Key points from SWOTs discussions:

MI221b:
Consider cases from “Outbreak”, a new textbook from ASM.
Clicker technology/ in-class exams

MI357:
No specific action recommended

MI360b:
Do not break into two courses
Consider teaching content as “themes” that foster integration

MI361G:
Co-coordinators should consider getting involved with marking lab reports to check consistency of marking by TAs.

MI461B:
Evening lectures are a problem to some faculty
Consider an early morning slot

MI465A:
No specific action recommended

MI467B:
Biology will remove this course as an option
Perceive (or real) overlap in the eukaryotic section with material taught in other courses.
Instructors do not have a clear idea of the content/background the students have already at the start of the course.

MI473A:
Rotation of topics every 3 years to allow other faculty members getting involved with the special topics section of the course.

MI483E:
Course should be evaluated

Medicine:
Q. Madreans summarized the threats to this course from the application of the revised curriculum, the lack of background by most of the medical class and the time in the year the course is offered (right after intro to medicine in the fall term).
Problems with electives may be solved with involvement of new clinician scientists.

Not discussed:
MI106 (Nurses), MI220a, MI211 (Dents), MI512b (Cur. concepts in Immunol), MI511a (Cur. concepts in Microbiology)

**Summary of key points from M. Atkinson’s presentation**

Any class of more than 25 students is a large class and can benefit from appropriate preparation and planning as it was a very large class (> 25 up to 1,200 students).

Remember that crowding is a psychological feeling.

**Myths** (none of the following is actually true)

- Large classes are inferior to small classes
- Large classes cannot be taught well
- Good large classes’ instructors are “entertainers”
- Good large classes’ instructors are “born” teachers.

**Cons**

- Student anonymity
- “Low” cognitive level. IMP: set the bar high, do not decrease the level of the material but rather ask the class to come to it.
- Low motivation to achieve

**Pros**

- Best teachers should do it
- Natural training lab (it forces to acquire teaching skills)
- Cost effective (but cannot be done cheaply)

The Education theatre

The Theatre metaphor: “A lecture is a performance”

Set: Get rid of thing you do not want at the front of the class

*Equipment:*

- Use the microphone or learn proper breathing techniques to project voice
- Have a plant for what happens is the mic breaks
Ambience (important to get the student to be quiet and reduce hype at the beginning of the class):
Music background
Dimmed lights
Something on the screen

Performance
Voice tone and inflexion
Movement
Large gestures
Eye contact

Invite questions, including having a questions box for those students that are shy

Demonstrations:
“The one-minute paper” Ask students to write down the most important thing they have learned today
“The one word assay”
Buzz groups to discuss a question.

Suggestions for us:

1. Pedagogy first! Main driver of your approach
2. Use a team approach
3. Encourage interaction
4. Seek feedback from your teaching
5. Dream big, plan small
6. Use email or web site (like WebCT)
7. Outreach is important
8. Enjoy what you are doing
9. Structure everything
10. Attend to your performance

Summary of key points from K. Boon’s presentation

Her office provides advice and suggestions to instructors, based on past experience and current academic policies.

Confidentiality issues may prevent full disclosure of student reasons. Take advice of councilor at face value.

A big problem is that there is currently no mechanism to prevent abuse of medical reasons for accommodation.
Course coordinators should be familiar with the academic handbook and include policies from the start in the course outline regarding makeup exams for example. It is also a good idea to run the course outline from time to time through her office for comments of alignment with current academic policies.