SELF-EVALUATION FORM

Instructor's name/ Physician:Robin Craig, DO

Date: 10/13/2026

Time: 1:45-3:45

A. Please provide relevant information on the following areas of your teaching.

1. Level and number of students: Phase 2 medical students on their pediatric clerkship. 10 students

2. Topic(s) of the session: Pediatric Medical Math, Pediatric Dermatology

3. Aims and objectives of the session:
Pediatric Medical Math: Practice the medical math needed to appropriately care for pediatric patients
Pediatric Dermatology: Describe rashes and diseases with rashes commonly seen in pediatric populations, propose treatment plans for common pediatric rashes, recognize how common pediatric rashes can presents differently.

4. Organization and planning:
Both sessions are structered as interactive game-based reviews with Kahoot.

Medical Math:. Learners work through a series of progressively challenging questions focused on common pediatric medication calculations, including weight-based dosing, continuous infusion rates, fluid calculations, and concentration conversions. Each question serves as a springboard for discussion, allowing participants to explain their reasoning, identify common calculation errors, and review practical approaches to problem-solving. Emphasis is placed on developing a systematic method for medication calculations that can be applied safely in clinical practice. The session concludes with a summary of key calculation strategies and high-yield clinical pearls.

Pediatric Dermatology: Learners are presented with clinical photographs and case-based questions requiring them to identify rashes, distinguish between similar appearing conditions, and select appropriate diagnostic and treatment approaches. Discussion focuses on characteristic physical exam findings, red flags that warrant urgent evaluation, and practical management

strategies commonly encountered in pediatric practice. The session concludes with a review of high-yield dermatology pearls and key visual features that aid in rapid bedside diagnosis.

5. Setting and management of the session:

These sessions are conducted during the Tuesday Pediatric Phase 2 Clerkship didactic series in an in-person, small-group format with approximately 10 medical students.

6. Methods/Techniques (use of technology & audio-visual aids, etc.):
Learning is faciliated through the Kahoot platform, using real-time responses to encourage engagement, assess learner understanding, and provide immediate feedback. The interactive environment supports active participation, discussion, and reinforcement of key clinical concepts.

7. Content (knowledge, presentation, and outcome):
The Medical Math and Pediatric Dermatology Kahoot sessions are designed to reinforce foundational pediatric knowledge through active learning and immediate feedback. The Medical Math session reviews core calculation skills essential for safe patient care, including weight-based medication dosing, intravenous fluid calculations, infusion rate calculations, and medication concentration conversions. The Pediatric Dermatology session focuses on recognition and management of common pediatric skin conditions through clinical images and case-based scenarios, emphasizing diagnostic reasoning and identification of conditions requiring urgent evaluation. Content is presented through interactive Kahoot questions supplemented by facilitated discussion, allowing learners to explain their reasoning and address misconceptions in real time. Expected outcomes include improved knowledge retention, increased learner engagement, greater confidence in clinical decision-making, and enhanced ability to apply these concepts during patient care experiences.

8. Assessment:
B. Please give a short assessment of your involvement in the following areas of your teaching. (Your evaluation should honestly reflect your self-observation, self-judgement and self-reaction.)

1. How many times have you previously taught this session?
I have taught this session monthly for the last year to our phase 2 students.

2. What teaching and learning activities took place?
These sessions utilized Kahoot to promote active participation and learner engagement. Students applied clinical knowledge to answer questions, discuss diagnostic reasoning, and solve practical patient care problems. I led discussions following each question allowing learners to explain their thought processes, learn from peers, and receive immediate feedback. The small-group format fostered a supportive learning environment and encouraged participation from all learners.

3. What have the learners been asked to do in preparation for this session?
Learners have a pre-work that explains the basics of medical math as well as a prework short 10 minute exercise on dermatology to complete prior to coming to the session.

4. How much time did you spend on planning and conducting this session?
This session was created several years ago. It is updated as needed and reviewed each session. The session itself is 2 hours long.

5. How successful were you? If you have questions about what you were trying to do, what are they?

Overall, I believe the sessions were highly successful in achieving their educational objectives. Learners remained actively engaged throughout the activities, participated in discussion, and demonstrated increasing confidence as they worked through questions and received immediate feedback. Based on learner responses and subsequent discussion, participants demonstrated improved understanding of key concepts in both pediatric medical calculations and dermatologic diagnosis.

6. What went well in this session? Why?

Students actively contributed, discussed their reasoning, and learned from both correct and incorrect responses. The small-group environment allowed for meaningful discussion and immediate clarification of misconceptions. The use of clinical scenarios and application-based questions helped learners connect foundational knowledge to real-world pediatric practice, making the content both relevant and memorable.

7. What problems did you experience? Why?

One challenge was balancing the pace of the game with the educational discussion that followed each question. Some learners required additional explanation for more complex topics, which occasionally limited time for deeper exploration of subsequent questions. Additionally, there was variability in learners' baseline knowledge, requiring adaptation of the discussion to meet the needs of both stronger and less experienced students.

8. What are the strengths of your teaching?

My strengths include creating an engaging and supportive learning environment, encouraging active participation, and adapting teaching in real time based on learner needs. I strive to make sessions interactive and clinically relevant while providing immediate feedback that reinforces key concepts. I am also effective at facilitating discussion and helping learners understand the reasoning behind correct answers rather than focusing solely on factual recall.

9. What part of the session could be stronger?

Although learner engagement was high, assessment of longer-term knowledge retention could be strengthened. Additional opportunities for learners to apply concepts through more complex clinical scenarios or follow-up activities may further enhance transfer of knowledge to clinical practice. Incorporating a brief pre- and post-session assessment could also provide a more objective measure of learning.

10. What did you learn from this experience that will help you in the future?

This experience reinforced the value of active learning and immediate feedback in promoting learner engagement and understanding. I observed that students were more willing to participate and discuss their thought processes in a game-based learning environment than in a traditional lecture format. It also highlighted the importance of flexibility in adjusting both content and pacing based on learner responses and needs.

11. What will you do to improve your next teaching session?

For future sessions, I plan to incorporate additional application-based questions and reserve dedicated time for discussion of more challenging concepts. I would also like to collect more structured learner feedback and consider using brief pre- and post-session knowledge assessments to better evaluate educational impact. These changes will help ensure that content remains appropriately challenging while providing measurable outcomes.

12. If you were to grade your teaching, what grade (E, VG, G, NI, U - See section C) would you give yourself on this session? Explain it.

I would rate my teaching as Very Good because the session successfully met its learning objectives, maintained strong learner engagement, and fostered active participation throughout. Learners demonstrated understanding of the material through discussion and question responses, and the interactive format created a positive educational experience. While the session was effective, there remain opportunities to strengthen objective assessment of learning and further refine pacing and content delivery, preventing me from assigning an Excellent rating.

13. Write below a narrative that synthesizes your progress as a teacher, commenting especially on areas where you most need improvement. Suggest actions you can take to improve.

Over the past year, I have become increasingly comfortable facilitating active-learning sessions and adapting my teaching to the needs of medical students. Repeated experience leading these monthly clerkship sessions has strengthened my ability to engage learners, encourage participation, and create a supportive educational environment. I have intentionally moved away from passive lecture-based methods and toward interactive approaches that promote critical thinking, discussion, and application of knowledge.

My greatest growth has been in facilitating learner-centered discussions and using real-time feedback to identify and address knowledge gaps. Learners appear engaged and willing to participate, and I have become more confident modifying sessions based on the group's needs and level of understanding.
Areas for continued improvement include developing more objective methods to assess learning outcomes and ensuring that educational gains persist beyond the session itself. I would also like to expand my use of evidence-based educational strategies and incorporate more structured evaluation tools. To address these areas, I plan to utilize pre- and post-session assessments, seek additional learner feedback, and continue professional development in medical education through faculty development opportunities and my Master's in Medical Education program. These efforts will help me better measure educational impact and continue to refine my teaching practice.

C. Please rate your performance in each of the following areas: How well I did …?

Self-Evaluation Checklist & Instructor Activities	Excellent	Very Good	Good	Needs Improvement	Unsatisfactory	Not Applicable
Introduction	E	VG	G	NI	U	NA
Focused/gained attention	x					
Introduced lesson and made the aims clear to the students	x					
Stimulated recall of prior learning	x					
Stated the intended outcomes	x					
Teaching Competencies	E	VG	G	NI	U	NA
Provided updated knowledge	x					

Explained and structured the subject clearly to assist students' learning	x					
Used student-centered teaching strategies	x					
Gained student active participation and interest in the topic	x					
Provided conducive atmosphere for student-to-student interaction and learning	x					
Presented information based on the students' diverse abilities and interest	x					
Moved smoothly from stage to stage	x					
Highlighted the key points	x					
Used active pace	x					
Attempted to maintained the students' interest	x					
Handled problems of inattention	x					
Coped with individual difficulties		x				
Used effective questioning techniques	x					
Handled the students' questions and responses	x					
Used answers/ideas given by the students	x					
Monitored student activity	x					
Checked on student learning	x					
Made eye contact with all class members	x					
Used my voice and body movements	x					
Used praise to built up student confidence	x					
Provided adequate feedback to the students	x					

Conveyed my enthusiasm	x					
Summarized the session	x					
Discussed the students' concerns about their progress	x					
Organization	E	VG	G	NI	U	NA
Had a lesson plan	x					
Used updated information to keep the material relevant and appropriate	x					
Provided clear direction for the activities to be completed	x					
Made the level of difficulty appropriate for the students		x				
Determine the correct amount of student work		x				
Used time wisely	x					
Methods and teaching strategies	E	VG	G	NI	U	NA
Used models/examples/visual aids as illustrations	x					
Used didactic methods	x					
Used small groups	x					
Used peer teaching: pairs/trios						x
Worked with individual students						x
Other (…….)						x
Application	E	VG	G	NI	U	NA
Provided a model of good practice	x					
Linked this session to other sessions	x					

Provided examples to apply to similar situations	x					
Assessment	E	VG	G	NI	U	NA
Reviewed teaching process and topic design based on student feedback and achievement	x					
Provided opportunities for constructive feedback	x					
Provided formative assessment			x			
Provided summative assessment			x			