Supplementary Data

Appendix A: Adapted questions from Conception of Learning and Teaching (COLT) instrument

Each item on five-point Likert scale (1 = strongly disagree, 5 = strongly agree)

Factor 1: Teacher Centeredness

1. Learners should first master basic science knowledge before they can formulate their own learning goals
2. I think that in small group learning the facilitator/teacher determines what the learner should learn, instead of the learners determining their own goals
3. Learners learn best when the learning process is guided by an expert who has an overview of the field of interest
4. When learners discuss a topic without facilitator/teacher being present, they do not know at the end of the session if the questions have been answered correctly
5. There is a logical sequence to learning
6. As a teacher I have to indicate clearly what is important and what is less important for the learners to learn
7. I think that as an expert in my field I am eminently suitable to transmit my knowledge to learners and that learners should not have to look up that knowledge for themselves
8. When learners collaborate, they teach each other the wrong things

Factor 2: Appreciation of Active Learning

9. Learners learn a great deal by explaining subject matter to each other
10. Learning materials and teaching should invite learners to come up with examples to illustrate the subject matter
11. Small group learning motivates learners to study
12. I think that it is more important for students to be able to analyze and critically appraise subject matter than to memorize facts
13. I think that it is important that learners advise each other about the best ways to study

Factor 3: Orientation to Professional Practice

14. I think that it is important that educational assignments are derived as much as possible from the learners' future professional practice
15. It is a good learning outcome when learners demonstrate that they can apply their knowledge during activities in situations in professional practice
16. I think that interactions between me and the learners are an important aspect of my teaching
17. Discussing topics with each other helps learners to learn how to deal with different points of view, so as to gain a deeper understanding
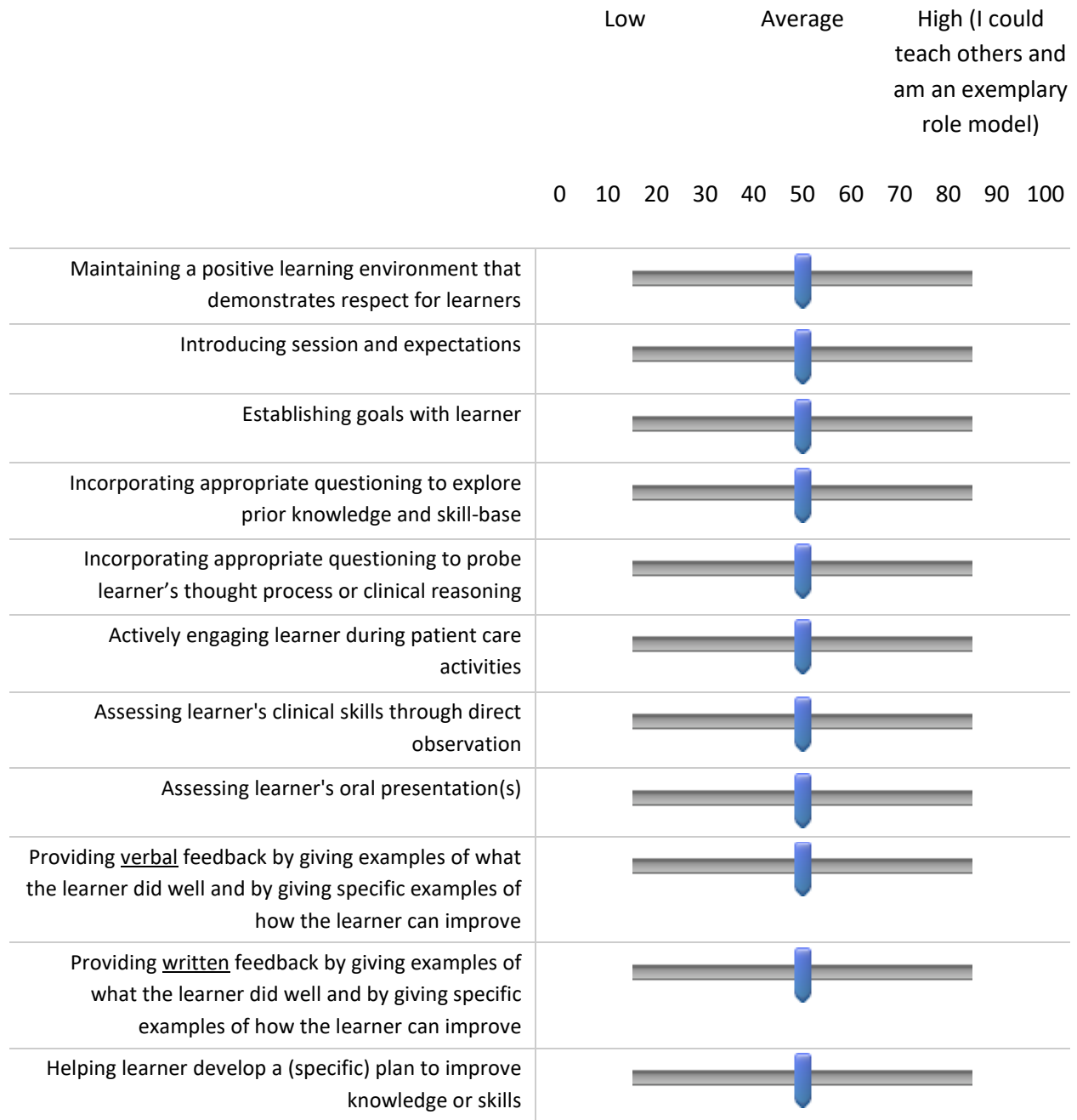
Casas RS, Cooper Ab, Westcott AM, Shen C, Dewaters AL. Preparing for the transition to academic practice: a graduate medical education elective. *J Grad Med Educ.* 2024;16(4):461-468. DOI:http://dx.doi.org/10.4300/JGME-D-24-00002.1

Reference: Jacobs JC, Van luijk SJ, Van Berkel H, Van der Vleuten CP, Croiset G, Scheele F. Development of an instrument (the COLT) to measure conceptions on learning and teaching of teachers, in student-centered medical education. *Medical teacher*. 2012 2012;34(7)doi:10.3109/0142159X.2012.668630

Appendix B: Teaching skills survey

In the past three months, on average, how would you rate your performance on the following clinical teaching skills using a scale of 0-100 where 0 is low and 100 is high:

	Low	Average	High (I could teach others and am an exemplary role model)

	0 10 20 30 40 50 60 70 80 90 100
Maintaining a positive learning environment that demonstrates respect for learners	
Introducing session and expectations	
Establishing goals with learner	
Incorporating appropriate questioning to explore prior knowledge and skill-base	
Incorporating appropriate questioning to probe learner's thought process or clinical reasoning	
Actively engaging learner during patient care activities	
Assessing learner's clinical skills through direct observation	
Assessing learner's oral presentation(s)	
Providing <u>verbal</u> feedback by giving examples of what the learner did well and by giving specific examples of how the learner can improve	
Providing <u>written</u> feedback by giving examples of what the learner did well and by giving specific examples of how the learner can improve	
Helping learner develop a (specific) plan to improve knowledge or skills	

1. Please provide an example of how you maintaining a positive learning environment that demonstrates respect for learners:
2. Please provide an example of how you introduce a session and expectations:

Casas RS, Cooper Ab, Westcott AM, Shen C, Dewaters AL. Preparing for the transition to academic practice: a graduate medical education elective. *J Grad Med Educ.* 2024;16(4):461-468. DOI:http://dx.doi.org/10.4300/JGME-D-24-00002.1

3. Please provide an example of how you establish goals with learners:

4. Please provide an example of how you incorporate appropriate questioning to explore prior knowledge and skill-base:

5. Please provide an example of how you incorporate appropriate questioning to probe learner's thought process or clinical reasoning:

6. Please provide an example of how you actively engage learners during patient care activities:

7. Please provide an example of how assess learner's clinical skills through direct observation:

8. Please provide an example of how you assess learner's oral presentation(s):

9. Please provide an example of how you provide verbal feedback:

10. Please provide an example of how you provide written feedback:

11. Please provide an example of how you help learners develop a (specific) plan to improve knowledge or skills:

Appendix C: Daily feedback survey

1. Which session was most engaging today?
2. Why was this session the most engaging?
3. Which session (if any) was least engaging today?
4. Why was this session the least engaging?
5. Should this session be repeated next year?
6. What questions were not answered today that should be addressed?

Casas RS, Cooper Ab, Westcott AM, Shen C, Dewaters AL. Preparing for the transition to academic practice: a graduate medical education elective. *J Grad Med Educ.* 2024;16(4):461-468. DOI:http://dx.doi.org/10.4300/JGME-D-24-00002.1

Appendix D: Final course evaluation

Please fill out questions using the following scale:

      1 = Strongly disagree

      2 = Disagree

      3 = Neutral

      4 = Agree

      5 = Strongly agree

1. The course was well-organized.
2. The course met my expectations and reasons for enrolling.
3. My personal teaching benefitted from participating in this course.
4. My understanding of adult learning theory was enhanced by participation in this course.
5. My ability to apply adult learning theory to my teaching was improved by participation in this course.
6. My understanding of feedback was enhanced by my participation in this course.
7. My understanding of the basic concepts of medical education scholarship was enhanced by my participation in this course.
8. My understanding of assessment of teaching was enhanced by my participation in this course.
9. My understanding of careers in medical education was enhanced by my participation in this course.
10. My understanding of curriculum development was enhanced by my participation in this course.
11. Do you have any suggestions for improvement for this course for next year?

Appendix E: Teaching Skills Survey Open-ended responses

Question*	Baseline # responses (N=58)			Immediate post # responses (N=41)			3 mon post # responses (N=29)		
	not sure or not done	teacher centered	learner centered	not sure or not done	teacher centered	learner centered	not sure or not done	teacher centered	learner centered
Learning climate	0	15	43	1	6	34	0	5	24
Introduce session	0	37	21	1	35	5	0	19	10
Establish goals	0	18	40	1	6	34	1	12	16
Questioning knowledge	1	5	52	2	3	36	3	0	26
Questioning clinical reasoning	1	5	52	1	2	38	2	4	23
Engage with patient care	0	15	43	1	10	30	2	12	15
Assess skill with direct observation	1	12	45	3	5	33	1	7	21
Assess oral presentation	2	25	31	2	15	24	0	7	22
Provide verbal feedback	1	35	22	1	15	25	0	12	17
Provide written feedback	6	52	0	2	39	0	4	25	0
Plan to improve knowledge/skill	9	11	38	3	9	29	3	7	19
Total # responses	21	230	387	18	145	288	16	110	193
% total responses	3.3	36.1	60.7	4.0	32.2	63.9	5.0	34.5	60.5

*for full survey questions see appendix 2

Appendix F: Daily Feedback Survey Open-ended responses

Year	# Completed Surveys	Word Count Average (Total Words)	Response content by curricular theme				
			Teaching Skills N (%)	Curriculum Design N (%)	Professional Development N (%)	Scholarship N (%)	Multiple N (%)
2021	138	21.3 (2,917)	77 (55.8)	5 (3.6)	46 (33.3)	5 (3.6)	5 (3.6)
2022	97	15.2 (1,474)	59 (60.8)	0	27 (27.8)	8 (8.2)	3 (3.1)
2023	121	11.3 (1,371)	75 (62.0)	3 (2.5)	36 (29.8)	4 (3.3)	4 (3.3)
Total	356	16.2 (5,762)	211 (59.3)	8 (2.2)	109 (30.6)	170 (4.8)	15 (4.2)

Appendix G: Final Evaluation Survey Close-Ended Responses

Question response by Likert scale N(%)*	Total (N=67)
The course was well-organized	
Neutral	3 (4.5%)
Agree	26 (38.8%)
Strongly Agree	38 (56.7%)
The course met my expectations and reasons for enrolling	
Neutral	1 (1.5%)
Agree	20 (29.9%)
Strongly Agree	46 (68.7%)
My personal teaching benefited from participating in this course	
Neutral	1 (1.5%)
Agree	15 (22.4%)
Strongly Agree	51 (76.1%)
My understanding of adult learning theory was enhanced by participation in this course	
Neutral	3 (4.5%)
Agree	22 (32.8%)
Strongly Agree	42 (62.7%)
My ability to apply adult learning theory to my teaching was improved by participation in this course	
Neutral	2 (3.0%)
Agree	21 (31.3%)
Strongly Agree	44 (65.7%)
My understanding of teaching tools was enhanced by my participation in this course	
Strongly Disagree	1 (1.5%)
Disagree	2 (3.0%)
Neutral	4 (6.0%)
Agree	30 (44.8%)
Strongly Agree	30 (44.8%)
My understanding of the basic concepts of medical education scholarship was enhanced by my participation in this course	
Disagree	1 (1.5%)
Agree	28 (41.8%)
Strongly Agree	38 (56.7%)

Casas RS, Cooper Ab, Westcott AM, Shen C, Dewaters AL. Preparing for the transition to academic practice: a graduate medical education elective. *J Grad Med Educ.* 2024;16(4):461-468. DOI:http://dx.doi.org/10.4300/JGME-D-24-00002.1

Appendix G: Final Evaluation Survey Close-Ended Responses

Question response by Likert scale N(%)*	Total (N=67)
My understanding of assessment of teaching was enhanced by my participation in this course	
Disagree	1 (1.5)
Neutral	4 (6.0%)
Agree	27 (40.3%)
Strongly Agree	35 (52.2%)
My understanding of careers in medical education was enhanced by my participation in this course,	
Neutral	1 (1.5%)
Agree	19 (28.4%)
Strongly Agree	47 (70.1%)
My understanding of curriculum development was enhanced by my participation in this course	
Neutral	5 (7.5%)
Agree	32 (47.8%)
Strongly Agree	30 (44.8%)

* Responses were on a 5-point Likert scale (strongly disagree, disagree, neutral, agree, strongly agree)

Casas RS, Cooper Ab, Westcott AM, Shen C, Dewaters AL. Preparing for the transition to academic practice: a graduate medical education elective. *J Grad Med Educ.* 2024;16(4):461-468. DOI:http://dx.doi.org/10.4300/JGME-D-24-00002.1

Appendix H: Final Evaluation Survey Open-Ended Responses

| Year | # Completed Surveys | Word Count Average (Total) | Response content by curricular theme | | | | |
			Teaching Skills N (%)	Curriculum Design N (%)	Professional Development N (%)	Scholarship N (%)	Multiple N (%)
2019	14	51 (773)	1 (7.1)	6 (42.9)	5 (35.7)	1 (7.1)	2 (14.2)
2020	0	0	0	0	0	0	0
2021	13	28 (365)	0	10 (76.9)	2 (15.4)	0	1 (7.7)
2022	13	24 (315)	1 (7.1)	9 (69.2)	2 (15.4)	0	0
2023	17	45 (765)	1 (7.1)	14 (82.4)	5 (29.4)	1 (5.9)	4 (23.5)
Total	57	39 (2218)	3 (5.3)	39 (68.4)	14 (24.6)	2 (3.5)	7 (12.3)