

**Berkshire Medical Center  
School of Medical Technology**

Course Syllabus

Course No. : MEDT 409

Course Title: Education

Credits: 0

**Description:**

Discusses the principles of adult education and education methodology including basic principles of how adults learn, the theories of learning (Bloom, Krathwohl, and Simpson) and the use of learning objectives (cognitive, psychomotor and affective). Instructs students about how to write objectives, select the appropriate type and level of objective and create evaluation tools to measure the learning. Students will prepare and teach a class and develop evaluation tools for that class. Also discusses the importance and benefits of maintaining competency, professional development, and life-long learning.

Primary Didactic Instructor: Lori Moore, M.Ed., MT(ASCP)

Program Director

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447-2580

**Required text:** None.

**Reference material:**

Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction, 3<sup>rd</sup> ed. by Robert F. Mager. (1997)

McKeachie's Teaching Tips, Wilbert J. McKeachie, 1999

The Truth About Testing: An Educators Call to Action, W. James Popham, 2001

Changing Practices in Evaluating Teaching, Peter Seldin and Assoc., 1999

A Handbook for Group Discussion: Alternatives to Lecturing Medical Students to Death, 3<sup>rd</sup> edition, Neal A. Whitman, Thomas L. Schwenk, 2006

Lecture: 2 scheduled lectures

**Assignment:** Apply educational objectives and evaluation tools to capstone project or microbiology review class.

## **Course Goals and Objectives**

Based on the didactic material students will demonstrate competency of the following objectives.

Upon completion of the Education course the student will:

1. Define basic terminology used in education methodology.
2. Discuss the three education domains.
3. Discuss the difference between a goal and an objective.
4. Explain the difference between a measurable and un-measurable objective.
5. Discuss the criteria of a useful objective.
6. Differentiate objectives at the appropriate taxonomic levels.
7. Write appropriate objectives using learned criteria and covering all 3 domains.
8. Describe and assess the use of student evaluation tools.
9. Explain the importance of program evaluation tools.
10. Correlate the effectiveness of evaluation instruments with outcomes measures.
11. Select and create an evaluation tool for micro review presentation.
12. Present a micro review lecture using education methodologies to educate target audience.
13. Discuss the factors that affect and motivate adult learning.
14. Explain the importance of continuing education and maintaining competency for a clinical laboratory scientist.
15. Discuss the benefits of life long learning.

## **Basis for Student Evaluation**

Lecture evaluation will consist of an assigned exercise involving the capstone project or microbiology review. This course is not graded. This course is not eligible for college credits.

## **Affective behaviors**

### Didactic

Following appropriate training, during didactic instruction the student will:

1. Exhibit professional behavior during didactic instruction.
2. Attend lectures in a timely manner.
3. Respect other students and members of the laboratory.
4. Contribute to a positive learning environment.
5. Demonstrate an interest in the subject matter.
6. Comply with hospital and laboratory dress code and personal appearance policies.
7. Comply with institutional policies concerning safety.
8. Cooperate when situations arise and there is a necessary change in lecture schedule.