Syllabus
HPM 970: Training & Pedagogy for Health Leaders
Fall 2019
1 | Online

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## Course Overview

**Course Description**  In this class you will learn how to apply best pedagogical practices to develop effective educational experiences that meet learning needs of audiences in academic, organizational, and community settings.

**Prerequisites**  None

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**Course Website**  https://sakai.unc.edu/welcome/.  Use your ONYEN and password.

**Class Days, Times, Location**  This is a hybrid course that has two on-campus sessions, location TBD and two online sessions, which will be held in Zoom.

You are expected to log into the course at least x times a week to participate in discussions and complete tasks and assignments for that week.

On-campus sessions: Tuesdays, #:## - #:##,
Room, Building.

Online sessions: zoom.unc.edu (dates, times, locations)

**Office Hours**  There are no set office hours for this course. Students may request an appointment by email.  Virtual office hours may be conducted via phone or Zoom.

**Course Texts**  How Learning Works: Seven Research-Based Principles for Smart Teaching
Susan Ambrose, Michael Bridges, Michele DiPietro, Marsha Lovett, Marie Norman

Additional readings will be noted in the Course Schedule.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447181/
http://www.who.int/bulletin/volumes/85/3/06-039321.pdf

**Course Format**  This hybrid course includes two on-campus sessions and two online sessions. Both on-campus and online sessions will include short lecture, small group discussions, activities, and student-led presentations.

## Course Policies and Resources

**Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom**

We share the School`s commitment to diversity.  We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School— among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development."

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health**: http://sph.unc.edu/resource-pages/diversity/
- **UNC Non-Discrimination Policies**: http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC**: https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

**Accessibility**  UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.  All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu.  Students must document/register their need for accommodations with ARS before accommodations can be implemented.

**UNC Honor Code**  As a student at UNC-Chapel Hill, you are bound by the university's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code.  All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory.  To ensure effective functioning of the Honor System at UNC, students are expected to:

   a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
   b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
   c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
   d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university.  If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct at https://studentconduct.unc.edu/, or consult these other resources:

   • Honor system module.
   • UNC library's plagiarism tutorial.
   • UNC Writing Center handout on plagiarism.

**Instructor Expectations**

**Email**  The instructor will typically respond to email within 36 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may

take longer to receive a reply.  The instructor will provide advance notice, if possible, when they will be out of the office.

**Discussion Board**
The instructor will be an active reader and will occasionally post throughout the semester. The group discussion boards will be moderated by the group members unless an issue is brought to the instructor's attention by a fellow group member.

**Feedback**
All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

**Grading**
Assignments, projects and discussion board postings will be graded no more than two weeks after the due date.  Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.

**Syllabus Changes**
The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

**Telephone Messages**
The instructor will respond to telephone messages within 36 hours Monday through Thursday. Calls left on a Friday will be returned that day if possible; if not, they will be returned on Monday.

## Student Expectations

**Appropriate Use of Course Resources:**
The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

**Assignments**
Submit all assignments through Sakai using the Firefox browser or assignment links located in the weekly modules, syllabus link, or assignments link (if made available by your instructor).  Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, be sure you are using the Firefox browser. If confirming browsers does not work, inform the instructor via email and the UNC Help Desk for assistance.

**Attendance/ Participation**   Your attendance and active participation are an integral part of your learning experience in this course.  If you are unavoidably absent, please notify the course instructor.

**Communication**   You are expected to follow common courtesy in all communication to include email, discussion boards, and face-to-face.  All electronic communications sent should follow proper English grammar rules to include complete sentences.  This is a professional course, and you are expected to communicate as a professional.

**Contributions**   You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

**Discussion Board**   You are expected to participate in the course Group Discussion Board.  You are also expected to reply to at least two student peers' postings per discussion board.  Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic. Review the resources below for guidelines on how to participate in the online discussion assignments.

Guidelines for Discussion Board Posts
- Participate in online discussion boards as you would in constructive, face-to-face discussions. There should be little to no repetition in the initial posts so it is important to get a sense of what is already being discussed before leaping into the discussion.
- Postings should continue a conversation and provide avenues for additional continuous dialogue. A good post includes:
    o What do you think?
    o What would you do?
    o What problem or challenge will follow the original question?
- Do not post "I agree," or similar, statements. Expand by bringing in related examples, concepts, and experiences.
- Stay on the topic of the thread – do not stray.
- Indicate the main thought of your post in the subject line.
- Do not just post a link to another document/source. Provide a synopsis/highlight of the linked reference. Incorporate quotations and include the reference and page numbers, etc.
- Weave into your posting related prior personal knowledge gained from experience, prior coursework, discussions, or readings.
- Do not post just to post. Do not repeat what has already been stated. Be sure your post addresses a new opinion or thought not yet discussed.
- Characteristics of quality online discussion postings (adapted from Quality Online Messages, St. John's University):
    o Substantial – posts should relate to the topic and provide information, opinions, or questions
    o Concise – messages should be clear. Lengthy messages do not get many replies
    o Provocative – prompts others to reply or object

- o Explanatory – explore, explain or expand on a concept of connection
- o Timely – Participate/read the DB regularly and reply in a timely fashion. Posting initial responses by the middle of the week gives other students time to respond.
- o Logical – contain a clearly stated conclusion supported by premises, reason, evidence
- o Grammatical – good, clear, concise post free of typos and fragments (similar to the tone and manner you would use within a professional environment). Do not use all caps.
- Online communication lacks verbal cues. Respond carefully, be clear, and keep your sentences and posts brief.

- Writing a Substantive Discussion Post for An Online Class Forum
- View the 15 Rules of Netiquette for the online discussion board at http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/

**Email**    All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.

- View the following link for more information on email etiquette: http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/

**Late Work**    Late, missed, or rescheduled work:
Exam date and assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 1-point reduction for every day that they are late. After seven days, late submissions will receive no points.  Corrected submissions will not be accepted unless stated otherwise. You must inform the instructor on the first week of class if you cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities.

**Readings**    Readings for a particular class should be completed before the class session and before completing associated activities

**Technical support**    The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week.  If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at http://help.unc.edu, or by UNC Live Chat at http://its.unc.edu/itrc/chat.

## Competencies, Learning Objectives, and Assessment

### Map
Competencies taught in this course, learning objectives mapped to these competencies, and assignments that assess attainment of these competencies.

| Competency | Learning Objectives | Assessment Assignment |
|---|---|---|
| DrPH 18. Assess an audience's knowledge and learning needs | • Describe different assessment approaches <br> • Select appropriate assessment approaches <br> • Use assessments to identify audience knowledge and learning needs | Audience needs assessment <br><br> Assessment of Learning Objectives |
| DrPH19. Deliver training or educational experiences that promote learning in academic, organizational and community settings | • Identify and describe features of academic, organizational, and community settings that can impact learning <br> • Design a training or educational experience that promotes learning within the features of academic, organizational, and community settings <br> • Deliver a training or educational experience targeted toward learning within a specific context – academic, organizational, or community settings <br> • Effectively use PowerPoint to deliver content in a way that minimizes distraction and promotes learning an retention | Proposal & needs assessment <br><br> Learning objectives <br><br> PowerPoint Slide Redesign <br><br> Learning Plan <br><br> Training/Class Delivery |
| DrPH20. Use best practice modalities in pedagogical practice. | • Identify and describe best practices in pedagogical practice <br> • Design learning experiences and assessments that directly address learning objectives <br> • Describe active learning principles <br> • Apply active learning principles during training or educational experiences | Learning objectives <br><br> Assessment of Learning Objectives <br><br> Learning / Training Plan <br><br> Training / Workshop Delivery |

| | | |
|---|---|---|
| | • Use and apply Bloom's Taxonomy to write measurable learning objectives that target specific learning needs | |

## Course Assignments and Assessments
This course will include graded assignments and quizzes.

| Assignments | Points/Percentages |
|---|---|
| 1. Course Discussions | 10 |
| 2. Reading Questions / Quizzes | 5 |
| 3. PowerPoint Slide Redesign | 10 |
| 4. Proposal & Needs Assessment | 15 |
| 5. Learning Objectives | 15 |
| 6. Assessment of Learning Objectives | 15 |
| 7. Learning Plan | 15 |
| 8. Training/Class Delivery | 15 |
| | |
| TOTAL | 100 |

## Grading Scale
Final course grades will be determined using the following UNC Graduate School grading scale. The relative weight of each course component is shown in the table above.

| H | Greater than or equal to 92 | High Pass: Clearly excellent graduate work |
|---|---|---|
| P | Between 75 and 91 | Pass: Entirely satisfactory graduate work |
| L | Between 60 and 74 | Low Pass: Inadequate graduate work |
| F | Less than 60 | Fail |

## Assignment Descriptions
Descriptions of the assignments follow.

### 1. Assignment: Course Discussions (10%)
Substantive participation in in-class and online discussions. This includes responding to prompts in ways that link topics within the course content, as well as course content with academic, community, and professional settings. There will be a discussion about audience knowledge and learning needs, learning approaches, and effective learning experiences. (DrPH 18, 19, 20).

Online discussions will use the "Forum" tool in Sakai. For each online discussion, you will be asked to post your response and then post a substantive response to at least two of your fellow students' posts. Substantive responses answers questions such as those found in this Facilitating Online Discussions document.

In-class discussions will provide opportunities for students to engage with each other in real-time to share and compare experiences learning or implementing course content. Similar to online discussion, robust participation in these conversations will search for deeper connections and answer questions such as those found in this Facilitating Online Discussions document.

**2. Assignment: Reading questions/quizzes (5%)**
For each module, you'll have a set of reading questions to respond to and/or a quiz to help you focus on and integrate the most relevant information in the readings. This includes a syllabus quiz.

**3. Assignment: PowerPoint Slide Redesign (10%)**
Part 1: Select one of the images of a bad PowerPoint slide from the options below, describe why it is a bad slide (which principles does it violate), and then redesign the slide using good design techniques. Post the original slide and your evaluation to the discussion forum.

- o Entire PPT presentations:
    - o Wireless Market Presentation
    - o Lung Cancer Presentation
    - o US Military PPT Presentation
- o Additional slides to choose from:
    - o https://www.idgcdn.com.au/article/images/750x750/dimg/m_img_34393.jpg
    - o https://www.idgcdn.com.au/article/images/750x750/dimg/m_img_34396.jpg
    - o https://www.idgcdn.com.au/article/images/750x750/dimg/m_img_34401.jpg

Part 2: Redesign the slide using good design techniques. Post the redesigned slide as a response to your original post in the discussion forum. Also include a description of what changes you made and why you made them.

Part 3: Respond to at least two others' postings by using the rubric and giving detailed feedback on their assessment of the original slide and their redesign. What grade would you give to each portion and why?

Points:
Part 1 – You are being evaluated on your assessment of the bad slide. (rubric)
Part 2 – You are being evaluated on your redesign and description. (rubric)
Part 3 – You are being evaluated on how thorough your feedback is to two other students. (rubric).

**4. Assignment: Proposal & Needs Assessment (15%)**
In the last session of this course you will develop a 20-minute training/class session for a specific audience. As part of developing this session, you'll need to identify audience needs, with respect to the competencies the session will meet by developing a needs assessment for your audience.

Your needs assessment, will have three parts:

1. Describe your audience. Who is your audience? What are their characteristics? What is their level of education? What is their level of experience?
   Note: This is the same audience you will be developing your training for.

2. Describe the competency(ies) (knowledge, skills, and abilities) this audience will need to be trained to be able to demonstrate. Write two competencies – one that can be achieved in a 20-minute training (limited scope) and another, related, larger competency.

3. Develop a needs assessment to determine the audience's prior knowledge and the gaps between the prior knowledge and the competencies (knowledge, skills, ability) which need to be achieved.

4. Describe in a short paragraph how the structure of the needs assessment helps identify audience needs.

## 5. Assignment: Learning Objectives (15%)
Based on the competency(ies) you're training for, write measurable learning objectives using the ABCD model. Submit the competencies and the learning objectives. You will develop two (2) sets of learning objectives.
1. Learning objectives you will address in your training (3-5)
2. Additional learning objectives you would address if you had more time to train. (4-6)
Be sure to address at least three (3) levels of Bloom's Taxonomy in each set of learning objectives.

## 6. Assignment: Assessments of Learning Objectives (15%)
Based on the competency(ies) and learning objectives, develop two assessments:
1. A formative assessment that can be delivered as part of your training/course
2. A summative assessment that can measure a student's attainment of the competency, to be delivered, assuming the entire learning plan has been completed. Your summative assessment should include a rubric.

## 7. Assignment: Learning Plan (15%)
Apply active learning principles to develop a learning plan to help students move from their baseline knowledge, which was established in the needs assessment, to attainment of competencies. This plan will have two parts:
1. Timed training for class delivery
2. Set of training activities (pre and/or post the training delivered in class) to meet all learning objectives and provide skills, knowledge, and abilities necessary to demonstrate the competency.

Link learning objectives to content and assessments and designate the context (environment), as well as the content of the training. Utilize best practices for teaching and describe the main features and baseline knowledge of your audience.

Your learning plan length will depend on the complexity of your competency and learning objectives.

For each section/activity, write a justification of why you chose to design the plan in this way using active learning principles and other information design and learning structuring principles.

## 8. Assignment: Training/Class Delivery (15%)
Deliver a 20-minute training during the last class session based on your learning plan. Apply best practices you have learned throughout the semester to deliver  a learning experience that meets outcomes. The rubric for grading this assignment will be developed as part of an in-class activity.

You will deliver this training to your fellow classmates, with a description of who they are as the audience.

**Course-at-a-Glance**

The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

| Date/Session/Week/Unit | Topic | Assignment Due |
|---|---|---|
| Session 1<br>In-person session (3h)<br><br>August 12-16, 2019 | Welcome, Introductions, Prior knowledge, Audience, Needs Assessments | Syllabus quiz<br>Due: 8/12/19 |
| Session 2<br><br>September 16, 2019 | Organizing knowledge, interleaving<br><br>Motivation, learning objectives, scaffolding | Proposal & needs assessment<br>Due: 8/25/19<br><br>Learning objectives<br>Due: 9/22/19 |
| Session 3<br><br>December 1, 2019 | Practice & feedback, Assessments<br><br>Rubrics, active learning<br><br>Facilitating discussions, online learning | Assessments (with rubric)<br>Due: 11/3/19<br><br>Lesson Plan<br>Due: 12/1/19 |
| Session 4<br><br>Jan 2-5, 2020 | Effective PPT skills<br><br>Wrap-up, Lesson/Training/Workshop Delivery | PowerPoint<br>Due 12/9/19<br><br>Lesson/Training/Workshop Delivery<br><br>Due Jan 2-5, 2020 |

## Course Schedule

The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

### TBD, 2019 (Session 1): Introduction and Overview

| Session 1 | August 12-16 (one day) \| **In-person, on-campus 3-hour session |
|---|---|
| **Topic** | Welcome, Introductions, Prior Knowledge, Audience, Needs Assessments |
| Competency Addressed | DrPH18. Assess an audience's knowledge and learning needs<br><br>DrPH19. Deliver training or educational experiences that promote learning in academic, organizational and community settings |
| Learning Objective(s) | o    Describe different assessment approaches<br>o    Select appropriate assessment approaches<br>o    Use assessments to identify audience knowledge and learning needs<br>o    Identify and describe features of academic, organizational, and community settings that can impact learning |
| Required Readings | How Learning Works, Ch 1 (pp. 10-39), Appendix A (pp. 225-227) |
| Class Activity | Introductions<br><br>Course structure / Readings / Relating to outside academia<br>Syllabus Review<br>Prior knowledge check<br>Needs assessment review |
| Assignments/Deadlines | Syllabus quiz<br>Due: 8/12/19 |

### September 16, 2019 (Session 2): Organization, Motivation, Scaffolding & Learning Objectives

| Session 2 | September 16 \| Online Meeting |
|---|---|
| **Topic** | Organizing knowledge, interleaving, audience motivation<br>Motivation, learning objectives, scaffolding, Bloom's Taxonomy |
| Competency Addressed | DrPH20. Use best practice modalities in pedagogical practice. |
| Learning Objective(s) | o    Use and apply Bloom's Taxonomy to write measurable learning objectives that target specific learning needs<br>o    Identify and describe best practices in pedagogical practice |
| Required Readings | How Learning Works, Chs 2 & 3 (pp. 40-90), Appendix B (pp. 228-230) |

| | |
|---|---|
| | How Learning Works, Ch 4 (pp 91-120), Appendix D (pp. 243-245) |
| Class Activity | Discussion<br>Learning objective activity<br><br>Concept map activity<br>Bloom's Taxonomy classification |
| Assignments/Deadlines | Due: 8/25/19<br><br> o Reading quiz (Chs 1,2,3)<br> o Concept Map<br> o Discussion posting<br> o Assignment: Proposal & needs assessment<br><br>Due: 9/22/19<br><br> o Reading quiz (Ch 4)<br> o Assignment: Learning objectives |

**December 1, 2019 (Session 3): Assessments, Rubrics, Active Learning & Teaching Online**

| Session 3 | November 18, 2019 \| Online Meeting |
|---|---|
| **Topic** | Practice & feedback, assessments, rubrics, active learning, facilitating discussions, online learning |
| Competency Addressed | DrPH20. Use best practice modalities in pedagogical practice. |
| Learning Objective(s) | o Identify and describe best practices in pedagogical practice<br>o Describe active learning principles<br>o Identify and describe best practices in pedagogical practice |
| Required Readings | How Learning Works, Ch 5 (pp 121-152), Appendix C (pp. 231-243)<br><br>Handouts on active learning techniques (TBD)<br>Research paper on active learning (TBD)<br><br>How Learning Works, Ch 6 (pp. 153-187), Appendix E (pp. 248-250)<br>Facilitating Online Discussions (handout) |
| Class Activity | Discussion<br><br>Rubric review/activity<br>Active learning technique feedback / matching<br>Reflection<br>Discussion<br>Learning plan review |

| Assignments/Deadlines | Due 10/7/19 |
|---|---|
| | Reading quiz – Ch 5 |
| | Due: 11/3/19 |
| |     o   Reading quiz – Active learning handout/article<br>    o   Assignment: Assessments for Learning Objectives (with rubric) |
| | Due: 12/1/19 |
| |     o   Reading quiz – Ch 6, Discussions handout<br>    o   Assignment: Lesson Plan |

**January 5, 2020 (Session 4): Effective PPT Skills Wrap-up, Workshop Delivery**

| Session 4 | January 2-5, 2020 (4 hours) \| In-person, on-campus |
|---|---|
| **Topic** | Effective PPT skills, Wrap-up, Lesson/Training/Workshop Delivery |
| Competency Addressed | DrPH20. Use best practice modalities in pedagogical practice.<br>DrPH19. Deliver training or educational experiences that promote learning in academic, organizational and community settings |
| Learning Objective(s) | o   Apply active learning principles during training or educational experiences<br>o   Effectively use PowerPoint to deliver content in a way that minimizes distraction and promotes learning an retention |
| Required Readings | • Life after Death by PowerPoint (video)<br>• Making Better PowerPoint Presentations<br>• Effective PowerPoint Design<br>• What is Good Presentation Design |
| Class Activity | Deliver training/class |
| Assignments/Deadlines | Due 12/9/19<br>    o   Reading quiz<br>    o   PowerPoint<br><br>Due Jan 2-5, 2020<br>    o   Training / Class Delivery |