TRAINING TO TEACHERS

MONGOLIA

ULAANBAATAR
OCTOBER 2017 - MAY 2018

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Davaasambuu Ganmaa, MD, PhD
THE HARVARD MEDICAL SCHOOL MISSION

To create and nurture a diverse community of the best people committed to leadership in alleviating human suffering caused by disease.

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THE TRAINING TO TEACHERS PROGRAM

PROGRAM OVERVIEW AND OBJECTIVES
The Training to Teachers Program aims to instruct established Mongolian doctors in modern teaching techniques emphasized at Harvard Medical School. These medical educational techniques include: Learner centered teaching, small group teaching, systematic approaches to curriculum design and assessment, and team-based learning. Participants will be able to directly apply these methods in their own teaching environments. Medical doctors, dentists, health care professionals, medical school administrators and leaders are encouraged to apply.

PROGRAM OUTCOMES
Upon completion of this program participants will be able to:
- Apply principles of adult learning theory to their own teaching in the classroom and clinical settings
- Use an established framework to design and implement a curriculum
- Develop tools for meaningful assessment of learners consistent with learning outcomes
- Select and practice the right teaching strategies for different learner levels and environments
- Assemble a toolkit of teaching techniques and effectively use them in different settings

PROGRAM DESCRIPTION
Training to Teachers is a blended-learning program that includes in-person workshops, online lectures, team projects, individual and team-based learning supplemented by interactive webinars taught by senior faculty from Harvard Medical School recognized for expertise in medical education, curriculum development, and evaluation.

WORKSHOPS
The workshops will focus on developing fundamental teaching skills to promote deep and active learning, systematic curriculum design, and assessment of medical trainees. Participants will be introduced to relevant educational theories, such as adult learning and experiential learning theories, and their practical applications to their own teaching. In each of the workshops, learner-centered teaching methods and practical activities will equip participants with the necessary skills to become more effective educators. Workshops will feature didactic presentations, class discussion, teamwork, and interactive small group exercises.

WORKSHOP 1: OCTOBER 9-11, 2017 | ULAANBAATAR
The first in-person workshop will focus on the following topics:
- Learning theory concepts for supporting medical education, with a focus on developing learner-centered teaching skills
- Teaching clinical skills
- Professionalism and humanism in patient care
- Basic approach to curriculum design and assessment

WORKSHOP 2: MAY 28-31, 2018 | ULAANBAATAR
The second in-person workshop will focus on curriculum development in medical education using evidence-based techniques, for example:
- Workplace assessment
- Simulation
- Educational technology
- Program evaluation
- Basics of educational scholarship
- Leadership
RECORDED ONLINE LECTURE

Online lectures, divided into four themed modules will cover key topics in medical education and will remain accessible to participants for the duration of the program.

MODULE 1
Preparing and planning for effective teaching will include a variety of topics: optimizing the learning environment, establishing teaching goals, reviewing curricular goals, soliciting learner goals, preparing learners for independent and reflective practice.

MODULE 2
Curriculum design: the 6-step approach to curriculum design will be presented from needs assessment to curriculum evaluation to provide a systematic framework as participants work on their own capstone project. As part of this project participants will be required to draft broad goals as well as specific learning objectives. Finally, participants will be introduced to the concept of formal, informal and hidden curricula.

PROJECTS & PARTICIPATION
All Training to Teacher participants are expected to complete the projects described below. Assignments are designed to promote collaboration and apply the models being introduced.

TEACHING SKILLS PRACTICUM
Medical educators need to assemble a teaching toolkit consisting of a variety of educational strategies, and be prepared to use the best teaching tools based on the setting and learners. The goal is for each participant to practice a variety of teaching presentations, debrief with their team regarding strategies that were effective and areas for improvement.

CAPSTONE PROJECT
All participants will be expected to conceive, develop, and produce a curriculum plan that could be implemented at their own institution. Participants will have the opportunity to develop a multi-stage plan, designing elements that correspond to each module. Peers and Harvard Medical School faculty will review the individual components and final proposal.

WEBINARS
Live interactive webinars will be conducted by expert medical educators from Harvard Medical School. They will complement the recorded online lectures, providing a venue for participants to interact online with Harvard faculty.

ALUMNI ACTIVITIES
Participants who fulfill all Train to Teachers’ academic requirements will, upon graduation, be eligible for Harvard Medical School associate alumni status and education events and social media groups.

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MODULE 3
The best practices of teaching for medical educators will include: large group teaching, small group teaching, teaching clinical skills, teaching clinical reasoning, bedside teaching, teaching procedures, inpatient and outpatient teaching, promoting deep learning and retention, teaching and assessing professionalism.

MODULE 4
Evaluation: This module will feature assessment of trainees, evaluation of educational programs and evaluation of teaching performance. The module will examine theories of assessment, a framework for program evaluation, strategies for effective feedback and remediation of struggling learners.