Students are expected to devote a significant portion of time to achieve the goals of the project including full-time commitment during the summer term (May to Aug) and substantial time, depending on other courses and TA duties, from Sept to March. These expectations, lab methodology, schedules, and ‘lab culture’** specific to each lab should be discussed and understood at the interview stage.

** For example, in some labs students may not be allowed to work unsupervised in the lab on evenings and weekends. Lab hazards or experimental preparations need to be recognized. Students should discuss any concerns with their supervisor. Most labs will have lab group
meetings that are mandatory to attend. The quality of the student experience in this course is highly dependent on the efforts put forth.

Research Project - Course Schedule and Assessment Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>% of Mark</th>
<th>Evaluators</th>
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</thead>
<tbody>
<tr>
<td>Meet with students-</td>
<td>Mid-February</td>
<td></td>
<td></td>
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<tr>
<td>general course info</td>
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<tr>
<td>Interview potential</td>
<td>Mid-February</td>
<td></td>
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<tr>
<td>supervisors</td>
<td></td>
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<tr>
<td>Online safety courses</td>
<td>Completed May</td>
<td></td>
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<tr>
<td>(WHIMIS, animal handling etc)</td>
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<td></td>
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<tr>
<td>Lab safety, animal safety, bio safety training</td>
<td>Completed May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project starts</td>
<td>1st week May</td>
<td></td>
<td></td>
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<tr>
<td>First Written Report -</td>
<td>May</td>
<td>5</td>
<td>Supervisor and committee members</td>
</tr>
<tr>
<td>proposal</td>
<td></td>
<td></td>
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<tr>
<td>First Oral Presentation</td>
<td>By end of June</td>
<td>5</td>
<td>Faculty (including supervisor and committee)</td>
</tr>
<tr>
<td>Progress report</td>
<td></td>
<td></td>
<td>Peers provide comments</td>
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<tr>
<td>Supervisor’s 1st Evaluation</td>
<td>August</td>
<td>10</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Second Oral Presentation plus completed literature review</td>
<td>November</td>
<td>15</td>
<td>Faculty (including supervisor and committee)</td>
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<td></td>
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<td></td>
<td>Peers give an evaluation of oral presentation</td>
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<td></td>
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<td></td>
<td>as well</td>
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<tr>
<td>Final Written Report</td>
<td>March</td>
<td>40</td>
<td>2 Faculty external to the project</td>
</tr>
<tr>
<td>Final Oral Presentation</td>
<td>April</td>
<td>15</td>
<td>Faculty (excluding supervisor and committee)</td>
</tr>
<tr>
<td>Supervisor’s 2nd Evaluation</td>
<td>April</td>
<td>10</td>
<td>Supervisor</td>
</tr>
</tbody>
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Assessment Details

First Written Report: 5% of final grade
A written Introduction is due to the supervisor by the end of May (see Schedule). This should be up to 3 pages long (double spaced), plus references. It should provide an introduction to the project, statement of the research questions, and a summary of the proposed experimental approach. Graded by supervisor and committee members.

First Oral Presentation: 5% of final grade
The first oral (power point type) presentation will occur in (by the end of June, see schedule) and be 10 minutes in duration (with strict adherence to this time), with 5 minutes for questions. Pertinent background literature leading to a rationalized purpose and research question should be the main focus with subsequent outline of the experimental approach. Anticipated timeline,
outcomes or limitations should be addressed. Students should discuss details of content and form with their supervisor prior to preparing their presentations. Presentation sessions for a group of students (2-3) will be organized and all students must attend the entire session. Faculty attendees will grade presentations and student peers will provide comments.

**Second presentation: 15% November**
The second oral presentation should occur in November but no later than the end of the fall term. It should be no longer than 15 min, followed by 5 min for questions and be considered a progress report and an opportunity to evaluate delays or problems. Students should re-present the research question(s) and objectives, background information, methods, and focus here on results and a preliminary discussion about their interpretation of the results, updated timelines and to discuss any progression issues. The written component should be a completed literature review. Attendees will grade presentations.

**Final presentation: 15% April**
The final presentation will occur in April. It should be no longer than 20 min, followed by 5 min for questions. Students should present their entire project with data analysis, interpretation and discussion. Sessions will be attended by Faculty and other department members. All Masters of Clinical Anatomy students should attend the final presentation. Attendees (other than the supervisor and committee members) will grade the presentations.

Please appreciate that negative results are not uncommon, especially in short time frames such as this course. Sometimes experimental ideas or plans fail – the nature of research. Evaluations are not based on whether the study hypothesis and results were successful as planned.

**Final Written Report: 40% of Final Grade**

Final reports are due at the end of March/early April (see schedule for exact date) to Dr. Johnson. Late reports will lose 10% per day for up to 3 days. Reports will not be accepted if more than 3 days late and likely will result in course failure.

Reports are to written in the style of a journal manuscript paper with an Abstract, Introduction, Methods, Results, Discussion and References as appropriate for the specific lab field. Figures and legends should be prepared as publication quality and appended at the end of the report. Specifics of content and style should be discussed with your supervisor.

Reports should be no longer than 30 pages, double-spaced, including abstract, figures, and references. A final draft version should be submitted to the supervisor for feedback TWO WEEKS prior to the submission deadline. The supervisor will give general feedback, editing and guidance at this time, but the supervisor is not expected to rewrite the report. It is also acceptable to seek feedback from other colleagues in the lab. After submission, **the paper will be marked by at least two faculty members other than the supervisor and committee members.**

NOTE: A one page form, completed by the supervisor, stating the project start date and
outlining the contribution of the student to the presented research must be appended to the report.

NOTE: We will have a lecture specifically on writing research reports early in the fall semester, date to be determined.

**Performance Evaluations: 20% final grade**

The student’s supervisor will evaluate the overall performance in the lab. Two evaluations will be done, one in August and one at the end of the course. These evaluations will be based on the student’s commitment, effort, initiative, overall understanding of the project and intellectual contribution and performance. The first supervisor’s evaluation is worth 10% of the total course grade and the 2nd supervisor’s evaluation is worth 15% of the overall grade – see table above.

If problems arise during the research project or in the lab, the student is expected to discuss it first with the supervisor. If a resolution is not reached, the student or the supervisor should contact the course coordinator.
STUDENT:

SUPERVISOR:

SUPERVISOR’S 1ST STUDENT EVALUATION
August

The purpose of this evaluation is to provide early feedback to students regarding their progress and to outline areas of strengths and areas that need improvement for timely and successful project completion. This evaluation is worth 10% of the student mark.

**The following items can be used as a marking guide:**

- Time and effort spent on the project
- Lab book maintenance/Records of work
- Understanding of methods and background
- Lab/technical skill attained/improvement
- Organization/efficiency
- Overall positive contribution to laboratory environment (lab citizenry)

**Additional comments:**

**Mark:** /10

Please plan to return the evaluation by email to Marjorie Johnson mij@uwo.ca by September 31st, 2016.

Jan 29 version 9
The purpose of this independent research project is to acquaint students with the process of experimental research, including multiple techniques, and problem solving skills. Therefore, emphasis should be on the above factors rather than on the completion of the project or obtaining particular results. **This laboratory performance assessment by the supervisor is worth 10% of the students mark in the course, in addition to the 10% already assigned from the first term.** The form will be returned to the student with their report.

Student: ___________________________________________________________  

We suggest the following items as a marking guide: Total Mark out of 20 ____  

__/4 Problem solving: analysis, logic, creativity, systematic approach.

__/4 Effort/enthusiasm: initiative, motivation, time put in.

__/4 Record keeping: clear descriptions, organized, up-to-date lab book.

__/4 Accomplishments: appropriate amount of results obtained given difficulty of methods, problems encountered.

__/4 Understanding: knowledge of methods used, background in the area.

__/4 Citizenry: contribution to mentorship, problem solving, lab maintenance or betterment. Any CONFIDENTIAL COMMENTS for the coordinator please put them here.
Research Project ANAT9580
FIRST WRITTEN REPORT
Supervisor ________________________________

PLEASE RETURN MARKS TO M. Johnson (hard copy or email)
NO LATER THAN June 4

Student: ________________________________________________________________

COMMENTS INTENDED FOR THE STUDENT:

We suggest the following items as a marking guide: Mark out of 20 ____

__/5 Background: sufficient and appropriate to understand the aims, appropriate reference to the literature

__/5 Goals/Research Question/Hypotheses: clear description of the research question and how it fits into the larger goals of the lab and scientific discipline as well as clear and appropriate hypotheses.

__/5 Methods: Clear description of proposed experimental approach. Students must demonstrate that proposed approach is appropriate

__/5 Form including spelling, grammar, organization

If you have any CONFIDENTIAL COMMENTS for the coordinator please put them below.
The reports are to be in the form of a scientific paper such as would appear in JBC, JI, Mol. & Cell Biology, ASM Journal or Anat Ed Sci, Clinical Anatomy or J of Anatomy. The purpose of this independent research project is to acquaint students with the process of experimental scientific inquiry through exposure to multiple techniques, problem solving skills and written communication. Therefore, emphasis should be on the above factors rather than on the completion of the project. Your evaluation of the report is worth 40% of the student’s mark in the course.

COMMENTS INTENDED FOR THE STUDENT:

We suggest the following items as a marking guide: Mark out of 50 ____

__/8 Background: sufficient and appropriate to understand the aims, appropriate reference to the literature

__/4 Hypothesis and Aims: clear description of the hypothesis and aims of the project

__/8 Methods: sufficient explanation for knowledgeable workers to repeat the experiments

__/10 Results: clear, logical exposition/explanation of results obtained, evidence of reasonable accomplishments given the time spent, evidence of systematic approach

__/10 Discussion: Depending on the nature of the project could include: discussion of data quality, implications of the results and conclusions that can be drawn, limitations of methods, further experiments needed/possible: should demonstrate an understanding of the results and their place in the scientific field.

__/10 Form: including spelling, grammar, quality of figures, organization

Copies of the project must be returned so we can ensure that the Faculty Supervisor gets the original copy and the 2nd copy is available for the student to pick up.
Research Project ANAT9580
FIRST ORAL PRESENTATION
Evaluator ________________________________

PLEASE RETURN MARKS TO M. Johnson (hard copy or email)
NO LATER THAN July 5,

Student: ________________________________________________________________

COMMENTS INTENDED FOR THE STUDENT:

We suggest the following items as a marking guide: Mark out of 20 ____

__/5 Organization and Style: Presentation is clear, logical, organized and of an appropriate
length. Listener can follow line of reasoning. Level of presentation is appropriate for audience
and is paced for audience understanding.

__/10 Content: Presentation outlines relevant background, clear research questions and
hypotheses, completed and proposed methods. Preliminary results are presented and
interpreted appropriately.

__/5 Questions: Student responds to questions appropriately and demonstrates their
understanding of the material beyond the details of their specific project.
Research Project ANAT9580
SECOND ORAL PRESENTATION AND LITERATURE REVIEW
Evaluator ________________________________

PLEASE RETURN MARKS TO M. Johnson (hard copy or email)
NO LATER THAN Dec 20,

Student: _______________________________________________________________________

COMMENTS INTENDED FOR THE STUDENT:

We suggest the following items as a marking guide: Mark out of 20 ____

__/5 **Organization and Style:** Presentation is clear, logical, organized and of an appropriate length. Listener can follow line of reasoning. Level of presentation is appropriate for audience and is paced for audience understanding.

__/10 **Content:** Presentation outlines relevant background, clear research questions and hypotheses, completed and proposed methods. Preliminary results are presented and interpreted appropriately.

__/5 **Questions:** Student responds to questions appropriately and demonstrates their understanding of the material beyond the details of their specific project.

Literature Review: Mark out of 20 ___

__/10 **Background:** sufficient and appropriate to understand the aims, appropriate reference to the literature

__/5 **Hypothesis and Aims:** clear description of the hypothesis and aims of the project based on literature reviewed

__/5 **Form:** including spelling, grammar, quality of figures, organization
Research Project ANAT9580
FINAL ORAL PRESENTATION
Evaluator ________________________________

PLEASE RETURN MARKS TO M. Johnson (hard copy or email)
NO LATER THAN May 4

Student: ________________________________________________________________

COMMENTS INTENDED FOR THE STUDENT:

We suggest the following items as a marking guide: Mark out of 20 ____

__/5 Organization and Style: Presentation is clear, logical, organized and of an appropriate length. Listener can follow line of reasoning. Level of presentation is appropriate for audience and is paced for audience understanding.

__/10 Content: Presentation outlines relevant background, clear research questions and hypotheses, completed and proposed methods. Preliminary results are presented and interpreted appropriately.

__/5 Questions: Student responds to questions appropriately and demonstrates their understanding of the material beyond the details of their specific project.
Research Project ANAT 9580
FINAL REPORT DECLARATION
ATTACH THIS FORM TO THE END OF THE FINAL REPORT

STUDENT NAME: ________________________ __________________________

SUPERVISOR NAME: ________________________ __________________________

Signature

Project Start Date: May (Yes/No)

Other: _____________________

While the final oral and written reports should focus on the work performed by the student, appropriate presentation of the project may require presenting data not directly or exclusively generated by the student. Further, some projects depend on the efforts of others for data collection, etc.

In the space below, briefly outline in point form the contribution made by the above student to the data presented in this report:
Masters of Clinical Anatomy Teaching Practicum 9580

Lab coordinator: Haley Linklater, haley.linklater@schulich.uwo.ca, MSB 485, ext.81540

Practicum Goals: The Teaching Practicum is for Masters of Clinical anatomy students who choose not to do the Research Project Anat9580. The main goal of this stream is to provide an opportunity for students to integrate the skills and knowledge they have gained from their first 2 terms through the development and implementation of outreach teaching sessions.

Practicum Objectives: By the end of the 5th term the student will have:
- developed an outreach learning session that is age and skill level appropriate for an audience ranging from high school aged participants to allied health care professionals
- created learning tools/approaches/environments to engage a target audience in the learning sessions
- implemented their learning sessions using the skills and knowledge gained from 9566, 9565, TA experiences and the various workshops that are part of 9562
- designed at least one assessment instrument to evaluate the learner-perceived effectiveness of their session
- conducted a literature review and synthesis on anatomical education that includes a rationale for their choice of learning tools and assessment
- reflected on their experience and identified areas for improvement

Practicum logistics: The background work for the teaching practicum will begin in Term 3 (May). The practicum will be completed by the end of Term 5 (April of Yr2). Students should choose a mentor/supervisor from the Clinical anatomy faculty to oversee their practicum and assessment. An additional mentor/advisor may also be chosen at the discretion of the supervisor in consultation with the student.

May to September Expectations: The student will
- initiate contact with potential audience – develop rapport with networking contacts (find your audience and determine their needs)
- develop age and skill level appropriate curriculum and teaching tools to teach gross anatomy primarily (could also teach histology, neuroanatomy and/or embryology if requested). This may require creating new prosections or some other learning object for demonstration (eg video, interactive game, props).
- design evaluations for the participants to complete at the end of the session
- schedule the event
- complete an extensive literature review of current educational practices in anatomy with a sound rationale to support how and why you developed your learning session/tools
• with the help of the supervisor, recruit 2 other faculty members to read and assess the literature review

September to January Expectations: The student will
• organize one teaching session, ideally in the anatomy department
• coordinate acceptable lab usage times with Haley and Dr. Johnson
• ensure proper safety protocol is communicated to the participants before the session
• obtain signed permission forms from all attendee’s or their legal guardians
• keep the Outreach website updated
• invite faculty to observe and assess the session
• utilize evidence-based teaching tools for the session – eg. Prosections, AV technologies, homemade teaching materials etc to best convey information
• lead one teaching session (minimum 3hrs each) with the assistance of the student’s peers. Organize volunteers and delegate tasks that best fit their skill level.
• Create assessment tool for each session – participant assessment of knowledge and program evaluation of the session
• Support the effectiveness of the teaching tools via published pedagogical literature and through completed evaluations by the students and participants.
• Assist with several cohorts group sessions (# TBA) OR spend a minimum of 8 hours assisting one cohort with their teaching sessions
• Students who chose the research stream are not expected to assist with these teaching sessions but may chose to on their own accord

January to April Expectations: The student will
• If not already completed, assist with several cohorts group sessions OR spend a minimum of 8 hours total assisting one cohort with their teaching sessions
• Write a reflection on how the teaching materials may change over time, with different audiences or based on student completed evaluations. What should be changed and why? What were the strong points?
• Submit a revised learning session outline based on what was learned

Assessment Timeline for Teaching Practicum Stream

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<thead>
<tr>
<th></th>
<th>Date</th>
<th>% of Mark</th>
<th>Evaluators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal for outreach session</td>
<td>May</td>
<td>10</td>
<td>supervisor</td>
</tr>
<tr>
<td>Practice run &amp; Learning tool</td>
<td>July-August</td>
<td>10</td>
<td>Supervisor, Haley and peer volunteers</td>
</tr>
<tr>
<td>Literature review</td>
<td>November</td>
<td>25</td>
<td>2 Faculty external to supervisor</td>
</tr>
<tr>
<td>Practicum: Presentation</td>
<td>Sept-March</td>
<td>25</td>
<td>Faculty, peers, participants, Haley</td>
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<td>and Assessment</td>
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<td>----------------------------------------------------</td>
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</tr>
<tr>
<td>Practicum: ~4 assists</td>
<td>Sept - March</td>
<td>10</td>
<td>peers</td>
</tr>
<tr>
<td>Final written reflection</td>
<td>April</td>
<td>20</td>
<td>supervisor</td>
</tr>
</tbody>
</table>
Outreach Project ANAT9580
PROPOSAL
Supervisor ________________________________

PLEASE RETURN MARKS TO M. Johnson (hard copy or email)
NO LATER THAN June 4

Student: ________________________________________________________________

COMMENTS INTENDED FOR THE STUDENT:

We suggest the following items as a marking guide: Mark out of 20 ____

___/5 Background: sufficient and appropriate to understand the aims, appropriate reference to the literature

___/5 Goals/Objectives: clear description of the teaching session and how it fits into the larger goals of the sound pedagogy and the anatomical discipline as well as clear and appropriate learning objectives.

___/5 Methods: Clear description of proposed teaching session and learning tool. Students must demonstrate that proposed approach is appropriate

___/5 Form including spelling, grammar, organization

If you have any CONFIDENTIAL COMMENTS for the coordinator please put them below.

Jan 29 version 9
The purpose of this first evaluation is to provide feedback to students regarding their progress and to offer an opportunity to improve their teaching and organization skills over the remainder of the course. This is also an opportunity for supervisors to provide directed feedback and highlight areas for improvement. This evaluation is worth 10% of the final grade.

The following items can be used as a marking guide:

__/2 Time and effort spent on preparation

__/2 Records of work, management skills

__/2 Understanding of teaching methods used

__/2 Lab/technical skill attained

__/2 Organization/efficiency

__/10 Learning Tool: ease or use; effectiveness; appropriateness for teaching; response by participants

Additional comments:

Mark: /20

Please plan to return the evaluation by email to Marjorie Johnson mij@uwo.ca by August 30th.
Teaching Practicum ANAT 9580

LITERATURE REVIEW

Reader Name ________________________________

PLEASE RETURN MARKS TO M. Johnson (hard copy or email)
NO LATER THAN AUGUST 25

The reports are to be in the form of a scientific paper review article such as would appear any of the educational clinical journals or, ASM, Journal or Anat Ed Sci, Clinical Anatomy or J of Anatomy. The purpose of this independent literature review is to acquaint students with an important aspect of research inquiry (assessing relevant literature leading to a research question), and to expose them to multiple education theories, leading to problem solving abilities in Anatomical Sciences.

This evaluation is worth 25% of their final grade

Student: ___________________________________________________________

COMMENTS INTENDED FOR THE STUDENT:

We suggest the following items as a marking guide: Mark out of 25 ______

__/10 Background & Aim: sufficient and appropriate to understand the aims, appropriate reference to the literature; completeness, up-to-date; clear description of the aims of the review

__/10 Discussion: Depending on the nature of the review it could include: discussion of data quality, implications of the results and conclusions that can be drawn, limitations of methods, further experiments needed/possible: should demonstrate an understanding of the results and their place in the scientific field and how they apply to the development of teaching tools and learning sessions

__/5 Form: including spelling, grammar, quality of figures, organization

Copies of the project must be returned so we can ensure that the Faculty Supervisor gets the original copy and the 2nd copy is available for the student to pick up.

Thanks again for your participation in the course.
If you have any CONFIDENTIAL COMMENTS for the coordinator please put them
PRACTICUM SESSION AND ASSESSMENT

Supervisors Name:_____________________________________________________

PLEASE RETURN MARKS TO M. Johnson (hard copy or email)
NO LATER THAN APRIL 30

The main goal of this stream of the course is to provide an opportunity for students to integrate the skills and knowledge they have gained from their first 2 terms through the development and implementation of outreach teaching. This performance assessment by the supervisor, Haley, participants, and peers is worth 25% of the student's mark in the course.

Student: ______________________________________________________________

We suggest the following items as a marking guide: Total Mark out of 25 ______

__/5 Innovative/Engaging

__/5 Problem solving: logic, creativity, systematic approach.

__/5 Effort/enthusiasm: initiative, motivation, time put in.

__/5 Organization: clear instructions, flow.

__/5 Assessment tool: appropriate questions, non-bias or leading questions

Any CONFIDENTIAL COMMENTS for the coordinator please put them here.

Teaching Practicum   ANAT9580

Jan 29 version 9
SESSION ASSISTANT (X# SESSIONS)

Evaluator ________________________________

PLEASE RETURN MARKS TO M. Johnson (hard copy or email)
NO LATER THAN April 15

Student: ________________________________________________________________

COMMENTS INTENDED FOR THE STUDENT:

We suggest the following items as a marking guide: Mark out of 20 (~4 assist sessions for a total of 10% of the course grade). /20

__/10 Organization/ Style/Enthusiasm/Rapport: Presentation is clear, logical,   organized and of an appropriate length. Listener can follow line of reasoning.  Displays contagious enthusiasm, puts learners at ease

__/5 Content: correctness, appropriate level.  Level of presentation is appropriate for audience and is paced for audience understanding.

__/5 Questions: Student responds to questions appropriately and demonstrates their understanding of the material and can apply the material beyond the basic knowledge level
Teaching Practicum ANAT 9580

REFLECTION AND SESSION MODIFICATIONS

STUDENT: _______________________________________

SUPERVISOR: _______________________________________

The purpose of the reflection is for the student to integrate the feedback and constructive criticism provided after their teaching session and to reflect on how this has informed change. Students should consider how their materials may change over time, with different audiences. What would they change and why? What were the strong points? How did they feel about the feedback and assessments they received? Based on this reflection, students will submit a revised session outline and modification to their learning tool. Your assessment of the reflection and session modifications is worth 20% of the overall course grade.

PLEASE RETURN MARKS TO M. Johnson (hard copy or email)
NO LATER THAN APRIL 30

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1/0</th>
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<tbody>
<tr>
<td><strong>Intro</strong></td>
<td>Clearly states challenge / conflict / disagreement. The introduction is clear and interesting. It draws the reader into the essay and contains an effective hook.</td>
<td>States the challenge / conflict / disagreement. The introduction effectively previews the content of this essay. It is fairly successful at drawing the reader into it.</td>
<td>Issue statement is not completely clear, or completely meaningful. It is somewhat successful at drawing the reader into it.</td>
<td>Issue is poorly or not described or stated. It does not seem very interesting / appealing and does not invite the reader to keep reading.</td>
</tr>
<tr>
<td><strong>What Was Done</strong></td>
<td>Clearly describes what the author did: reading, research, thinking discussion. A good effort was made to get additional information.</td>
<td>A good description of what was done. Clear that additional information was obtained. But more might have been done.</td>
<td>Adequate description of what the author did. Reasonably clear that effort was made to get additional information.</td>
<td>Deficiencies in description or in the effort made. Not much effort made. Little effort to get additional information or poor information source used.</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>An excellent synthesis of what was learned in comparison to the starting position. Very well written. Original and interesting.</td>
<td>A good synthesis of what was learned in comparison to the starting position. Well written. Somewhat original and interesting.</td>
<td>Adequate synthesis of what was learned in comparison to the starting position. Writing contains some flaws or lacks originality or interest.</td>
<td>Little effort to synthesize what was learned in comparison to the starting position. Flawed writing with little interest to the reader.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Clear one- two sentence(s) conclusion that effectively summarizes key issues and new insight.</td>
<td>A one-sentence conclusion that summarizes key issues and insight.</td>
<td>Conclusion not one-sentence but still summarizes issues.</td>
<td>Conclusion missing or inadequate in form or statement. Not clear or not that interesting.</td>
</tr>
<tr>
<td><strong>Format / Grammar / Syntax</strong></td>
<td>Completely adheres to all requirements. No errors.</td>
<td>Generally adheres to the essay requirements. No errors.</td>
<td>Somewhat adheres to the essay requirements. Not more than one or two small errors.</td>
<td>Missed some or all significant requirements. Many errors or grammar or syntax.</td>
</tr>
</tbody>
</table>