

Dossier of Teaching Related Activities

Roles and Responsibilities

My primary role is managing a software development and operations team responsible for sustaining and developing systems for delivery of Undergraduate Medical Education within the Cumming School of Medicine. This includes learning management, podcasting, online patient simulation, exam and evaluation systems. Previously my positions with the faculty have been: AV technician, developer and project manager.

Statement of Rationale

For the challenges faced by the UME department, I had a creative and technical background coupled with extensive experience working in the University. What I found was great satisfaction in creating systems that solved problems at the intersection of faculty, students and staff. Under the mentorship of a fantastic group of physician scholars, I began to cement some basic operating philosophies as a staff member that were educationally driven.

Cognitive psychology is basis for the delivery of our program.

3 - 5 variables is the limit of our working memory
Dispersed learning and retrieval are critical
Key features / Patterns are crucial to navigating clinical presentations

By applying these tenants to our systems instead of just content, we can implicitly help faculty to make great content. These systems can extend beyond a single course, single delivery cycle, and beyond a single charismatic faculty member.

Research has to be a core activity, not an auxiliary one.

Publication is an excellent metric for our activities as an institute. The research model allows projects to grow over time based on achievement of clear goals. The process of ethics, peer review, publication insures clear line of sight across stakeholders. Finally, research insures significant investments are measured, both financial and human resource terms.

Collaboration and iteration are the tools for finding and implementing great ideas.

Universities are factories of ideas, and there are more good ideas than resources for implementation. Great ideas reap benefits for staff, students and faculty. The transition from

a good idea to a great idea is collaborating across these spheres, and iterating through the feedback and outcomes. Those outcomes, either staff responses, course feedback, instructor feedback and exam performance paint a picture of the how an idea or innovation was received that is greater than any direct individual response.