University of Florida  
**GMS 6952 Curricular Models for Biomedical Science**  
for the Biomedical Scientist as Educator Certificate (BSaE-C)  
3 credits

**Instructor:** Dr. Linda Behar-Horenstein, Distinguished Teaching Scholar and Professor  
**Tel:** (352) 682-0768  
**E-mail:** Lsbhoren@ufl.edu  
**Office Hours:** Tuesday 1:00-3:00 p.m. or by appointment.

**REQUIRED TEXTBOOKS**  
2. Required readings as posted on the course Canvas website.

**RECOMMENDED TEXTBOOKS**  

**RESOURCES**  
Course library of previously written selected curriculums

**Materials and Supplies Fees**  
There are no additional fees for this course.

**I. COURSE DESCRIPTION**

In the **GMS 6952 Curricular Models for Biomedical Science** course for the Biomedical Scientist as Educator Certificate, students will be introduced to various models of teaching and their related instructional strategies. Models of teaching (and their subsequent positive effects on student success) give instructors in biomedical science education the tools they need to build strong learning environments and interactions that accelerate student learning. The models provide a blueprint, a structure, and direction for teaching in biomedical science to ensure that students reach their potential. In this course, biomedical scientists as educator students will see how the major philosophical and psychological foundations of learning are integrated into teaching frameworks. Also, Biomedical Scientist as Educator Certificate students will be given opportunities to: (a) develop their own curriculums, (b) analyze the structure of and identify the teaching models that are presented, and (c) use models of teaching during their own presentations. A major emphasis will be: (a) assisting students in the development of their teaching repertoire in biomedical science education, (b) adding new models of teaching to the biomedical science education bank of instructional strategies, (c) developing and revising curriculum for courses that they will teach prospectively, and (d) adding evidence that showcases new curriculums and advancements in their teaching skills to their biomedical scientist as educator portfolio.
This course will be taught using the online learning platform, Canvas sponsored by the University of Florida to permit flexibility in the learning environment and to model online teaching for the prospective academician.

II. COURSE GOALS AND OBJECTIVES

Students will:
1. State generalizations about the utility of teaching models.
2. Describe the conceptual framework that supports each family of teaching models.
3. Complete assigned reflective writing prompts.
4. Utilize current research in curriculum and instruction in biomedical science education in the development of a curriculum.
5. Utilize current research in curriculum and instruction of biomedical science education in the presentation of a representative from a curriculum.
6. Demonstrate the principles of curriculum evaluation in the development of a biomedical science education curriculum.
7. Demonstrate the alignment of curriculum objectives, content, learning activities and evaluation in the development of a biomedical science education curriculum.
8. Integrate learning activities that demonstrate responsiveness to students with varied learning styles biomedical science education.
9. Integrate learning activities that demonstrate responsiveness to students of varied socio-linguistic and cultural backgrounds biomedical science education.
10. Present three lessons during class that demonstrate a clear utilization of a selected teaching model biomedical science education.
11. Complete feedback forms following each student's biomedical science education class presentation.
12. Revise biomedical research education Curriculum #1 for another audience, hence called Curriculum #2. Identify a rationale for the modifications and write biomedical science education Curriculum #2 according to the parameters stated above.
13. Place micro lessons and two curriculums into their electronic biomedical scientist as educator portfolios.
III. INSTRUCTIONAL FORMAT OF THE COURSE

During sessions scheduled for the first 6-7 weeks, the instructor will lay the foundation for the teaching models in part by presenting a model that corresponds to the selected assigned readings as listed in the course syllabus. Students are strongly urged to read the assigned reading prior to class so that they will be able to determine the most likely representative model that is being presented the class session. Students will receive a handout to guide their identification of the teaching models that are being presented.

Biomedical science education student participation in these activities is required and moreover, considered essential to assisting students in reflecting and hypothesizing about how they will use models of teaching in biomedical science education that are new to them in the development of a curriculum and in class presentations. After week 8 continuing throughout the remainder of the course, students will make presentations beginning with the demonstration of a micro lesson plan in biomedical science education that does not exceed 30 minutes that utilizes one of Joyce, Weil, and Calhoun's (2014) teaching models. Subsequently students will present one representative lesson from each of their two biomedical science education curriculums. Small group discussion and exploration techniques will assist students in their exploration of what teaching model has been presented by the professor and the students.

IV. PROFESSIONALISM, LEARNING ENVIRONMENT ETIQUETTE, AND STUDENT ACCOMMODATIONS

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Class Demeanor
Students are expected to be respectful to the instructor and to fellow students. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Attendance policy
Completion of all online discussions and related course assignments will constitute attendance. Thus, attendance is subsumed by each of the graded assignments. Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
University Honesty Policy
UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”
The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions, please consult with the instructor.

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
V. COURSE REQUIREMENTS AND EVALUATION OF STUDENT PERFORMANCE

COURSE GRADING SCALE & EQUIVALENT POINTS

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grad</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90.0 - 100.0</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>87.0 - 89.9</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>84.0 - 86.9</td>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>81.0 - 83.9</td>
<td>B</td>
<td>3.00</td>
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<tr>
<td>78.0 - 80.9</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>75.0 - 77.9</td>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>72.0 - 74.9</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>69.0 - 71.9</td>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>66.0 - 68.9</td>
<td>D+</td>
<td>1.33</td>
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<td>63.0 - 65.9</td>
<td>D</td>
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<tr>
<td>60.0 - 62.9</td>
<td>D-</td>
<td>0.67</td>
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<tr>
<td>0 - 59.9</td>
<td>E</td>
<td>0.00</td>
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</table>

All written work submitted to the instructor should be produced in letter quality print which is dark enough and large enough to be easily read. Use a font size of 12 or larger. All work should be double-spaced. Products submitted to the instructor that do not adhere to these guidelines will be returned to the student for revision.

When evaluating written products, the instructor will consider the: (a) quality of content (logic, brevity, conciseness, accuracy, and scholarship), (b) correctness of grammar, spelling, and syntax and, (c) style, the development of ideas (depth and breadth), and (d) organization.
The following **six components** will comprise the evaluation of your performance in this course

a. Micro teaching presentation using a Joyce, Weil, & Calhoun model plus a written abstract = 10%

b. Presentation of one representative lesson from biomedical science education Curriculum #1 with a Joyce, Weil, & Calhoun model = 15%

c. Presentation of one representative lesson from biomedical science education Curriculum #2 with a Joyce, Weil, & Calhoun model = 15%

For items, A-C, teaching presentations will be assessed in terms of your ability to effectively illustrate the selected teaching model and its components as shown below.

- Syntax
- Social System
- Principles of Reaction
- Support System

- Overall Effectiveness of your Presentation (including the actual lesson delivery, preparedness, alignment between objectives, learning activities and assessment, voice quality and organization).

d. Curriculum #1 = 25%
e. Curriculum #2 = 25%
f. Completion of assigned writing prompts = 10%

Complete assigned reflective writing prompts and submit to instructor via CANVAS by midnight 2 days before the next scheduled session.

### Rubric for grading the micro curriculum

| 1. Accommodation of students' learning styles. | 15% |
| 2. Accommodation of students' socio-linguistic and cultural learning needs. | 15% |
| 3. Clarity of lesson plan components including: (a) Objectives, (b) Materials, (c) Instructional Strategies, (d) Description of Learning Activities, and (e) Evaluation (formative and summative types). | 20% |
| 3. Congruence between written curriculum and Models of Teaching. | 50% |
### Rubric for grading the written curriculum

1. Clarity of information including: (a) Author's Remarks, (b) Subject Area/Level, (c) Educational Purpose, (d) Instructional Strategies, and (e) Evaluation. 20%

2. Description of accommodations for students' varied learning styles. 15%

3. Description of accommodations for students' varied socio-linguistic and cultural learning needs. 15%

4. Clarity of lesson plan components including: (a) Objectives, (b) Materials, (c) Instructional Strategies, (d) Description of Learning Activities, and (e) Evaluation (formative and summative types). 15%

5. Congruence between written curriculum and Models of Teaching. 20%

6. Mechanics and use of references. 15%
Rubric for providing feedback on the oral presentations for Curricular Models for Biomedical Science micro-teaching

Name of Presenter
Model
Subject/Content area

FEEDBACK/COMMENTS FOR THE CURRICULAR MODELS FOR BIOMEDICAL SCIENCE MICRO-TEACHING LESSON

1. Describe the alignment of the biomedical science education lesson with the instructional phases with the model of teaching.

2. Indicate if the type of social structure used, corresponds with what is suggested by the model. If not, offer some suggestions.

3. Describe how the instructor responded to student-generated questions.

4. Describe how the instructor facilitated student learning.

5. What materials and media were used to support the demonstration of the model?

6. Specify what particular activity or activities or teacher behaviors helped you identify the biomedical science education model of teaching.

7. Other comments
Rubric for providing feedback on oral presentations
from the Curricular Models for Biomedical Science written curriculums

Name of Presenter
Subject/Content Area
MODEL used

FEEDBACK/COMMENTS FOR TEACHING REPRESENTATIVE LESSONS FROM THE CURRICULAR MODELS FOR BIOMEDICAL SCIENCE WRITTEN CURRICULUMS

1. Describe the alignment of the biomedical science education lesson with the instructional phases with the model of teaching.

2. Indicate if the type of social structure used corresponds with what is suggested by the model. If not, offer some suggestions.

3. Describe how the instructor responded to student-generated questions

4. Describe how the instructor facilitated student learning.

5. What materials and media were used to support the demonstration of the model?

6. Specify what particular activity or activities or teacher behaviors helped you identify the biomedical science education model of teaching.

7. Other comments
### VI. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK# of Class</th>
<th>SESSION TOPICS</th>
<th>MATERIALS TO BE PREPARED FOR NEXT CLASS SESSION</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to the Course.</td>
<td><strong>Read:</strong></td>
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<tr>
<td></td>
<td><strong>Presentations:</strong></td>
<td>- Markowitz: Development of a Science Education Course for Biomedical Science Graduate Students</td>
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<tr>
<td></td>
<td>Why use teaching models?</td>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td></td>
<td>How to identify teaching models during use?</td>
<td>- Take Teachers’ Self-Efficacy Scale (TSE). After receiving your scores, describe aspects of your teaching that where you feel efficacious and those areas that you do not feel efficacious.</td>
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<tr>
<td></td>
<td><strong>Instructor Presentation of Teaching Model.</strong></td>
<td><strong>Read:</strong></td>
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<tr>
<td></td>
<td>Student identification of Model.</td>
<td>- Part VII, pp. 349-356; 365-377</td>
</tr>
<tr>
<td></td>
<td><strong>Presentation –</strong></td>
<td>- Patel et al. Cognitive and learning sciences in biomedical and health instructional design: A review with lessons for biomedical informatics education</td>
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<td></td>
<td>Discussion board questions of weekly reading.</td>
<td><strong>Do:</strong></td>
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<tr>
<td></td>
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<td>- Take College Teachers’ Instructional Preference Survey (CTIP).</td>
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<td>2.</td>
<td></td>
<td>- In 250-500 words, respond to the following the prompts:</td>
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<tr>
<td></td>
<td></td>
<td>1. Describe one new fact or concept that you learned during this session.</td>
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<td></td>
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<td>2. Describe one question or concern that you have after viewing this session.</td>
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<td>3. Describe something useful or practical that learned during this session that you can apply as a biomedical scientist educator.</td>
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<td>3.</td>
<td>• Discussion of previous week's model.&lt;br&gt;  • Instructor Presentation of Teaching Model.&lt;br&gt;  Student identification of Model.&lt;br&gt;  • Class topics:&lt;br&gt;    Setting a direction/ Formulating central questions.&lt;br&gt;  • Discussion board questions of weekly reading.</td>
<td>Read:&lt;br&gt;  • Part III. pp. 123-147&lt;br&gt;  • Huang - Competencies for graduate curricula in health, medical and biomedical informatics: Do:&lt;br&gt;  • Report scores on TSE and CTIP. Discuss similarities and differences in information received from taking these self-assessments.</td>
</tr>
<tr>
<td>4.</td>
<td>• Discussion of previous week's model.&lt;br&gt;  • Instructor Presentation of Teaching Model.&lt;br&gt;  Student identification of Model.&lt;br&gt;  • Class topic:&lt;br&gt;    Discussion of written curriculum assignments.&lt;br&gt;  • Discussion board questions of weekly reading.</td>
<td>Read:&lt;br&gt;  • Part III. pp. 173-227 Do:&lt;br&gt;  In 250-500 words, respond to the following prompts:&lt;br&gt;  1. Describe one new fact or concept that you learned during this session.&lt;br&gt;  2. Describe one question or concern that you have after viewing this session.&lt;br&gt;  3. Describe something useful or practical that learned during this session that you can apply as a biomedical scientist educator.</td>
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<tr>
<td>5.</td>
<td>• Discussion of previous week's model&lt;br&gt;  • Instructor Presentation of Teaching Model.&lt;br&gt;  Student Identification of Model.&lt;br&gt;  • Class topic:&lt;br&gt;    Writing behavioral objectives.&lt;br&gt;  • Discussion board questions of weekly reading.</td>
<td>Read:&lt;br&gt;  • Part IV. 229-230; 243-277 Do:&lt;br&gt;  Jones NL, Peiffer AM, Lambros A, Guthold Johnson AD, Tytell M, Ronca AE, Eldridge JC. Developing a problem-based learning (PBL) curriculum for professionalism and scientific integrity training for biomedical graduate students. Journal of medical ethics 2010 Oct 1;36(10):614-9.</td>
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</table>
| 6.            | • Discussion of previous week's model.  
    • **Instructor Presentation of Teaching Model.**  
    Student Identification of Model.  
    • Discussion board questions of weekly reading. | **Read:**  
    • Part V, pp. 279-299  
    **Do:**  
    • In 250-500 words, respond to the following prompts:  
      1. Describe one new fact or concept that you learned during this session.  
      2. Describe one question or concern that you have after viewing this session.  
      3. Describe something useful or practical that you learned during this session that you can apply as a biomedical scientist educator. |
| 7.            | • Discussion of previous week's model.  
    • **Instructor Presentation of Teaching Model.**  
    Student identification of Model.  
    • Discussion board questions of weekly reading. | **Read:**  
    • Part VI, pp. 313-320; 3331-348  
    • Saedon et al. - The role of feedback in improving the effectiveness of workplace based assessments: a systematic review (BMC Med Ed) |
| 8.            | Presentation and feedback about biomedical science education micro lesson. | **Read:**  
    • McLaughlin - The flipped classroom: a course redesign to foster learning and engagement in a health professions school (Acad Med) |
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<th>MATERIALS TO BE PREPARED FOR NEXT CLASS SESSION</th>
</tr>
</thead>
<tbody>
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<td>9.</td>
<td>Presentation and feedback about biomedical science education micro lesson.</td>
<td>Read:</td>
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<td></td>
<td>• Hughes - Modification of a Pharmacokinetics Course Design to Improve Student Performance (Am J Pharm Ed)</td>
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<td>Do:</td>
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<td>3. Describe something useful or practical that learned during this session that you can apply as a biomedical scientist educator.</td>
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<td>10.</td>
<td>Presentation and feedback about representative lesson from biomedical science education curriculum #1.</td>
<td>Do:</td>
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<td>• In 250-500 words, respond to the following the prompts:</td>
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<td>3. Describe something useful or practical that learned during this session that you can apply as a biomedical scientist educator.</td>
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<tr>
<td>11.</td>
<td>Presentation and feedback about representative lesson from biomedical science education curriculum #1.</td>
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<tr>
<td>12.</td>
<td>Work on biomedical science education presentations.</td>
<td>Work on biomedical science education presentations.</td>
</tr>
<tr>
<td>13.</td>
<td>Work on biomedical science education presentations.</td>
<td>Work on biomedical science education presentations.</td>
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<tr>
<td>14.</td>
<td>Presentation and feedback about representative lesson from biomedical science education curriculum #2.</td>
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<tr>
<td>15.</td>
<td>Presentation and feedback about representative lesson from biomedical science education curriculum #2.</td>
<td></td>
</tr>
</tbody>
</table>
VII. Bibliography


Association of American Colleges and Universities (AAC&U). Diversity Web (ww_vy.diversityweb.org/).


Handout #1 for GMS8XXX
Guidelines for Preparing the Biomedical Science Education Written Curriculums

Each written biomedical science education curriculum must show demonstrate a focus on one of the following student populations: adult/professional education, special patient, or community cohort. The second curriculum is intended to demonstrate your ability to modify an existing curriculum to meet the specialized needs of a different group, or subset of the existing population. For example, one curriculum may be written for a group of first year medical students, while the second curriculum might be developed for a group of first-year medical students who have a handicapping condition such as a learning disability or deafness. One curriculum may cover the introduction of research methods for undergraduate students, while the second curriculum might be modified to address the learning needs of graduate students.

The written biomedical science education curriculum must:

a. Include explicit and measurable objectives that will accompany each lesson plan in both curricula. Each lesson needs to include a minimum of three objectives and no more than five objectives.

b. Include examples of the evaluation techniques that will accompany each lesson such as a quiz, test, online discussion post, reflection paper, discussion questions, or other forms of assessment tools. Also, provide the answer keys.

c. Reflect attention to the diverse multi-cultural and socio-linguistic needs of learners and provide specific explanation as to how it responds to those learner needs.

d. Demonstrate an explicit description of how you plan to address the needs of students with varied learning styles.

Format the curriculums by the subsections as shown below.

Introduction
Authors Remarks - In this subsection, tell the reader why you decided to write this biomedical science education curriculum. Perhaps the written curriculum represents content you want to teach but have not had an opportunity to develop. Perhaps you are teaching a graduate or professional course for the first time and need a place to receive feedback about your proposed curriculum. Be certain that your rationale for developing the curriculum is concise. Feel free to speak honestly and openly in this subsection.

A sample curriculum is included on the Canvas Website.

Content / Level - Describe the subject matter or the content areas in your
biomedical science education curriculums. Also, indicate student demographics and the professional level for which the curriculum is intended.

**Educational Purpose**

**Learners** - Briefly describe the characteristics of the student group for whom this biomedical science education course is aimed such as age, gender, previous achievement and existing level of knowledge or skills.

**Context of teaching environment** – Briefly describe the department or college characteristics and how this course contributes to overall student development

**Philosophy** - Describe the philosophical approach (that you learned about in Essentials of Teaching) that guide how you plan to teach, organize and select content and the type of mechanisms that you will use to assess student learning and work products.

*Psychology/learning theory.* Describe the learning theory (that you learned about in Essentials of Teaching) that guides your approach to teaching

**Preliminary list objectives.** List the provisional set of learning objectives that you have developed for this curriculum. This list is likely to look quite different from the listed objectives in each lesson of the curriculum.

**Instructional Strategies** - Provide a summary of the overall instructional strategies used within the entire biomedical science education curriculum and describe why they were used.

**Evaluation** – Provide a summary of the overall evaluation strategies used within the entire biomedical research science curriculum and describe why they were used.

The Written Biomedical Science Education Lesson Plans

**Objectives** (enumerate this list)

**Materials**

**Instructional Strategies**

**Description of Learning Activities**

**Description of Evaluation Methods**

**Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

**Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: [http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html](http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html)
**Campus Resources:**

**Health and Wellness**

- **U Matter, We Care:**
  If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

- **Counseling and Wellness Center:** [http://www.counseling.ufl.edu/cwc](http://www.counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

- **Sexual Assault Recovery Services (SARS)**
  Student Health Care Center, 392-1161.

- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [http://www.police.ufl.edu/](http://www.police.ufl.edu/).

**Academic Resources**

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml).


- **Library Support**, [http://cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask). Various ways to receive assistance with respect to using the libraries or finding resources.

- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. [https://teachingcenter.ufl.edu/](https://teachingcenter.ufl.edu/).

- **Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/).
