Extreme Makeover: Lecture Edition

Tina Orr & Susan Gallanis
Who we are & what we'll talk about today

Who we are
How this presentation came about
Goals
Process
Results
What's next?
How did this happen?
Goals

- Increase student participation
- Increase student engagement
- By the end of class, students can begin to make connections with the material
  - connecting diseases to body systems
  - content relevance as future professionals
Our Approach

Initial meeting
Research
Planning
Pre-makeover lecture
Makeover lecture
Post-makeover lecture
Concept Mapping: An Educational Strategy for Advancing Nursing Education

Research: A lot out there

Evaluating Learning in a Human Anatomy and Physiology Course through Microtheme Writing Assignments

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Transforming Pathophysiology Instruction Through Narrative Pedagogy and Socratic Questioning

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Breathing life into the "killer course": The value of narratives in learning pathophysiology

Pamela R. Cangelosi *
<table>
<thead>
<tr>
<th>Microtheme Topic</th>
<th>Microtheme Assignment</th>
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<tbody>
<tr>
<td>Basic Chemistry</td>
<td>List the 4 major macromolecules. Name their subunits and briefly describe how these subunits are bonded to form these macromolecules. Include in your answer the type of the bonds and name two types of food in which you can find them.</td>
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<tr>
<td>Cell Biology</td>
<td>Briefly describe the development of the Cell Theory. How does material move in and out of the cell? Name all of the cell organelles. For each, describe its structure and function.</td>
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<tr>
<td>Skeletal System</td>
<td>Compare and contrast the two types of bone development (Intramembranous Ossification and Endochondral Ossification). In your own words, describe the processes involved in each and highlight the similarities and differences.</td>
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<tr>
<td>Muscular System</td>
<td>Part I: Label the muscle cell diagram. &lt;br&gt;Part II: Using your own words, but with the correct scientific terms, describe the physiology of muscle contraction, including the sliding filament theory.</td>
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<tr>
<td>Nervous System</td>
<td>In detail, describe, and then compare and contrast, the steps involved in the local and action potentials.</td>
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1. What is the pathological condition? What do I already know about it? Can I define the condition?
2. What body system is affected by the disease? What are the normal functions of that system? How are these functions normally regulated?
3. What is the etiology of the pathology? What causes it? How does it develop?
4. Who is at risk for developing the pathological condition? Why are they at risk? How can it be prevented?
5. How are normal anatomy and physiology altered? How is normal body function compromised? How is normal regulation impaired?
6. What signs and symptoms are produced by the alterations in physiology? What special diagnostic tests are used to detect or evaluate the pathology?
7. How does the condition resolve? What are the sequelae of the disease process?
8. How is the disease typically treated? What is the rationale for each treatment modality? Other important questions to consider when learning about pathophysiology are:
9. How does this relate to what I am learning in other courses (such as nursing assessment), or what I have learned in previous courses?
10. How can I use what I have learned?
11. How does this relate to clients I have seen in clinical practice?
Planning

Clicker Questions
Narrative Pedagogy
Minute Paper (w/email follow up)
Learner-centered questions/discussion

Pre-Makeover Lecture Day
Makeover Lecture Day
Makeover Lecture Day
Results

Quiz Scores This Semester:
  Quiz 1=92.39%, Quiz 2=86.3%, Quiz 3=82.22%

Quiz Scores Previous Semester:
  Quiz 1=82.62%, Quiz 2=65%, Quiz 3=85.61%

Survey Results:
  • The class activities helped me make connections between course content and learning objectives: 22 strongly agree, 11 agree
  • I felt engaged during the class: 21 strongly agree, 16 agree
  • I was comfortable participating during class: 25 strongly agree, 10 agree
  • Most liked about today's class:
    • Tina's teaching style (23)
    • Clicker questions (7)
    • Interaction (stories, questions, examples) (7)
  • Liked least:
    • Active learning (filling out forms, group work, activities) (15)
    • These studies waste time I could spend on learning (1)
Reflection

Was it extreme?
Student reflections
Lessons learned
So much content, so little time
Student reflections
Now what?

Tina
SoTL
Peer Review of Teaching
CELT
You?