

## HE-101 STAGE 1 2022-3



## SYLLABUS

### COURSE TOPICS

- A. Introduction: Basic Terminology in Education
- B. Instructional Design Basics
- C. Large Group Teaching (Lectures)
- D. Small Group and Student-Centered Teaching
- E. Giving/Receiving Feedback
- F. Assessment of Learners



#### FACULTY/INSTRUCTORS

Can Aktaş  
Emel Gönen Baş  
Nazan Canbulat  
Ebru Çelik  
Sevilay Çelik  
Mehmet Demirhan  
Tuğba Gürsoy  
Gökhan Gönenli  
Serçin Karahüseyinoğlu  
Mehmet Kaya  
Fahriye Oflaz  
Sibel Ölmez  
Ferah Özer  
Tarık Tihan

#### TOPICS

- Basic Terminology in Education
- Instructional Design Basics
- Large Group Teaching
- Small Group/Student Centered Teaching
- Giving and Receiving Feedback
- Assessment of Learners

# HE-101 STAGE 1 Educator's Portfolio

**Time: October 20-21,25-26**

*Four day course on basic  
academic educator skills*

**Location: SANERC 1.Kat**

**Further information:**

[kamer@ku.edu.tr](mailto:kamer@ku.edu.tr)

This course is the Stage 1 of a 3-stage certificate program designed for academic educators. Stage 1 aims to provide basic skills, such as educational design, large and small group teaching formats, giving and receiving feedback, and assessment strategies including how to formulate learning objectives and how to construct MCQs.

## HE-101 STAGE 1 PROGRAM TIMELINE

YEAR 1  
Session 2022-3

Project Start:	20.10.2022
Display Week:	1

					Oct 17, 2022							Oct 24, 2022						
					17	18	19	20	21	22	23	24	25	26	27	28	29	30
Task	Assigned To	Progress	Start	End	M	T	W	T	F	S	S	M	T	W	T	F	S	S
Morning Session Introduction: Basic Terminology in Education																		
ICE Breaking with A Group Exercise	ALL FACULTY		09:00	10:30														
COFFEE BREAK																		
Introductory Session-Concepts	TARIK TİHAN/SİBEL ÖLMEZ		10:50	11:30														
Introductory Session-Concepts	TARIK TİHAN/SİBEL ÖLMEZ		11:40	12:10														
LUNCH																		
AFTERNOON SESSION INSTRUCTIONAL DESIGN BASICS																		
Design Basics-Introduction	FERAH ÖZER		13:30	14:00														
Instruction Design Exercise	FERAH ÖZER		14:10	14:40														
COFFEE BREAK																		
Instruction Design Exercise	FERAH ÖZER		14:50	15:20														
Instruction Design Exercise	FERAH ÖZER		15:30	16:00														
Reflective session	ALL FACULTY		16:00	17:00														
Morning Session Giving and Receiving Feedback																		
Giving and Receiving introduction	CAN AKTAŞ/GÖKHAN GÖNENLİ/SERÇİN KARAHÜSEYİNOĞLU		09:00	09:30														
Giving and Receiving feedback exercises	CAN AKTAŞ/GÖKHAN GÖNENLİ/SERÇİN KARAHÜSEYİNOĞLU		09:40	10:10														
COFFEE BREAK																		
Giving and Receiving feedback exercises	CAN AKTAŞ/GÖKHAN GÖNENLİ/SERÇİN KARAHÜSEYİNOĞLU		10:30	11:00														
Giving and Receiving feedback exercises	CAN AKTAŞ/GÖKHAN GÖNENLİ/SERÇİN KARAHÜSEYİNOĞLU		11:10	11:50														
LUNCH																		
AFTERNOON SESSION LARGE GROUP TEACHING																		
Large Group Teaching Introduction	MEHMET DEMİRHAN		13:00	13:15														
Large Group Teaching Exercises	NAZAN CANBULAT/EMEL GÖNEN/MEHMET DEMİRHAN		13:20	14:10														
COFFEE BREAK																		
Large Group Teaching Presentations	NAZAN CANBULAT/EMEL GÖNEN/MEHMET DEMİRHAN		14:30	15:00														
Large Group Teaching Presentations	NAZAN CANBULAT/EMEL GÖNEN/MEHMET DEMİRHAN		15:10	15:50														
Reflective session	ALL FACULTY		16:00	17:00														
Morning Session Small Group Teaching																		
Small Group Teaching	FAHRIYE OFLAZ/SEVİLAY ÇELİK/MEHMET KAYA		09:00	09:20														
Small Group Teaching	FAHRIYE OFLAZ/SEVİLAY ÇELİK/MEHMET KAYA		09:20	09:40														
SHORT BREAK																		
Small Group Teaching	FAHRIYE OFLAZ/SEVİLAY ÇELİK/MEHMET KAYA		09:50	10:30														
COFFEE BREAK																		
Small Group Teaching Exercises	FAHRIYE OFLAZ/SEVİLAY ÇELİK/MEHMET KAYA		10:45	11:30														
Small Group Teaching Exercises	FAHRIYE OFLAZ/SEVİLAY ÇELİK/MEHMET KAYA		11:30	12:30														
LUNCH																		
AFTERNOON SESSION SMALL GROUP AND STUDENT CENTERED TEACHING																		
Reflective session	ALL FACULTY		14:00	15:00														
Morning Session Assessment of Learners I																		
Theory and Practice of Assessment	EBRU ÇELİK/NİLÜFER ALPAY KANİTEZ		10:00	10:30														
Interactive Session for Assessment	EBRU ÇELİK/NİLÜFER ALPAY KANİTEZ		10:40	11:10														
COFFEE BREAK																		
Interactive Session for Assessment	EBRU ÇELİK/NİLÜFER ALPAY KANİTEZ		11:30	12:00														
Creating an Assessment For an Activity	ALL FACULTY		12:10	12:50														
LUNCH																		
AFTERNOON Session Assessment of Learners II																		
Presentations of Assessment Strategy	ALL FACULTY		14:00	15:15														
Reflective session	ALL FACULTY		15:30	16:30														

October 11, 2022

Dear Faculty Member,

We welcome you to our third Educator's Portfolio Course, HE-101 Stage 1. In this course, our educational goals, course program and references will be given to you in the handbook. This syllabus highlights our expectations and provides you with instructions to follow during the four-day course. The course is designed to incorporate lecture-based sessions with practical exercises for you to be familiar with the basic concepts in academic teaching. All course material will be in English but the lectures, group sessions and the discussions will be held in Turkish. We expect you:

- To be present in all practical sessions and the lectures. If you cannot be present during the lectures, please ensure that you review and understand the material presented to you.
- To review and study both the handbook and the lectures because the content of the handbook may not be the same as the content of the lectures. The contents are specifically designed not to be identical to give you more information in less time.
- To work to create your assignments and work with your group to complete the group tasks. Your success in this course depends on your ability to complete the tasks outlined in this syllabus.
- To present your tasks either in writing or in electronic form during (not after) the course. The following will be required from each participant: 1-powerpoint presentation of your lecture design (task#1, please use the template provided. This assignment will be given to pairs of participants to jointly create a single presentation), 2-evaluation of large group teaching presentations, a total of 10 evaluations including evaluation of your own lecture, 3-group report on small group teaching design (please use the template provided), 4- group report on assessment of learners for the small group teaching activity designed in task 3
- Take the entrance survey after reviewing the handbook and fill out the exit survey at the end of the course.

We will have a reflective session at the end of each day, and we have specific questions for you to discuss in reflection groups. These groups are different from your study groups to allow exchange of ideas among groups. We will use the reflection hours to discuss what you have found important and how you could incorporate this experience in your teaching. You will receive a certificate, IF you participate in at least 80% of the interactive sessions, complete all the tasks AND you fill out the course evaluation form.

For all inquiries about the content, assignments and course material, please contact Merve Kurhan Togay, Sibel Ölmez or Tarik Tihan ([kamer@ku.edu.tr](mailto:kamer@ku.edu.tr))

## The course participants and groups:

### PAIRS FOR LECTURE PRESENTATION

- 1 Ali İlke Gürses/Aslı Ercan Doğan
- 2 Ayşe Yıldız Taş/Burçin Sağlam
- 3 Ceyda Açılan Ayhan/Eser Buluş
- 4 Gülnihal Özcan/Hacer Aktürk
- 5 Havva Sezer/Haydar Can Dokuyan
- 6 Herdem Aslan Genç/Said İncir
- 7 Seçil Özışık/Serdar Aydın
- 8 Suat Erus/Şule Yıldız
- 9 Umut Altunoğlu/Ümit Dilber Mutlu
- 10 Yıldız Tütüncü/Zelal Adıgüzel

### STUDY GROUPS

<b>GROUP 1</b>	Ali İlke Gürses
	Aslı Ercan Doğan
	Ayşe Yıldız Taş
	Burçin Sağlam
<b>GROUP 2</b>	Ceyda Açılan Ayhan
	Eser Buluş
	Gülnihal Özcan
	Hacer Aktürk
<b>GROUP 3</b>	Havva Sezer
	Haydar Can Dokuyan
	Herdem Aslan Genç
	Said İncir
<b>GROUP 4</b>	Seçil Özışık
	Serdar Aydın
	Suat Erus
	Şule Yıldız
<b>GROUP 5</b>	Umut Altunoğlu
	Ümit Dilber Mutlu
	Yıldız Tütüncü
	Zelal Adıgüzel

### REFLECTION GROUPS

<b>GROUP A</b>	Ali İlke Gürses
	Eser Buluş
	Herdem Aslan Genç
	Şule Yıldız
<b>GROUP B</b>	Aslı Ercan Doğan
	Gülnihal Özcan
	Said İncir
	Umut Altunoğlu
<b>GROUP C</b>	Ayşe Yıldız Taş
	Hacer Aktürk
	Seçil Özışık
	Ümit Dilber Mutlu
<b>GROUP D</b>	Burçin Sağlam
	Havva Sezer
	Serdar Aydın
	Yıldız Tütüncü
<b>GROUP E</b>	Ceyda Açılan Ayhan
	Haydar Can Dokuyan
	Suat Erus
	Zelal Adıgüzel

## SESSION 1-BASIC TERMINOLGY PADLET INSTRUCTIONS

Padlet is an educational web platform in which users can upload, organize, and share content to virtual bulletin boards called "padlets". Please create a a single or multiple walls in padlet, addressing the answers to the questions and the instruction below.

- 1- List three educational terms in the handout that you are the most familiar with? And why?
- 2- Three educational terms in the handout that you are the least familiar with? And why?

• Choose one educational term from your first list and one educational term from your second list; add them to your padlet wall that will house all the posts you want to include such as readings/articles, videos, pictures and other visuals related to these two terms.

## **ASSIGNMENT 1- DESIGN A LARGE GROUP LECTURE**

Please design a lecture for a group of **50 medical students** in a large classroom setting. You should **specify the target audience** (year 1, 2, 3... etc.) The lecture is for **35-40 minutes** with 5-10 minutes saved for a questions/answer. **Please choose one of the topics below.** You should be able to define:

1. Please provide appropriately formatted learning objectives that will be covered during your lecture. And make sure that the number of learning objectives is sufficient.
2. Please define whether the students need to be prepared and if so, what they should do as preparation. Your instructions should be clear, specific and reasonable.
3. Please provide an outline for a handout as well as references or suggested reading for the students. The handout may also contain the specific learning objectives. You can also request a task to be completed after the lecture.
4. Please describe what kind of examination you need to administer to test the lecture content. Define the type and number of questions and your scoring system. Define what you would consider successful, and why.
5. Please prepare a **5-minute presentation** to describe your lecture and strategy to the class. Your presentation should address all the questions above. Please use the template provided.

### **LECTURE TOPICS**

#### **1. BASIC SCIENCES**

- a. Absorption of fat in the GI tract
- b. Bladder structure and function
- c. Blood groups and their practical benefits
- d. Carbon dioxide transport in blood
- e. Coronaviridae associated diseases in humans
- f. Definition and testing of proprioception
- g. Development of endocrine pancreas
- h. Development of the retina
- i. Effects of training in skeletal muscle
- j. Functions of the limbic system
- k. Heme structure and synthesis
- l. Histological features of the adenohypophysis
- m. Histology of bone
- n. Lacrimal gland function and innervation
- o. Structure and function of the peritoneum
- p. The function of adrenal medulla
- q. The role of cerebellum in movement
- r. The structure and function of the tympanic membrane
- s. Using art to teach (anatomy, physiology, or pathology)
- t. The role of molecular pathology in the diagnosis of cancer (choose a specific type of cancer)
- u. Classification of gram-negative bacilli
- v. Function and dysfunction of peroxisomes

#### **2. CLINICAL SCIENCES**

- a. Alcoholic liver disease
- b. Anti tuberculosis drugs
- c. Antimalarial drugs
- d. Bacterial osteomyelitis
- e. Clinical Features of Crohn's Disease
- f. Evaluation of patient with extremity trauma
- g. How to evaluate a pediatric patient with epistaxis
- h. How to evaluate a patient with dyspnea
- i. How to evaluate an adult patient with neck pain
- j. How to evaluate an adult patient with vertigo
- k. How to evaluate a pediatric patient with sore throat
- l. How to perform a breast exam in adults
- m. How to perform an abdominal exam in adults
- n. Imaging of lumbar vertebral fractures
- o. Imaging of pulmonary tumors
- p. Intravenous and intramuscular injections
- q. Management of cerebral edema
- r. Pathology of mycobacterium tuberculosis
- s. Pathology of rheumatic fever
- t. Recognizing osteoporosis
- u. Signs and symptoms of shoulder dislocation
- v. Care of extremity burns
- w. Management of systemic toxoplasmosis
- x. Wrist fractures in children

## **ASSIGNMENT 2- EVALUATE A LECTURE**

Please evaluate all the presented lecture proposals in the classroom using FORM 1. Please rate each item between 1 (worst) and 6 (best). You will be given score cards for all the proposals. You are free to omit evaluation of some of the lectures, but please try to evaluate all your colleagues. Review the proposal based on the rubric provided to you addressing the items below:

1. Is the proposed lecture appropriate for the target audience?
2. Are the learning objectives appropriately formulated, and sufficient? (i.e. sufficient numbers, SMART format, any critical issue omitted?)
3. Will there be sufficient time and opportunity for the students to prepare for the lecture?
4. Can the lecturer adequately assess the learning objectives with the proposed assessment?
5. Is the plan clearly presented? Is the lecturer able to convey the plan with sufficient detail?
6. Does this lecture include sufficient student engagement activities?

<b>PRESENTER</b>						
<b>TITLE/TOPIC</b>						
	<b>POOR</b>			<b>EXCELLENT</b>		
Is the proposed lecture planned for the appropriate audience?	1	2	3	4	5	6
Are the learning objectives SMART?	1	2	3	4	5	6
Are the number of learning objectives sufficient?	1	2	3	4	5	6
Do you think there is sufficient time for students to prepare for the lecture?	1	2	3	4	5	6
Is the assessment strategy appropriate?	1	2	3	4	5	6
Is the plan clearly presented?	1	2	3	4	5	6
Does this lecture include sufficient student engagement activities?	1	2	3	4	5	6

### **ASSIGNMENT 3- DESIGN A SMALL GROUP ACTIVITY**

In your group, please select a specific format for a student-centered learning and design an activity **for a group of 20 students** in a small group setting. You should **specify the target audience** (year 1, 2, 3... etc.). The small group session should be **approximately 2 hours** and you should decide how to divide this time for specific activities. Please **provide learning objectives** for the group activity. You can choose one of the topics below to design your lecture. Provide clear concise directions for the groups, and what you would like them to do. Make sure you specify how the groups should be divided and which role each member should play. The group should also prepare a 10-minute presentation to explain your teaching strategy and small group session plan.

#### **TOPICS:**

1. ABCD of emergency care
2. Acute management of upper extremity fractures
3. Advance Cardiac Life Support outside medical institutions
4. Assessment of mental status of an adult patient in the emergency clinic
5. Basics of wound dressing in the emergency room
6. Conducting a check-up examination in a pregnant woman during the third trimester
7. Discussing a recent diagnosis of lung cancer with an adult patient, and his family members
8. Dressing extremity wounds
9. Educating public on respiratory infectious diseases and prevention
10. Educating public on self breast examinations
11. Evaluation of a routine brain MRI
12. Obtaining cerebrospinal fluid via lumbar puncture
13. Obtaining history from an adult patient with headache
14. Obtaining vital signs (blood pressure, respiration rate, pulse) and their interpretation
15. Ophthalmological examination using an ophthalmoscope
16. Performing an abdominal examination in a patient with diarrhea
17. Use and interpretation of Glasgow Coma Scale
18. Using a defibrillator in non-hospital settings
19. Writing prescriptions for a specific disease/patient (define a specific disease)

### **ASSIGNMENT 4- ASSESSMENT OF LEARNERS**

Please select the small group activity you have created to design an assessment strategy and develop and assessment plan for the activity. First decide whether the assessment should have formative, summative or criterion-based components. Next, explain how you would ensure content validity and test reliability. Then, ensure that the assessment strategy you have developed is:

- Does the assessment have sufficient content validity?
- Does the assessment adequately address ALL the learning objectives?
- Will the assessment strategy have high reliability?
- Are the instructions clear and unambiguous?
- Is there a clear measure of success/failure?
- Is there a plan for remediation?

Please provide a 5-minute presentation on how you would administer, evaluate, and improve your assessment plan.



## **REFLECTION HOURS:**

There will be four reflection hours where the participants will be redistributed to reflection groups to discuss specific questions and to return to their original groups to inform others on the group perceptions. The questions for each reflection hour are presented below. These sessions are of critical value for us to recognize what has been discussed at other tables that you may not have considered and vice versa. It is also a critical tool to give us more information about the process, and how we can improve the next course. We would ask the participants to manage their time, so that they could discuss all the questions in this document and allow everyone to speak.

Once you complete your discussion in the reflection groups, we will review your answers and get feedback from the entire group.

### **REFLECTION QUESTIONS**

#### **SESSION 1 (OCT 20)**

- What are your expectations from this course?
- What is one thing you would like to see improved in your educational environment?
- What surprised you today and why? When were you most motivated?
- What would you like to learn more about today's topic?

#### **SESSION 2 (OCT 21)**

- What do you think about the way you were giving and receiving feedback in your career and while you were at Koç University What major obstacles did you experience in giving and receiving feedback.
- How would you like to change your lectures based on what you have learned today?
- What surprised you today and why? When were you most motivated?
- What would you like to learn more about today's topic?

#### **SESSION 3 (OCT 25)**

- What would you change in your small group teaching after this course?
- Which small group teaching methods/practices have you used in your teaching and why?
- What surprised you today and why? When were you most motivated?
- What would you like to learn more about today's topic?

#### **SESSION 4 (OCT 26)**

- What was useful for you in this course and why?
- If you were organizing this course, what would you have done differently?
- What surprised you today and why? When were you most motivated?
- How will you change your teaching after this session?