

Curriculum Evaluation and Management Subcommittee (CEMS) Meeting Minutes
 Monday, October 22, 2018 @ 2:00 pm
 E493 Conference Room & via WebEx

In attendance: Kurt Borg, Pat Carr, Marcia Francis, Clint Hosford, Rebecca Maher, Annie Nickum, Adrienne Salentiny, John Shabb, Rick Van Eck and Susan Zelewski.

Not in attendance: : Jon Allen, Mark Koponen, Devendra Pant, Kelly Thormodson.

Minutes submitted by: Alissa Hancock

Reviewed by: Adrienne Salentiny

Approved by: Kurt Borg & John Shabb

AGENDA ITEM	SUMMARY	ACTION/FOLLOW-UP
1. Welcome	Meeting called to order at 2:06 p.m.	Informational
3. Old Business	<p>a.) Minutes from October 8, 2018</p>	<p>MSC to approve October 8, 2018 minutes as amended Kurt Borg/Rick Van Eck // all in favor; carried unanimously.</p>
4. New Business	<p>a.) Revised Objectives from Block 1</p> <p>We started to rewrite an objective as a group. We noticed that not all the objectives for all blocks have been written or formatted the same way. This would be a goal for us along with trying to break down the silos that the objectives are currently organized by. There might be some objectives that are very similar to another one in a different block. For example anatomy would be covering a different part of the body but the objective would be similar throughout the curriculum.</p> <p>There was lots of discussion on the verbs that Gagne uses that we are using as a guide and the verb we are using to use. The assessment methods that are created may alter the verbs that are used in the objective and can be changed throughout the process. The concern is that Gagne's taxonomy is restrictive to only 9 verbs we would use for our objectives. However, Rick Van Eck and Adrienne Salentiny reiterated that the point of adopting a taxonomy was to restrict the language. Currently, our language in objectives does not follow any specific format, and it's unclear whether a verb used in one place means the same thing</p>	<p>Action Item: Everyone is asked to review Dr. Shabb's spreadsheet from 10/8 and the describing words that we will be using with the objectives for the next meeting. These documents are posted to Blackboard.</p>

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	<p>in another place. If we follow the taxonomy, “classify” always means the same thing. “Demonstrate” always means the same thing. And so on.</p> <p>Another concern with Gagne’s taxonomy is that some committee members are concerned that the language (i.e. classify, identify, state) is too simple and/or does not rise to the level of medical education. Rick Van Eck explained how any learning outcome needs to be broken down into parts. We can’t have a higher level objective unless we have a bunch of lower level ones that build to it. So, it is up to the group. Do they want to label all of the block objectives at a higher level and assume that the lower level is being done during sessions? Objectives can be written at any level we want but we have to make sure it reflects what we actually mean. To figure out if changes need to be done to the objectives when creating assessment methods, we can adjust as we figure this out. Objectives do not list an assessment method. There may be many assessments for one objective.</p> <p>If the committee decides that they and the faculty cannot work with Gagne’s language, a different taxonomy could be developed. But again, it would need to have a finite number of words, each with a definition. This may be less appealing because the two taxonomies the committee researched (Gagne and Bloom) were both evidence based and standards in education and instructional design.</p> <p>Education will have to be done with students to teach them how they can use the objectives to help them with their self- directed learning. We will also have to do faculty development on objectives (writing, interpreting, and/or designing assessments based on them).</p>	
	<p>b.) How broad or specific should objective be? Currnety course objectives are very compartmentalized/specific. How will we explain what was removed or replaced, and ensure that this content is covered at the session level? (continued conversation from 10/8)</p> <p>When trying to figure out how specific objectives should be at each level, it become a catch 22. The best way to figure this out is to try to rewrite some of the objectives and keep working with them until we the level of specificity works. The mode of assessment will change and can affect how an objective is written also. For the very detailed objectives: do we move these down to session level and track down the instructor(s) who teach that</p>	<p>Information</p>

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	<p>content? A related question raised was whether an educational experience that only happens once in a Block rises to the level of being a course objective. Also, how about objectives that appear in all or most blocks? For example, PCL objectives. These could be integrated somehow into the hierarchy, perhaps they could become a thread that spans all 8 blocks. This would reduce the number of unique block objectives. Or otherwise, they need to remain consistent somehow. These questions are as of yet unanswered.</p>	
	<p>Future Tasks:</p> <ol style="list-style-type: none"> 1. Determine what data can be extracted from E*Value, and what we need to get somewhere else. Confirm how and where we will get all data. (in progress) 2. Activities surrounding creation of a keyword list. (awaiting objectives process/implementation) 3. Addition of keywords and additional cleanup and organizational work in E*Value. (in process) 4. Try a sample report, to see how long it takes. 5. Discussion and/or related activities to course and session level objectives. 6. Discussion of the course level and session level objectives should be written at the same level or one higher than the other? 	<p>Information</p>
<p>8. Adjournment</p>	<p>Meeting was adjourned at 3:32 p.m.</p> <p>The November 5, 2018 meeting will be cancelled.</p>	<p><i>The next meeting is scheduled November 19, 2018, at 2:00 pm in E493 Conference Room, Grand Forks.</i></p>