

MD Program

Teaching and Learning Methodologies Policy



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Lead Writer: Teaching and Learning Committee

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1.0 Preamble:

In each of the Terms in the MD Program, learning opportunities will be designed and implemented to enable students to achieve the competencies and objectives outlined in the MD Program Competency Framework: Curricular Goals & Competency-Based Objectives.

2.0 Statement of Purpose:

The purpose of this policy is to provide guidance to Year and Course Directors for the coordination of Terms and the design of courses and curricular units regarding the balance of types of teaching and learning methodologies in each phase of the Curriculum. The ultimate intent is to allow students to achieve the competencies and objectives outlined by the MD Program while progressively increasing learner independence and developing the skills and attitudes necessary for successful lifelong learning.

3.0 Standard:

- 3.1 It is the expectation of the Queen's MD Program that the use of active learning strategies be maximized throughout the curriculum. Student engagement in active learning (knowledge application) tasks promotes deeper learning, allowing them to connect what they are learning with what they already know and to transfer those deeper understandings to new contexts²⁻³. To be actively involved, students must engage in higher-order thinking tasks, such as analysis, synthesis, and evaluation. Students' active participation in the learning process facilitates retention and supports their ability to transfer through the construction of new ideas and/or ways of thinking⁴⁻⁶. Active learning assists in fostering lifelong learning skills and behaviours¹¹⁻¹².

- 3.2 It is the expectation of the Queen's MD Program that opportunities for student self-directed learning be incorporated throughout the curriculum. Self-directed learning includes the process by which students independently or collaboratively identifies their learning objectives, seek the most appropriate resources necessary to meet the objectives, apply those resources to meet their learning objectives and/or contribute to the learning of others⁷⁻¹⁰.
- 3.3 To meet this standard, the overall design for each term should correspond with the guidelines for scheduling of learning event types, including active and self-directed learning, outlined in Section 5.

4.0 Types of Learning Events and Opportunities:

- 4.1 Scheduled formal, non-clinical course learning events or teacher-directed independent learning are identified using these tags on Elentra (the Learning Management System).
- 4.2 Experiential learning opportunities (observerships, First Patient Project, electives, day-to-day clerkship rotation activities, academic enrichment certificates) are not tracked in the Elentra learning event system.
- 4.3 These events are defined in Appendix A. Each event must fall under one of the following categories:

Demonstration

Laboratory

Lecture

Project

Self-Directed Learning

Seminar

Simulation

Team Based Learning

Tutorial

- 4.4. These learning event types can be divided into two categories: (1) content delivery; and (2) content application. For all learning event types, the goal is to provide engaging, stimulating learning opportunities.

5.0 Life-long and self-directed learning:

- 5.1 A goal of the MD Program curriculum is the development of the skills and attitudes required for lifelong, self-regulated learning. Students are provided unscheduled time in the curriculum to set and carry out self-directed learning activities that include self-assessment of learning needs; independent identification, analysis, and synthesis of relevant information; appraisal of the credibility of information sources. The MD Program provides feedback on the acquisition of these skills. These learning opportunities may include both mandatory and optional learning activities.

- 5.2 Table 1 can be used to guide educational leaders in selecting appropriate forms of instruction in order to create a curricular environment that promotes a level of independence that is appropriate to the stage of the students in a particular phase of the curricular.

TABLE 1			
<i>*Usually implies active learning activities</i>	Knowledge delivery (Teacher-directed learning)	Knowledge application (Teacher as expert and coach)	Self-regulated learning (student-directed)
Career counselling/ Observerships*/ Electives*		X	X (observerships; community week; electives)
Clerkship seminars	X	X	
Debrief	X	X	
Demonstration	X		
Directed independent learning	X	X (depending on design of activity)	
FSGL*		X	X (depending on activity)
Games*	X	X	
Laboratory*		X	
Lecture	X		
PPP		X	
Peer teaching		X	X
Self-directed learning			X
Simulation*		X	
Small group learning*	X	X	X (depending on activity)

6.0 Balance of Types of Teaching and Learning Methodologies across the Curriculum:

- 6.1 Working cooperatively, the Year Directors, Course Directors, and teaching faculty, in consultation with the Education Team, will ensure a balance of learning event types and opportunities that reflect adult learning principles.
- 6.2 The balance of types of teaching and learning methodologies is considered on a per-course and per-term basis. Recognizing that lectures are, traditionally, the least active-learning method, this balance is based on the following principles:
- Each term and course shall have a variety of learning event types and opportunities as determined to be appropriate for the curricular content.
 - No term shall have content delivered as greater than 50% lecture
 - Each term shall include self-directed learning opportunities, as described above
 - Each course's scheduled learning events will be set at < 50% lecture
 - The Assistant Dean Curriculum, in consultation with the Course Director, Year Director and Educational Developer may approve a Course Director's request to schedule between 50 – 55% lecture learning events in extenuating circumstances.
 - If a Course Director would like to schedule greater than 55% lecture learning events, a request including rationale for the pedagogical choices must be presented to the Curriculum Committee. Approval by the Curriculum Committee must be provided prior to the start of the term in which the course is delivered.

6.0**7.0 Procedure:**

- 7.1. Teaching methodologies (outlined in Table 1) will then be selected in keeping with the objectives of the course and/or session.

8.0 Oversight:

- 8.1. The Curriculum Committee oversees the enforcement that the teaching methodologies and learning event types in each course are in line with the policy appropriately balanced, in keeping with the above noted standard.
- 8.2. Course Directors and Year Directors determine the learning event type for each session.
- 8.3. The learning event type is entered into Elentra by the designated Curricular Coordinators.
- 8.4. Student feedback about learning event delivery is collected through: (a) meetings with the student curricular representatives; (b) course evaluation surveys; (c) specific learning event feedback solicited by Course Directors, e.g. Clinical Skills event surveys; and (d) confidential feedback on specific learning even types through online surveys as may be deemed by the Assistant Dean-Curriculum to be useful from time to time (e.g. DIL event report project).
- 8.5. Based on available feedback and the event types entered in Elentra, the Education Team prepares a summary report for Curriculum Committee.
- 8.6. For courses that exceed the 50% lecture threshold without following procedures as outlined in Section 5.2, the Educational Developer will notify the Year Director and relevant Course Director so that a resolution can be decided upon for the next iteration of the course.

9.0 Reporting & Follow-up:

- 9.1. The Curriculum Committee reviews the reports from the Education team and provides feedback to Year Directors regarding the balance among the variety of teaching methods employed in each Term.
- 9.2. It is the responsibility of Year Directors to meet with each Term's Course Directors to ensure appropriate follow-up on feedback received from the Curriculum Committee and to describe solutions required to address any issues.
- 9.3. This data will also be sent to the Curricular Quality Assurance Review Team (CQuART), to be considered in their annual course review processes.

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