JOHNS HOPKINS BLOOMBERG SCHOOL of PUBLIC HEALTH | Molecular Microbiology & Immunology

Course Announcement

260.700.81 **How Do We Know? Theory and Practice of Science**
Term 1 2018-2019

Description: Science is evidence, not opinion!
Do you love to "think science"? Do you find stories about scientific discoveries fascinating? Would you like to explore big questions in science?
If so, consider taking this course that is part of the R3 Science Education Initiative (http://tiny.cc/JHSPH-MMI-R3).

This course looks at scientific problems through an unusual lens and examines the nature and philosophical foundations of science using an interdisciplinary approach. We emphasize critical thinking and history of science; discuss the principles of good scientific practice – rigor, reproducibility and responsibility (the 3R's); explore revolutionary discoveries in the life, public health and natural sciences; elaborate the relationship between theory, practice and serendipity in scientific discovery, and conclude with a discussion of the role of scientists in society.

Methods of Assessment:
Participation in discussions and peer feedback: 30%; Short reflection papers: 30%, Final project and presentation: 40%

Instructors: Gundula Bosch (gbosch2@jhu.edu, course director) and Arturo Casadevall

JOHNS HOPKINS BLOOMBERG SCHOOL of PUBLIC HEALTH | Molecular Microbiology & Immunology

260.707.81 Evidence-Based Teaching in the Biomedical and Health Sciences: Foundations
Term 1 2018-2019

Description:

Do you enjoy helping others learn? Have you been wondering which instructional techniques fit for you and how to find out what your audience takes away from your teaching?

Join Dr. Gundula Bosch for the foundations part of our interdisciplinary, evidence-based teaching course sequence!

This course acquaints students interested in teaching in biomedical and health professional settings with the foundations of how adults learn. We emphasize practical applications of evidence-based teaching techniques most relevant to the biomedical and public health professions. Every participant builds a portfolio of their educational repertoire, including a variety of educational strategies and assessment techniques, using state of the art course design.

Methods of Assessment:
Discussion and peer feedback: 40%; Educational philosophy statement: 30%; Teaching module design plan: 30%

Intended Audience:
Graduate students and post-doctoral fellows, from all JH divisions and programs.
This course is part of the R3 Graduate Science Initiative (http://tiny.cc/JHSPH-MMI-R3).

Instructor: Gundula Bosch, gbosch2@jhu.edu