Course Number: RADS 4813  3 credits  Spring 2012  
Course Title: Teaching Strategies in Radiologic Sciences  
Faculty: Jammie Wilbanks, MSRS, RT(R)  
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Course Overview: This course enhances skills in teaching radiologic sciences by providing instruction in curriculum development, methods of instruction, and psychology of learning. Students learn how to develop performance objectives, organize a lesson plan, and effectively present a lesson.

Course Objectives: Upon completion of this course, a student will:

- Apply knowledge of learning styles and various instructional methods.
- Formulate meaningful objectives and classify them according to Bloom's Taxonomy.
- Identify the tools necessary for developing a Radiologic Science curriculum.
- Develop an effective lesson plan using a variety of instructional methods.

Textbooks:


[ISBN 1-879618-03-6]


Teaching Strategies: Independent reading assignments, internet searches WebCT quizzes, participation in online discussions, student presentation and written assignments.
**RADS 4813 Teaching Strategies**

**Attendance:**
This is an online course and there are no mandatory sessions. However, the student should be vigilant in logging onto WebCT. Regular checks will insure that messages from the instructor are received in a timely manner.

**Special Needs:**
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

The Office of Disability Services (ODS) provides information and assistance, arranges accommodations, and serves as a liaison for students, instructors, and staff. The ODS has assistive devices such as books on tape, recorders, and adaptive software which can be loaned to qualified individuals. A student/employee who seeks accommodations on the basis of disability must register with the Office of Disability Services in the Counseling Center, Clark Student Center Room 108. Documentation of disability from a competent professional is required.

Individuals with grievances related to discrimination or lack of accommodation on the basis of a disability are encouraged to resolve the problem directly with the area involved. If the matter remains unresolved, advice and/or assistance will be provided by the Office of Disability Services for resolution. The grievance procedure may be found in the Student Handbook and Activities Calendar.

The Director of the Counseling Center serves as the ADA Coordinator and may be contacted at (940)397-4618, TDD (940)397-4515, or 3410 Taft Blvd., Clark Student Center Room 108.

**Evaluation:**

- Quizzes: 40%
- Portfolio: 60%

**Grade Scale:**

- A = 100 - 90
- B = 89 - 80
- C = 79 - 70
- D = 69 - 60
- F = 59 and below

The last opportunity to drop this course with a grade of “W” is 4:00pm March 21, 2011. Refer to the Undergraduate Bulletin for details about receiving a grade of “Incomplete” in a course. In an emergency or extenuating circumstance, a student may request a grade of “Incomplete” in a course before grades are submitted. If the instructor grants the “Incomplete,” the student has until thirty (30) days after the beginning of the next long semester to complete the course requirements. If the student does not complete the course requirements within the deadline, the grade of “Incomplete” will automatically convert into a grade of “F.”
Communication with Instructor:
Contact information for the instructor is listed at the beginning of this syllabus. Email is the preferred mode of communication. It is critical that students report all email changes immediately to the instructor. The instructor will respond or at least acknowledge email messages from students within a maximum of five (5) business days when MSU is in session. Beyond standard university holidays and breaks, the instructor will notify students of any extended periods of time when email contact is not practical (professional meetings, etc).

When emailing the instructor, you must use the following subject header:

4813_your last name_topic of message
Example: 4813_Smith_Quiz 4

This course will include an UNGRADED Discussion Board on Blackboard. There will be two main sections, one section for questions for the instructors and one section for social messages. Students may post questions they want the instructors to answer on the Discussion Board and one of the two instructors will respond so that the entire class (both sections) will benefit from the answers.

Students should periodically check the Announcement section periodically for course updates, etc.

Please note: The instructor will only use the student’s MSU email account. If students use other accounts more frequently, they should have their MSU email forwarded. There will be no exceptions. If students do already have a MSU email account, they can go to http://infosys.mwsu.edu/email.asp to sign up for a MSU account and for more information.

CLASS ACTIVITIES AND ASSIGNMENTS

Students can proceed through the course content at their own pace within the boundaries set by the Course Schedule and the MSU Academic Calendar. See the Course Schedule for specific information about activities and due dates.

Any assignments submitted electronically as a Word document must follow these guidelines:

- IBM compatible format (not MAC)
- Word 97 or newer version (Microsoft WORKS is not acceptable)
  - However, Word 2007 is not acceptable
- Times New Roman or Arial font (10 or 12 point for bulk of text)
- 1" margins on all sides
- Standard MSU Title Page

If a student cannot meet these requirements for electronic submission, he or she should meet individually with the faculty member to make other suitable arrangements.

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Independent Reading Assignments

Students should complete the reading assignments, answer the chapter objectives, and review the Internet resources before attempting the unit quizzes. See the Course Schedule at the end of this syllabus for specific information about module quiz due dates.

Modules

Module 1: How Students Learn
Module 2: Preparing to Teach
Module 3: Conducting Class
Module 4: Teaching Strategies
Module 5: Evaluation
Quizzes

Modules 1, 2, 3, and 4 contain a short, timed quiz over the content and reading materials. The quizzes may be completed an unlimited number of times with the highest score being recorded. All quizzes MUST be completed by the due date indicated on the course calendar.

Portfolio

Students will complete an individual, student-specific portfolio. The portfolio will be created in the Blackboard Discussion – Portfolio Journal. The portfolio must contain at least ten of the 16 listed entries. Students will also provide a substantial response to ten entries posted by classmates.

1. This is my life
   a. In this entry you will need to provide an introduction to yourself. Tell us what you do, both professionally and personally. Let us get to know who you are. Feel free to include pictures, videos, or anything else that shows your personality.

2. A day in my life
   a. In this entry tell us about your work day as a teacher.
   b. If you are not a teacher, interview one and describe his or her day.

3. Why I teach
   a. In this entry, address the following:
      * Why do you teach or want to teach?
      * What does it mean to be a leader in education?
      * What characteristics should an expert, or master, educator have?

4. How students learn
   a. In this entry, explain why it is important to understand how students learn? Also, how DO students learn?

5. Learning theory
   a. In this entry, Research a learning theory or model that is not discussed in the module notes and provide a detailed discussion of the learning theory or model. Provide a thorough description of the theory/model and its potential use in radiologic science education. This should be pretty substantial.

6. The first day
   a. In this entry, describe what the first day of class for a teacher is like. Also, what needs to be done in preparation? What do teachers expect of students on the first day?

7. Course syllabus
   a. In this entry, discuss course syllabi. Why are they so important? Find a syllabus for a radiologic sciences class and critique it. Be sure to include the critiqued course syllabus as an attachment to the entry.

8. Objectives
   a. In this entry, discuss the importance of objectives. Why are they necessary? How are they categorized? How are they developed? Also, identify a lesson within a course or continuing education seminar that you would like to teach (i.e., cervical spine positioning) and develop 3-5 objectives.

9. Lesson plan
   a. In this entry, discuss why lesson plans are important. Do you use one for your classes? Why or why not. What should a lesson plan contain? Find a lesson plan (complete or a shell) online and critique it. Be sure to include the critiqued lesson plan as an attachment to the entry.

10. The diverse classroom
    a. In this entry, discuss what is meant by the statement, "aim for an inclusive curriculum"...and classroom, for that matter. What role and/or effect does diversity have in the classroom and academic environment? Also, select a population of students (i.e., based on ethnicity, race, gender, physical ability, sexual orientation, age, learning style, and religious and political beliefs). Research this population and provide a thorough description. Identify and discuss strategies for inclusion teaching, specifically for your selected population. This should be pretty substantial.

11. The classroom
    a. In this entry, discuss the classroom. Where is it? Is there a single, physical location for the classroom? Why is the "classroom" so important? What does it mean to you? to your students?
12. Teaching methods
   a. In this entry, discuss how learning theory and teaching method differ. Also, research two
   teaching methods, techniques, technology. Provide a thorough description of the methods and
   their potential use in radiologic science education. Identify both disadvantages and
   advantages to the methods. Describe your experiences with them. This should be pretty
   substantial.

13. Technology in the classroom
   a. In this entry, discuss the role of technology in the classroom...HAVE FUN..BE CREATIVE....

14. Evaluations
   a. In this entry, discuss student and teacher evaluations. Why should evaluation methods be
   based on learning rather than performance? Discuss three methods of evaluation students in
   the radiologic sciences. Are student evaluations of teachers important? Why or why not? When
   should student evaluations of teachers be conducted? What impact should these evaluations
   have on the teacher? Also, prepare a student evaluation of teacher survey and attach it to the
   entry.

15. Reflection
   a. In this entry, discuss the role of reflection. What is the role of reflection, or self-assessment in
   education?
   Write a self-assessment of your teaching (see Tools, chapter 54). If you are not a teacher, write
   a self-assessment of yourself as a student. Be sure to address your strengths and challenges.

16. Philosophy
   a. In this entry, prepare your philosophy statement and vision on teaching. You can find several
   sources online to help with this entry.
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Administrative Process:
Unresolved issues related to this course should be first addressed between the student and the course instructor. If there is no resolution, students must follow this sequence:
Department Chair – Dr. Donna Wright (940-397-4615)
College Dean – Dr. Patti Hamilton (940-397-4594)
Dean of Students – Dail Neely (940-397-6273)

Academic Conduct:
RADS 4813 adheres to the MSU Code of Conduct. In particular, academic dishonesty, however small, creates a breach in academic integrity. A student’s participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the current Student Handbook for answers to any questions about the code.

Many components of RADS 4813 are designed to be highly interactive with students helping each other learn. Students are encouraged to take full advantage of many resources available including online WebCT course resources, Internet sites, other textbooks and journals, faculty, and peers when answering objectives. This interactive collegial learning environment is conducive for life-long learning.

All components of RADS 4813 are designed to represent the efforts of each student INDIVIDUALLY and are NOT to be shared or copied (plagiarized) from other sources. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in ”selling” term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism. Papers and other assignments may be submitted to an external agency for verification of originality and authenticity.
Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of zero (0) will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

**PLEASE NOTE**

By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism.
### Spring 2012 TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>January 14</td>
<td>Classes Begin</td>
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<tr>
<td>January 23</td>
<td>Course Orientation Quiz</td>
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<td>March 2</td>
<td>2 Quizzes</td>
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<td></td>
<td>5 Portfolio Posts</td>
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<td>5 Portfolio Responses</td>
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<tr>
<td>April 20</td>
<td>2 Quizzes</td>
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<td>5 Portfolio Responses</td>
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All activities are due by 11:55 CT on the indicated due date.