Classroom Teaching List

This document sets out expectations and a checklist for faculty members teaching in our MD Program in the classroom environment.

(The document contains hyperlinked references in BLUE which will only work in the electronic version; these links are to additional explanatory documents within or outside our School)

MUST DOs

- Communicate with your course chair on course objectives and be aware where your teaching links to the course objectives and to other course sessions;
- Be aware of and meet course deadlines and due dates. Please respond promptly to communications from UME staff. Ensure that your teaching materials are submitted to UME on time;
- Prepare course materials that align with the course objectives and teaching goals. When preparing materials consult resources available to Schulich faculty on good teaching practices, slide preparation, prioritization of teaching etc. Please review these "How Do I...?" sheets;
- If you are teaching by VC, please read and act on these TIPS;
- Please be on time to your teaching session and please finish on time;
- Be aware of the topics that the students have already covered and build on that knowledge;
- Be familiar with and demonstrate proficiency using classroom technology. Help is available from STC and TTS;
- Ensure that assessments (exam questions) are available for your teaching objectives, are mapped to course objectives and have been submitted on time. See these tips on writing MCQs;

SHOULD DOs

- Be aware that a curricular goal is to graduate “undifferentiated” physicians capable of entering any postgraduate area and ensure that your instruction aligns with this;
- Teach to the educational level of the undergraduate learner: teaching in years 1 and 2 should be directed towards preparing students for the clinical clerkship;
- Use an instructional approach that encourages interaction and integration of knowledge: have the students do something in class other that sitting and listening. See HERE;
- Explain all medical acronyms and abbreviations, as they are introduced;
- Allow time for questions and avoid rushing content: practice good time management with regard to your teaching objectives; prioritize "take home messages". See HERE;
- Ensure that students have some way of quizzing themselves on your course material. Such formative assessment is key to student learning;
- Follow up with your course chair / committee on course and instructor evaluation. Consider suggestions made about your teaching as formative and act on them. Review feedback comments and strive to improve your goals, teaching modalities and assessments annually. Attend course debriefing and planning meetings, if possible;

COULD DOs TO IMPROVE YOUR TEACHING AND CURRICULUM QUALITY

- Use a designed and consistent approach for your slides: e.g. begin each lecture with a ‘summary slide’ and the lecture objectives: repeat the summary slide throughout the lecture to emphasize each section. More HERE;
- Develop and use assessments that are directed towards your teaching goals. See Bloom’s Taxonomy and HERE;
- Be focused towards instruction and assessment that promotes independent learning, higher order thinking skills and a problem-based approach;
- Be aware of principles of good educational practice and evidence based teaching and learning. See HERE and HERE;
- Take CPD regularly to improve your teaching and your thinking about it.