

**Auburn CVM Summer Teaching Institute 2016**

**Design and Align for Learning: Working with Goals, Competencies, Objectives and Assessments**

**Facilitator: India Lane, DVM, EdD**

Professor of Medicine in the Department of Small Animal Clinical Sciences  
Associate Vice President for Academic Affairs and Student Success at the University of Tennessee

**(Note that Dr. Lane will present a seminar Thursday afternoon in the Overton Education Auditorium from 3 to 4 titled: “Teaching is Job One: Opportunities to Advance the Educational Mission in Veterinary Colleges” to interested faculty. This seminar is not part of the STI but will focus on what has [and has not worked] in facilitating teaching at UTK-CVM).**

**Reading materials will be made available prior to the STI.**

**Friday, July 22, 2016**

**9 to 10 am: How Learning Informs Teaching**

**Course description:** In this interactive session, the presenter will distill the common features known to facilitate learning. The presenter and participants will explore how these features inform curricular and instructional design and practice.

**Course objectives:** Participants will:

- Using one’s own experience, be able to reflect and describe the learning process
- Be aware of the major features, supported by aggregated evidence, that facilitate learning across all settings. (e.g. expansion from prior knowledge, repetition and rehearsal, spacing, linking, self-testing, metacognition and appropriate cognitive load)
- Using one course goal, be able to apply the principles that facilitate learning to the design of an educational setting or topic/skill in one’s own instructional practice.
- Describe some differences between novice and expert learners and practice adapting instruction to various levels of learners
- Be able to describe the cognitive styles and learning styles that have been posed in the literature and be able to articulate their limitations in instructional practice
- Be able to utilize resources provided and references to gain additional knowledge of these principles.
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**10:15 – 11:45 am and 1 – 2 pm: Goals, Competencies and Learning Objectives and their Impact on Instructional Design**

**Course description:** In the first part of this session, the presenter will review concepts and terminology that clarify goals, competencies and objectives and how they aid learning. In the latter part of the

session, the elements of specific objectives will be emphasized. Ample opportunities will be provided for practice.

**Course objectives:** Participants will:

- Be able to diagram the hierarchy of goals, competencies and objectives (or learning outcomes)
- Be able to defend the value of well written course goals and learning objectives
- Be familiar with terminology that surrounds learning objectives and outcomes and adapt the terminology to one's own use
- Be able to use Bloom's Taxonomy and Miller's Pyramid to set goals and objectives at the appropriate educational level, from knowledge level to application and beyond.
- For team taught courses, be able to contribute to course team-defined goals and learning objectives and align individual or specific objectives appropriately
- During the workshop, be able to utilize the anatomy of a course objective (and its 3 key elements) to rewrite example objectives to better communicate expectations to students and colleagues
- During the workshop, write 2 -3 course goals and 2 -3 learning objectives for an educational setting or topic relevant to one's own instruction
- After the workshop, be able to work with other members of a course team to refine goals and content.
- After the workshop, be able apply the practice examples and resources provided to create or improve additional goals and objectives

#### **2-4 p.m.: Aligning Assessment Practices with Goals, Competencies and Objectives**

**Course description:** In this session, participants will use objectives to design appropriate methods for expected outcomes. Examples and guides for choosing assessments based on objective level and type will be provided.

**Course objectives:** Participants will:

- Be able to describe the difference between individual and program assessment
- Be able to diagram the alignment of learning objectives with course goals, program goals and AVMA competencies
- Be able to define validity and reliability as they relate to educational assessment
- Be able to identify the features of quality assessment practice.
- Using Bloom's Taxonomy and Miller's Pyramid, be able to match assessment method with the level of the learning objective
- Working with a list of examples, brainstorm ways to use assessment methods, including advanced multiple choice questions, for multiple types and levels of assessments.
- During the workshop, given 2-3 course goals and 2-3 learning objectives, be able to plan the ideal assessment, as well as a feasible alternative if the ideal assessment is not practical.

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**\* 5 hours of Continuing Education credit for veterinarians**

**India Lane, DVM, MS, EdD, DACVIM**

India Lane received her veterinary degree from the University of Georgia in 1988, then completed an internship at Texas A & M University and a residency and Master of Science degree at Colorado State University in 1992. At that time, she also achieved Diplomate status in the American College of Veterinary Internal Medicine. In faculty positions at the Atlantic Veterinary College and at the University of Tennessee, Knoxville, Dr. Lane focused clinical, teaching and research interests in small animal urology while becoming increasingly involved in veterinary education. At UT, Dr. Lane served as the Director of Veterinary Educational Enhancement from 2002-2011 and completed a doctoral degree in Educational Policy and Leadership Studies in 2008. Under her guidance, UTCVM developed a model veterinary Master Teacher Program and hosted the Veterinary Educator Collaborative Symposium in Knoxville in 2010. Dr. Lane currently is a Professor of Medicine in the Department of Small Animal Clinical Sciences and serves as the Associate Vice President for Academic Affairs and Student Success at the University of Tennessee. As Associate Vice President, she facilitates academic programs, policies and other collaborative initiatives at UT campuses across the state while remaining connected to the veterinary college's teaching program and faculty development efforts.