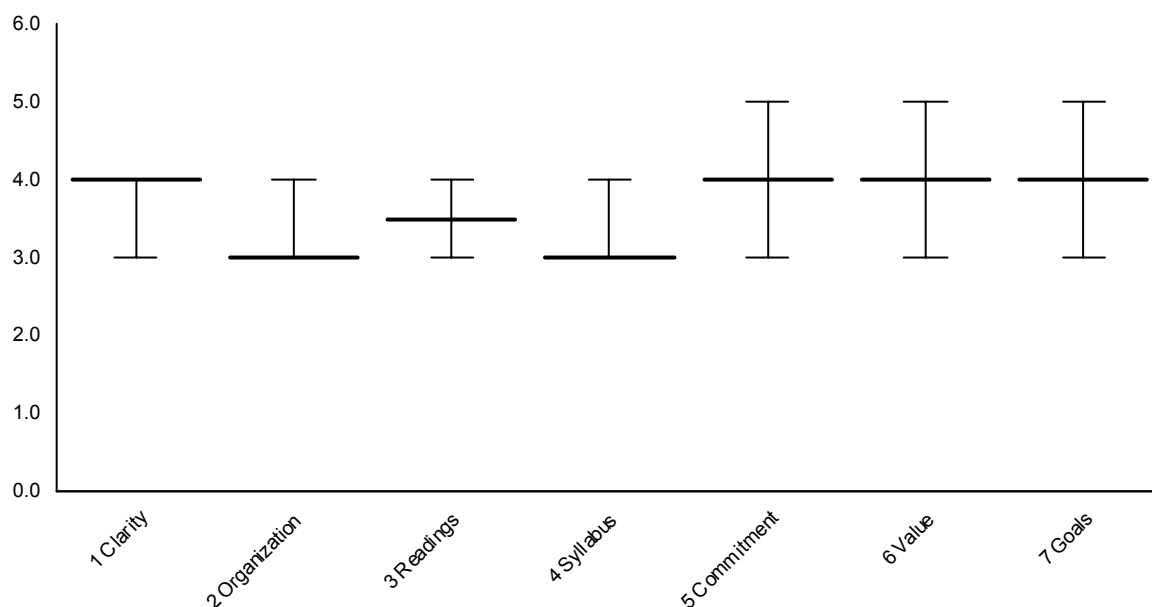


Students gave feedback regarding the course using the following scale:  
1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, 6=Outstanding

	Responses(n)	Median	IQR*
<b>Overall Course Evaluation</b>	<b>129</b>	<b>3.0</b>	<b>3.0 - 4.0</b>

## General Committee Components

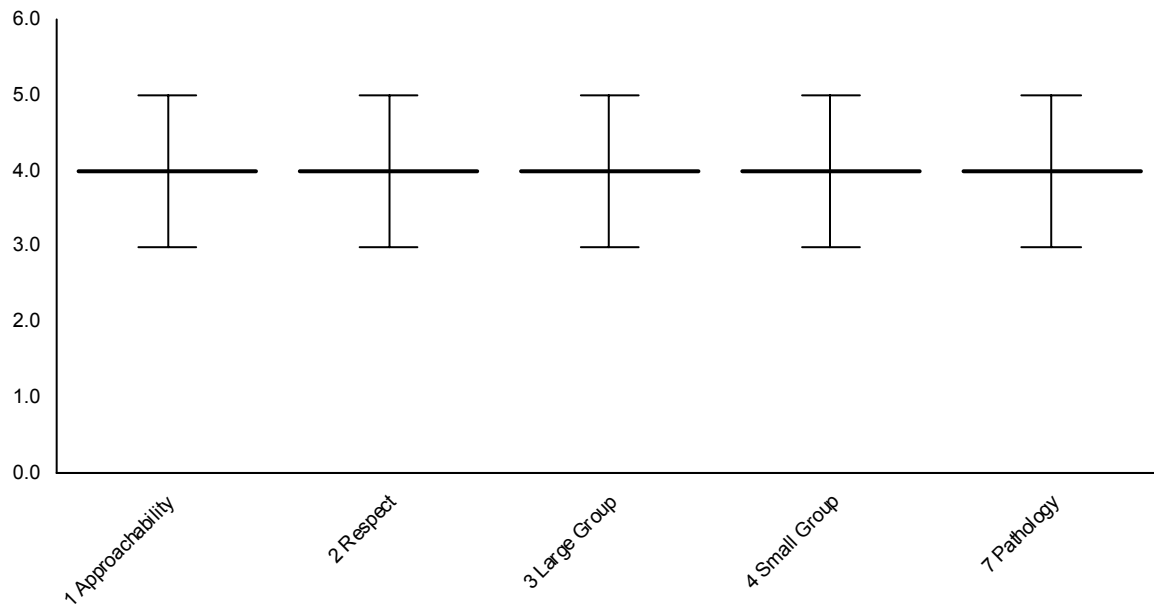


	Responses(n)	Median	Range*
01. Clarity of subject committee goals, objectives and expectations	130	4.0	3.0 - 4.0
02. Overall course organization and coherency	130	3.0	3.0 - 4.0
03. Helpful Required Readings	118	3.5	3.0 - 4.0
04. Syllabus as a useful Learning Resource	130	3.0	3.0 - 4.0
05. Commitment of Subject Committee Chair(s)	124	4.0	3.0 - 5.0
06. Educational value/amount learned	128	4.0	3.0 - 5.0
07. How well the subject committee achieved stated goals	122	4.0	3.0 - 5.0

\* The interquartile range includes responses 25% above and 25% below the median

Students gave feedback regarding the course using the following scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, 6=Outstanding

### Effectiveness Of Teaching

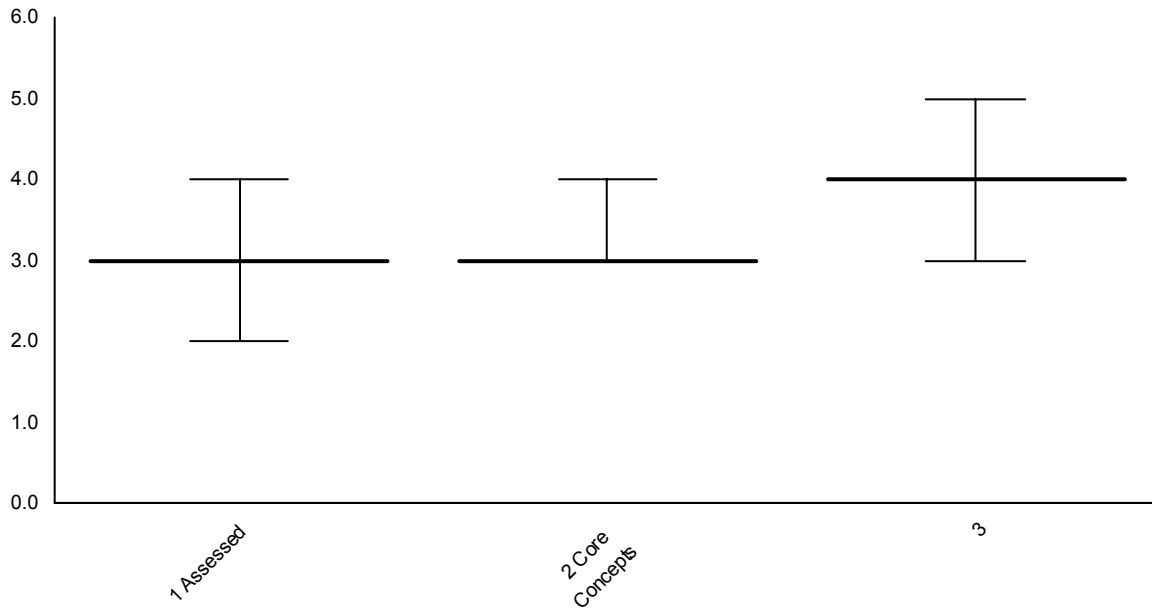


	Responses(n)	Median	Range*
01. Approachability of Faculty	119	4.0	3.0 - 5.0
02. Respectfulness of Faculty	126	4.0	3.0 - 5.0
03. Large group leaders (such as Lecturers)	124	4.0	3.0 - 5.0
04. Small group leaders	63	4.0	3.0 - 5.0
07. Pathology lab instructors	107	4.0	3.0 - 5.0

\* The interquartile range includes responses 25% above and 25% below the median

Students gave feedback regarding the course using the following scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, 6=Outstanding

### Student Assessment



	Responses(n)	Median	Range*
01. Understanding of how you would be assessed	127	3.0	2.0 - 4.0
02. Emphasis on Core Concepts rather Basic Facts	121	3.0	3.0 - 4.0
03. How well the workload challenged you/level of material appropriate	126	4.0	3.0 - 5.0

\* The interquartile range includes responses 25% above and 25% below the median

Selected Comments:

- 1 **ASSESSMENT!** i can understand the use of short answers and i think it is a better method of evaluation, but you need to tell us from day one how we ar going to be assessed, especially when it differs drastically from the every single test we have taken at this school. It felt like you were trying to slip that by us or something.

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- 2 I found this rating to be very difficult since the quality varied significantly between sections. The Rheumatology, and especially the Skeletal section were very well taught and organized. The Dermatology section, on the other hand, had unclear goals, disorganized teaching and especially lacked any sense of overview.

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- 3 I liked the readings we had to do for team learning. I felt having the quiz when we got there made me learn the material much better than I would have. I wish we would have known about the short answer part of the test earlier on in the committee. I would have liked more complete syllabi, especially for lectures like pediatric derm where there is no powerpoint, no required readings, and no recorded lecture. How are we supposed to learn this? I liked the repetition of the committee, and the general introduction with the posters and visit to metro. I felt like we kept coming back to things and this led to a much better understanding of what was going on. I wish we had better materials for the lectures that were not recorded and provided no powerpoints.

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- 4 One of the best committees this year. I appreciate the dedication to our learning and the efforts made to go the extra mile to enrich our experiences. I like the less traditional approaches, such as the interactive PowerPoint, trip to Metro, and even the large groups. While the actual classroom time dealing with large groups needs work, the preparation for the large groups that we do before (usually on our own) is excellent.

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- 5 since most of the derm lectures are not streamed perhaps some lecturers can take more time in making the syllabus more comprehensive i.e. peds rheumatology and peds dermatology. For peds dermatology we did not get access to the slides or stream and the syllabus was basically bulleted words, it was difficult to take notes as she was going through the slides so fast, there were no learning objectives or required outside reading

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- 6 the team learning format of teaching may eventually be effective, but in its current state it seems to be a very inefficient way to learn the material. i didn't find there to be any added benefit to this format as compared to the lectures on the topics. i understand that this is a relatively new approach to teaching- and perhaps it should be refined further before it makes its way into the curriculum. the small group activities this year in heme/onc, neuro and psych were fantastic, and they definitely increased my mastery of the material, both in terms of understanding the basic concepts and increasing the depth of knowledge. individual students were able to better interact with the faculty, and nearly every student participated in the discussions- a far cry from what goes on at the team learning sessions. in general, this course suffered from a lack of time interacting with faculty- again, this was one of the things that worked so well in the first 3 committees with the small groups. of course, this was all accomplished in half of the time used for the team learning. many of my classmates have also expressed frustration with the sessions. i think that, for the rest of the committees, time would be much better spent having a small group session, and a quiz that could be completed in the hours following it (thus alleviating most of the computer problems that arise when taking the IRAT). one good thing about the sessions was the readings that were assigned prior to the sessions- perhaps this could be incorporated into the small group format? also, for future committees, i would encourage the faculty to allow students to present cases in small groups- this fosters a deeper kind of learning- not just for the particular case a student is assigned, but it also tends to extend into the rest of the subject matter.

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