# Description of Longitudinal Project

1. Identify a curricular need at your program that can be met through a didactic session for residents or faculty.
2. Develop a didactic session that fills this need. Using the tools in this packet, develop:
   1. Learning objectives;
   2. Educational strategies that will allow your learners to meet these learning objectives;
   3. An evaluation or assessment to assess whether your learners achieved the stated objective and/or receive feedback on your teaching strategies.
3. You can use all of the tools in this packet to help you think through your session, but we ask that you **complete the Lesson Plan Template** (by writing learning objectives and an outline of your session) and bring it with you to the final session.
4. Evaluate and/or assess the session and consider making changes based on feedback for future use.
5. Share your project at the final session in a brief, five-minute presentation. Your presentation could be an [Ignite-style](http://www.ignitetalks.io/) presentation or a video that shows what you did and learned.

# Writing Learning Objectives

**Learning objectives should include the following components:**

1. Who (audience)
2. Will do (behavior)
3. How much/how well (degree)
4. Of what
5. By when?

Using “by the end of the session, participants will be able to…” as a stem, gives you the “who” and “when”.

*Example: By the end of this session, participants will be able to independently write a clear, outcomes-based learning objective.*

***Check to make sure your Learning Objectives are SMART:***

* Specific
* Measurable
* Achievable
* Relevant
* Time-oriented

**The 5W’s+ Model: Complete this document to describe your session.**

|  |  |  |
| --- | --- | --- |
| ***Question*** | ***Considerations*** | ***Begin to plan your session by responding to these questions.*** |
| **Why?** | *What is the* ***purpose*** *for teaching this session? What competencies or milestones does it relate to?*  *What do you want participants to be able to do afterward?* |  |
| **Who?** | *Who is your audience?* |  |
| **What?** | *What* ***content*** *do you want them to learn?* |  |
| **When?** | *When is the session? (time of day, when in the curriculum/year, special considerations.)* |  |
| **Where?** | *Where will you be teaching? (seating arrangement, materials available)* |  |
| **How?** | *What educational strategies will you employ to teach this content?* |  |
| **Did it work?** | *How will you assess whether your learning objectives were met?* |  |

*Please complete this document by writing learning objectives, describing your evaluation or assessment, and creating a template outline for how your session will be timed. An example has been provided on the next page.*

***Learning Objectives: By the end of the session, participants will be able to…***

***Outline:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Timing (minutes)** | **Content** | **Educational strategy** | **Description** | **Materials** |
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**Evaluation/Assessment:** *Please describe and/or attach the evaluation.*

***Example Outline:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Timing (minutes)** | **Content** | **Educational strategy** | **Description** | **Materials** |
| *1* | *Introduce ourselves* | *Lecture* | *Brief intro to who we are and our topic (slide 1)* | *PowerPoint slides* |
| *4* | *Background* | *Lecture* | * *Overview of cognitive science in learning (in general and in medical education), Brain Rules and why they’re useful.* * *Briefly review the Educator’s Golden Triangle and Interface of Learning Objectives and educational strategies; today’s session will focus on choosing appropriate educational strategies for your learning objectives, primarily in didactic learning sessions.* |  |
| *10* | *Jigsaw on Brain Rules Chapter Summaries* | *Jigsaw* | *Divide everyone into four groups; each group is assigned to read one chapter summary and consider the question:*  *“How can you apply this rule to didactic teaching in particular and residency education in general?”*  *Give groups 5 minutes for these conversations (after they are situated) and then move back into one group.* | *Chapter summaries for: Vision, Short-Term Memory, Long-term Memory, Attention, and Exploration* |
| *15* | *Summarize Brain Rules* | *Lecture/*  *Jigsaw Report Out* | *Describe each of the Brain Rules using slides to review each Brain Rule:*   * *Show rule* * *Ask group what they learned and discussed* * *Add my own ideas, using the slides* |  |