



Robert D. & Carol Gunn College of Health Sciences & Human Services
Department of Radiologic Sciences
Revised December 2018

Course Number: RADS 4813

3 credits

Spring 2019

Course Title: Teaching Strategies in Radiologic Sciences

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Course Overview:

This course enhances skills in teaching radiologic sciences by providing instruction in curriculum development, methods of instruction, psychology of learning, and evaluation methods. Students learn how to develop performance objectives, organize a lesson plan, effectively present a lesson, and construct a written evaluation.

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
- Construct a written evaluation for a unit of instruction

Textbooks:

Davis, B.G. (2009). *Tools for teaching* (2nd ed.). San Francisco, CA: Jossey-Bass.
[ISBN: 9780787965679]

Mager, R.F. (1997). *Preparing instructional objectives* (3rd ed.). Atlanta, GA: Center for Effective Performance. [ISBN: 9781879618039]

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
[ISBN: 9781433805615]

Communication with the Instructor:

Communication will be through the student's Midwestern State University email account. An email account is created for every MSU student. If you have not accessed this account yet, please do so by logging into the Portal and clicking the student email account icon located in the Portal.

You have the option to have any messages sent here to be forwarded to the email account of your choice.

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, please include your full name, course and section number, and a thorough explanation in your message. This will help expedite your request or needs.

Class Meeting Date and Time:

Since this is an online course, there are no mandatory face-to-face sessions. However, the student should be vigilant in logging into D2L. Regular checks will ensure messages from the instructor are received in a timely manner. This course is on a schedule that will be strictly adhered to. See the Course Schedule at the end of this syllabus for specific information about activities and due dates. The instructor will be available to meet face-to-face with any interested students. This meeting is optional and must be confirmed by email ahead of time with the instructor.

Students should check for class announcements on the course 'News' section in D2L.

This course also includes two UNGRADED discussion boards on D2L, one social board and one where students may post questions they want the instructor to answer.

Teaching Strategies:

Independent reading assignments, internet searches, D2L quizzes, participation in online discussions, and an individualized project.

Evaluation:

Assignments	Value
Module Quizzes	35%
Discussion Boards	25%
Final Project	40%

Grade Scale:

Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Student Responsibilities:

As a student enrolled in this course, you will be responsible for adhering to and meeting posted deadlines and due dates. All activities for this course are listed at the end of this syllabus.

Activities such as quizzes have expiration dates. Please take note that expiration dates for quizzes will differ from deadlines for assignments and activities.

Quizzes and assignments/activities are spaced out in a manner that will allow you ample time to complete them. Assignments/activities will be accepted on or before the posted due date and deadline. ***No late assignments/activities will be accepted.*** If a student cannot complete a course activity by the indicated due date, the student must contact the course instructor immediately. Please note that late submissions will not be graded; students must contact the instructor for approval for late submissions. If a student has emergency issues, then the student must contact the instructor as soon as possible (within a day or two). Any activity not completed and submitted by the due date will be addressed on an individual basis.

The last opportunity to drop this course with a grade of “W” is 4:00 PM March 25, 2019. 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”.

Class Activities & 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 calendar within D2L and the course schedule at the end of this syllabus for specific information about activities and due dates.

If students have technical difficulties, they should use the 'Help' link within D2L, contact the MSU Information Systems Support Staff, and send an email to the professor explaining what happened **at the time of the incident**.

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

- IBM compatible format (MAC documents should be saved as .doc files)
- Word 97 or newer version
- Times New Roman or Arial font 12 point
- 1" margins on all sides
- Standard APA 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.

Students must use baccalaureate level writing skills including complete sentences, correct grammar, and proper punctuation. All assignments will be graded for accuracy, completeness, quality, spelling, grammar, and integrity. All assignments submitted will be considered complete and graded as such.

Independent Reading Assignments:

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

Discussion Boards:

Modules 1, 2, & 5 contain discussion activities:

- **Module 1:** 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. Select one (1) concept from the chapters/notes for this unit and discuss what you learned about how students learn. Respond to two (2) of your classmates' posts.
- **Module 2:** This is a two-part discussion board: Write two (2) objectives using the selected topic for the Final Teaching Project and post them on the discussion board. Provide feedback to two (2) of your classmates' posts regarding the quality of objectives. Feedback must be substantial and supported by the text or unit notes. **Please critique the objectives for the following:** performance, conditions, and criterion. For each objective, copy and paste into your reply and color the performance, bold the condition, and *italicize* the criterion.
- **Module 5:** This is a two-part discussion board: Post three assessment (test) questions, in any format, including instructions on how to answer the question. **Provide feedback to two (2) other classmates' assessment questions for clarity of question and instructions for answering the question.** Use the text and notes to support your feedback. Please respond appropriately regarding clarity of

question and instructions for answering the question. Responses like, “Great question!” or “I like this question!” are not acceptable.

Quizzes:

Modules 1-4 contain a short, timed, quiz over the content and reading materials. All quizzes **MUST** be completed by the due date indicated on the course calendar.

Students should complete the reading assignments before attempting the open book, open-time module exams. When a student has reviewed a module and is ready for the exam, he/she will log on to D2L and receive a customized module exam consisting of randomized multiple choice questions. Students may take exams ahead of schedule but **MUST** complete them by the scheduled deadlines on the Course Schedule at the end of this syllabus.

Exams must be completed by the close date as indicated on the course schedule. Exams must also be completed within the allotted duration time. Missed exams will be assigned a grade of zero (0).

If a student finds a faulty exam test item or believes that an exam question has been scored incorrectly, he or she should send an email to the course instructor that includes the following:

- Module Exam Number (I-IV)
- Question Stem
- Answer Scored as Correct by the Computer
- Answer the Student Thinks Should be Correct
- Rationale Supporting Why the Student’s Answer is Correct
- Page Numbers must be included when referencing the textbook in a rationale

For example, a student cannot send the message ‘I think question number ten is wrong on exam four’ because each student gets an exam of randomly generated test items. The instructor has to know the question stem to find the question in the database.

After reviewing the case, if the course instructor thinks a revision is justified, the student’s exam score will be revised to reflect the additional points and the test bank will be updated. It may take several weeks for the student to receive a response because the instructor works on batches of questions for a particular exam at a time.

Final Project:

Students will complete a student-designed teaching project. The goal of this project is for students to design a cohesive learning unit incorporating techniques learned throughout the course of study. Students will select a teaching topic and develop a teaching module. Please include a technological teaching tool that you currently use in your courses, or would like to know more about. This is a required element. **Student project proposals are due February 4, 2019.** See the course schedule for due date.

Students are required to produce a narrated presentation video and upload it to YouTube and provide me with the link for grading. Detailed instructions are provided within D2L.

The final project is designed to foster the development of initiative, self-reliance, and self-improvement. Students are required to observe, investigate, draw inferences from data, and form hypotheses. This project enables learners to apply knowledge and/or skills learned in the modules. This project also provides learners an opportunity to pursue individual interests, while gaining practical experience and a sense of accomplishment, which makes the learning more relevant to them.

Students must submit their Final Teaching Project Form to the appropriate dropbox using the supplied form. See detailed instructions in D2L and in assignment dropbox.

The Final Project must be completed by the close date as indicated on the course schedule. A missed Final Project will be assigned a grade of zero (0).

Honor System:

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 D2L 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.

Specific 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) may be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the University.

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 168 or call (940)397.4140, <https://mwsu.edu/student-life/disability/>. 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 ADA Coordinator may be contacted at (940) 397.4140, or 3410 Taft Blvd., Clark Student Center Room 168.

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 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.

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:

1. Interim Department Chair: Debra Wynne (940) 397-4608
2. College Dean: Dr. Jeff Killion (940) 397-4594
3. Dean of Students: Matthew Park (940) 397-7500

SPRING 2019 TENTATIVE COURSE SCHEDULE
All activities are due by 11:59 CST on the indicated due date

DATE	ACTIVITY
January 12	Classes Begin
February 4	Project Proposal
February 4	Module 1 Quiz Module 1 Discussion Post
February 11	Module 1 Discussion Peer Responses
February 25	Module 2 Quiz Module 2 Discussion Post
March 4	Module 2 Discussion Peer Responses
March 17-24	Spring Break
March 18	Module 3 Quiz
April 1	Module 4 Quiz
April 15	Module 5 Discussion Post (No test for Module 5)
April 18-21	Easter Break
April 22	Module 5 Discussion Peer Responses
April 29	Final Project Due