Spring 2016 IAMSE Webcast Audio Seminar Series

Click the links below to access the archive.

3/3/2016  Instructional Design – Learning Objectives; Backwards Design, Blooms Taxonomy

It is often said that medicine and healthcare is both a science and an art. Likewise, teaching is often referred to as both a science and an art, and the same can said specifically in reference to teaching in medical science education, or health professions education. But before good teaching can occur, it is important to examine the process of developing learning experiences through systematic instructional design.


3/10/2016  Planning for Curriculum Mapping

Curriculum mapping acts as a catalyst for opening up lines of communication among all educators. The use of curriculum mapping encourages leadership, faculty and staff to have conversations within their own department, school, and university, increasing collegiality and breaking down silos. This session will introduce the audience to topics and conversations focusing on how curriculum mapping gets started.


3/17/2016  Testing your test: Assessing the Quality of Test Items

For an assessment to be an acceptable measure of student learning, it must be a valid and reliable and contain high quality test items. This web seminar will review the types of statistics that are generally provided, how these numbers are derived and the ways in which they can be interpreted.


3/24/2016  Essay Exams: Beyond Knowledge and Recall of Factual Information

A firmly held belief in medical education is that assessment drives learning. Students generally learn what they need to learn to succeed on required assessments. During this webinar, we will review our experience with open-ended assessments as well as the lessons learned using open-ended essay type questions for the assignment of student grades during Foundations of Medicine and Health.


3/31/2016  Applying quality improvement principles to advance faculty development

LCME has emphasized the importance of continuous quality improvement (CQI) to ensure medical schools have plans in place to meet programmatic goals and outcomes. In order to remain compliant, programs must utilize quality improvement principles, such as those used in the broader healthcare context, to evaluate and develop programming.