



# MedEd Newsletter

Medical Education Interest Group @ UNSW

Never Stand Still

Medicine

WEDNESDAY 2 JULY 2014

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## Upcoming conferences

### HERDSA 2014.

7 - 10 July. Hong Kong.

### AMEE 2014.

30 Aug- 3 Sept. Milan, Italy.

### UniServe 2014

29 Sept – 1 Oct. Sydney Uni and UTS.

*Student Engagement: From the classroom to the workplace.*

## QUOTE OF THE MONTH

*“... despite their growing popularity, laptops may be doing more harm in classrooms than good”.*

*Mueller and Oppenheimer, 2014*

### From:

**“The pen is mightier than the keyboard: advantages of longhand over laptop note-taking.”**

Mueller, PA and Oppenheimer, DM. *Psychological Science*, published online, 23 April 2014.

Access available:

<http://pss.sagepub.com/content/early/2014/05/21/0956797614524581>

## WELCOME

Dear All

As Semester 1 finishes we are sending out another newsletter to keep you up to date with activities and publications in medical education. This comes to you refreshed in UNSW corporate colours but is essentially the same.

We are pleased to announce that the faculty has just secured two large UNSW strategic funding grants for projects on development of blended learning in our undergraduate and postgraduate programmes, and also we were successful in securing two central Innovation in learning and teaching grants for the coming year as well. More details below. *RT (Ed.)*

## A Programmatic Approach to Blended & Online Learning

Prof Phil Jones ADE, UNSW Medicine

The Faculty is embarking on a project to improve the quality of our programs through educational technology. While we already use a range of online learning resources, this project will lead to greater integration of online learning activities with campus-based teaching. *Blended learning has been defined as a formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised physical environment; and the modalities along each student's learning path within a course are connected to provide an integrated learning experience.*

(Modified from: <http://www.christenseninstitute.org/blended-learning/>).

There are three elements to this definition:

- 1) Learning in the online environment
- 2) Learning in the physical (offline) environment, and
- 3) The integration of both components of learning.

The most important element is the integration of both components of learning (i.e. the blend) for campus-based programs.

**Blended learning offers educational benefits** that will satisfy future students entering higher education with greater experience in technology-enabled L&T (TELT). There are numerous studies reporting on blended learning in medical education noting the following benefits: student ownership, personalised learning, mastery-based learning, integration of learning, greater consistency across multiple sites, collaborative learning and improved efficiencies in the use of staff time and physical teaching spaces.

**A Faculty-wide approach** to blended and online learning will be based on agreed principles and guidelines. This will be steered by a Project Committee drawing on expertise from UNSW Medicine and the University L&T Unit. Program curriculum committees will determine the priorities and the timeframe for development and implementation within each program. The Faculty has received funding from the University to support teaching staff to design, develop and implement blended courses with the assistance of educational developers with expertise in online learning and staff development activities. One of the guiding principles will be that blended learning involves a change in the type, not an increase, in teaching activities that is sustainable after the initial implementation phase.

**Watch this space!**

An update will be included in each MedEd newsletter during the project duration.

# Learning and Teaching News

## Recent UNSW Medicine Publications

The SoMS Educational Research and Development Group have recently had a paper published in *Medical Education*: Ho V, Kumar RK, Velan GM. Online testable concept maps: benefits for learning about the pathogenesis of disease. *Medical Education* 2014; 48: 687–697. doi: 10.1111/medu.12422.

This paper was the result of med student Veronica Ho's ILP in 2013 (presented at the Med L&T Forum last year). The paper describes a randomised crossover trial of online testable concept maps relating to pathogenesis of disease covered in the Phase 1 Health Maintenance B course last year, and is significant because it is one of the few studies in medical education that demonstrates a moderate to large effect size for an intervention, and indicates the potential for widespread benefits of such concept maps for learning in a variety of disciplines.

The article was sufficiently interesting that Medical Education's editor, Kevin Eva, was moved to interview Prof Gary Velan about it Listen to the podcast of the interview via iTunes - <https://itunes.apple.com/gb/podcast/medical-education-podcasts/id784455563>. In addition, Veronica has been awarded a student prize by ANZAHPE for this work, which she will present at the ANZAHPE conference in July.

## UNSW Library

The Library now provides access to [JoVE Science Education](#). This contains lots of video demonstrations of general laboratory techniques that might be useful for new research students - e.g. "An introduction to the centrifuge" and "Basic methods in cellular and molecular biology".



For library research support contact our [Outreach Librarians](#):

**Kate Dunn** - T: 9385 1012

Email: <mailto:kate.dunn@unsw.edu.au>

Covering the Schools of: Public Health and Community Medicine, Medical Sciences, Psychiatry, Women's and Children's Health and affiliated Centres.

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Covering: Clinical Schools, Conjoints, & liaison with Hospital Libraries

**Jonathon Valentine** -T: 9385 1039

Email: [mailto:j.valentine@unsw.ed.au](mailto:mailto:j.valentine@unsw.ed.au) Covering: MRC & Institutes

## L&T @ UNSW

The Learning and Teaching Unit is pleased to announce the publication of the:

### UNSW Learning and Teaching Strategy 2014 - 2018.

Professor Iain Martin, Vice President and Deputy Vice Chancellor (Academic) launched the strategy with these words: "The Learning and Teaching Strategy provides a clear framework for developing UNSW's programs. By providing a relatively limited, albeit ambitious, set of priorities it will help ensure that we can systematically enhance the quality of our learning and teaching and in doing so enhance the student experience. By coupling the priorities with the recently initiated "Strategic Educational Fund" we have the ability to support the engagement of schools and faculties in the implementation. This should be regarded as a living document that we will refine and refresh between now and 2018."

The Learning and Teaching Strategy is available via the [Teaching Gateway](#).

### Our faculty contacts in the LTU:

**Jan McLean** is a Senior Lecturer and Academic Developer. Her research interests centre on academic work and development and improving practice and policy in areas related to teaching, academic careers and development.  
**Contact:** [Jan.mclean@unsw.edu.au](mailto:Jan.mclean@unsw.edu.au) T: 9385 2509

**Sonal Bhalla** is an Educational Developer at the Learning and Teaching Unit. Sonal's interests are in curriculum design, enhancing student learning experience, assessment and exploring innovative use of educational technologies to create an effective learning environment.  
**Contact:** [S.Bhalla@unsw.edu.au](mailto:S.Bhalla@unsw.edu.au) T: 9385 6188

**Belinda Allen** is an Educational Developer with a focus on TELT, and has supported enhancement of learning and teaching with technologies at UNSW since 2000.  
**Contact:** [Belinda@unsw.edu.au](mailto:Belinda@unsw.edu.au) T: 9385 2851

### Moving Feedback Forward: Innovation and Opportunity

This UNSW Learning and Teaching Forum was held on May 9th 2014. The Forum focus was: "How can I enhance learning through assessment and feedback?" and was very well attended by UNSW staff, including many Medicine faculty staff. The provision of feedback is a key step in assuring overall quality and improvement, so the forum explored the relationship between technology-enhanced assessment and feedback practices, well-supported learning experiences and student development. Featuring: some excellent, thought-provoking posters and 3 concurrent streams where UNSW academics shared their assessment and feedback practices. **If you missed the forum but want to catch up with the posters and presentations - go to the UNSW Teaching Gateway Forums page.**

# SoLT and Professional Development

## Upcoming LTU Connections Seminars

[<http://teaching.unsw.edu.au/connections>]

July 22, Tuesday - UNSW L&T Grants: Focus on Innovation

July 29, Tuesday - Getting recognition for your teaching

August 5, Tuesday - Flipping your classroom - where to start...

August 13, Wednesday - Keeping up with copyright for flipped classroom and blended learning designers

September 4, Thursday - Marking on an iPad

September 9, Tuesday - Student Expectations in a Changing world

Subscribe to the L&T e-Bulletin to keep informed of upcoming seminars. Email: [ltevents@unsw.edu.au](mailto:ltevents@unsw.edu.au) to make suggestions for future seminar topics.

## Semester 2 Learning and Teaching forum

**Wednesday 8th October 2014**

Theme: Personalised Learning

Keynote: Professor Shirley Alexander, Deputy Vice-Chancellor (Teaching, Learning & Equity), University of Technology Sydney. Further info to be announced.

## Moodle Workshops for Staff

Moodle training workshops have been scheduled for late July and August to assist staff with using Moodle in semester 2. More info: <https://teaching.unsw.edu.au/moodle-workshops>

## Foundations in University Learning and Teaching program FULT 1402, Semester 2: now open for enrolment!

The Foundations in University Learning and Teaching (FULT) program is a modularised program of professional learning experiences aimed at developing the foundation knowledge, skills and dispositions necessary to teach in higher education in an effective and scholarly way. FULT comprises 5 modules that are done both online and face to face. FULT adopts "flipped classroom" and "blended learning" approaches. Participants may choose to complete all five modules and earn a Certificate of Completion, or they can participate in modules individually for professional development.

If interested, we welcome you to sign up for the next FULT offering by registering here. For questions or more information, please contact [FULT@unsw.edu.au](mailto:FULT@unsw.edu.au) or visit our website.

The F2F sessions of FULT 1402 will take place in The Galleries, John Niland Scientia Building, Kensington campus on Tuesdays, 10am-12pm.

**Introduction and Student Learning:** 14- 27 July, F2F session on Tuesday, 22 July, 10-12.

**Educational Design:** 28 July - 17 August, F2F session on Tuesday, 12 August, 10-12.

**Evaluation:** 18 -31 August, F2F session on Tuesday, 26 August, 10-12.

**Assessment and Feedback:** 1 -21 September, F2F session on Tuesday, 9 September, 10-12.

**Teaching for Learning:** 22 September - 19 October, F2F session on Tuesday, 14 October, 10-12.  
26 October- Submission of e-portfolio

## Beginning to Teach for ECRs and HDRs

L&T Unit and the Division of Research have collaborated to offer this new program, which is designed to develop the teaching capability of UNSW Early Career Researchers (ECRs) and Higher Degree Research candidates (HDRs) with little to no experience of teaching. The program is designed for UNSW ECRs or HDRs who are not currently teaching.

The program introduces participants to a range of topics and issues in learning and teaching that are key to getting started with teaching. The program models a blended learning approach, comprising four sessions that combine face-to-face with online activities using Moodle. The program aims to help participants develop their understanding of learning and teaching and build skills and confidence in planning and facilitating a teaching session. Participants will receive a Certificate of Completion on completion of all elements of the program.

Please note that participants need to be able to attend all sessions of the program, and should seek the appropriate approvals from supervisors.

More information about the program, session times and registration is available here:

<https://teaching.unsw.edu.au/beginning-teach-ecrs-and-hdrs>

For further information about the program contact: [ltevents@unsw.edu.au](mailto:ltevents@unsw.edu.au)

## SoMS Coffee Club for Teachers

Meetings alternate between Wednesdays and Fridays.

They are scheduled for 11.00AM at the Level 3 Wallace Wurth kitchen lounge.



**The next meeting will be 11-11.30am Wednesday 16 July.**

Other members of Faculty are very welcome to drop in. (Please call 93851676 if you are having trouble negotiating access to WW).

# SPOTLIGHT on Learning and Teaching

## Interview with a 2013 Awardee: Vincent Strack Van Schijndel, SoMS Manager, Gross Anatomy Support Unit,

**Faculty Teaching Award 2013: Award for Excellence in  
Enhancing the Student Experience**

### How long have you been with UNSW?

Since May of 2005.

### How long have you been teaching?

I have been managing GASU (the Gross Anatomy Support Unit) since 2008.

### What courses do you teach / convene?

I teach dissecting techniques to staff and either ILP or Honours students.

### What do you most like about teaching?

What I most like about managing is the ability to make a difference and improve upon the way things were done in the past.

### What do you most dislike about teaching?

What I most dislike about managing, is that at times I am so busy that it is difficult to give as much attention as I would like to too every area under my supervision.

### What surprises you most about teaching?

That the amount of improvements that can be implemented is endless.

### If you had all the resources possible available to you (i.e. a "blue sky" situation), what would you most like to achieve in your main area of teaching?

I would like a new Anatomy Laboratory to improve the teaching environment for students.

### Best anecdote about teaching/ favourite quote?

Never put off till tomorrow what you can do today.

### Any advice about going for teaching awards?

If you apply yourself and work hard, with time your efforts will be recognised.

### What was your best ever holiday destination and why would you recommend it?

The South Island of NZ for having the greatest natural geographic beauty; from the many National Parks surrounding Nelson, to the vineyards of Blenheim and the sea lions on the shores of Sandfly Bay on the Dunedin Peninsula.

## Website of the month

Students seem to be having increasing problems with study skills and note-taking. The British Psychological Society's:

*"Research Digest Guide to Studying"*

is a timely and concise read with some really interesting evidence-based tips to pass on to your students:

<http://www.bps-research-digest.blogspot.co.uk/2013/09/the-digest-guide-to-studying.html#.U5oioX8ayK0>

## Medical Education Conferences 2014-5

**Ottawa Conference/ Canadian Conference on Medical Education - CCME April 2014: "Transforming Healthcare through Excellence in Assessment and Evaluation".**

**Plenary sessions now available online:**

<http://www.mededconference.ca/ccme2014/archives.php>

**Attendee Prof Phil Jones said the plenary sessions were very interesting, recommending in particular:**

- Dr Brian Hodges, Wilson Centre for Advancing Healthcare Education and Practice through Research, University of Toronto ("Scylla and Charybdis: caught between examination & reflection in medical education")
- Prof Glenn Regehr (Associate Director, Centre for Health Education Scholarship, University of British Columbia) ("What if they aren't playing our game? Education theories, curriculum intent and learner goals re-examined" presentations. These are now available online via the link above.

**ANZAHPE 2014.** Developing Health Professional Educators: Connecting Science and Theory with Learning for Clinical Practice. Griffith Health Centre, Griffith University, Gold Coast. 7 - 10 July.

**HERDSA 2014.** Higher Education in a Globalized World. Hong Kong. 7 - 10 July.

**5th Biennial Threshold Concepts Conference 2014.** Threshold Concepts in Practice. Durham, UK. 9 – 11 July.

**AMEE 2014.** Excellence in Education. The 21st Century Teacher. Milan, Italy. 30 August – 3 September.

### UniServe 2014 = in Sydney

Celebrating the 20th Anniversary of the UniServe Science Conference: Mon 29 Sept to Wed 1 Oct 2014 at The University of Sydney and the University of Technology, Sydney: **Student Engagement: From the classroom to the workplace.** Thursday 7<sup>th</sup> August – Closing date for early bird registrations (the registrations are NOW OPEN).

**12th APMEC Conference 2015.** 12th Asia Pacific Medical Education Conference (APMEC) and 3rd International Conference on Faculty Development in the Health Professions (FDHP). Singapore. 4 February – 8 February 2015.



## FOR YOUR DIARY

If you can't make a meeting, you can attend *virtually* or view the recording by joining our Moodle group (details below) for online access via Blackboard Collaborate.

Alternatively, resources from MedEd meetings are also available at: <http://med.unsw.edu.au/meded-meetings-seminars>

DATE	TIME	TOPIC	LOCATION
<b>Mid-year break: no seminar in July</b>			
<b>Tues 12 August</b>	12 – 1 pm	Standards Based Assessment and Growth. <b>A/Prof Phil Jones</b>	G14 & G15 Wallace Wurth Building
<b>Tues 9 Sept</b>	12 – 1 pm	Why and how to: Peer Review. <b>(TBC)</b>	
<b>Tues 7 Oct</b>	12 – 1 pm	Improving feedback on written assessments. <b>(TBC)</b>	
<b>Tues 11 Nov</b>	12 – 1 pm	Teaching and Assessing Reflection. <b>(TBC)</b>	
<b>Wed 10 December</b>	9am – 2 pm	UNSW Medicine Learning and Teaching Forum	LG 02 Wallace Wurth

## ABOUT US

The MedEd Interest Group formed 7 years ago and now has over 120 members. The group aims to bring together all medical faculty staff interested in education, to support scholarly practice, encourage research and create new networks amongst its members.

Our main activities include a monthly seminar series, a newsletter, and an annual research forum.

We can keep you in touch with upcoming grants, conferences, awards and new L&T publications, innovations and lots, lots more...

**This is your newsletter:** Please contribute— write a brief (<100 word) book review; send in info on new L&T research or useful resources or teaching tips that you come across to [rachelt@unsw.edu.au](mailto:rachelt@unsw.edu.au)

## MedEd contact and newsletter editor

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## HOW TO KEEP IN TOUCH

## Why not join our Moodle group?

For up to date information, recordings of the seminars and many more resources you should join our Moodle group. You can also attend our meetings virtually!

# Go to the link:

<http://moodle.telt.unsw.edu.au/course/view.php?id=6305>

# Log into Moodle with your zID/zPass if not already done so.

# Enter the key "MedEd" under 'enrol as student'.

You should now have access under MedEd course in your UNSW Moodle area.

## Subscribe to the MedEd email group!

**Keep up to date with our newsletter - subscribe to the MedEd email group!**

Please fill in your details and submit via the subscriber form via the UNSW Medicine L&T pages.

Once on the list you will be sent regular, filtered emails on local and external learning and teaching activities, plus the newsletter will come to you directly 4 times a year. If you wish to unsubscribe you can do this via the same webpage.

## MORE INFORMATION ON LEARNING AND TEACHING @ UNSW MEDICINE

The **UNSW Medicine website** has support for new teachers, resources to help you teach, previous seminar and training recordings, and lots more! E.g. there is a page on [teaching evaluation](#). For many other useful topics, take a browse thru **<Learning and Teaching>** under "For Staff" on our faculty website: <http://med.unsw.edu.au/learning-teaching>

Having trouble viewing this email? [View it in your browser](#)



# Learning to Teach Online MOOC

A free massive open online course for all educators

**Begins Monday July 28 - [Sign up now](#)**

## Who is this MOOC for?

Based upon the award winning open educational resources of the same name, the free eight week [Learning to Teach Online \(LTTO\) MOOC](#) is designed to help existing educators establish or improve their own online or blended teaching practices. The target audience is primarily teachers in higher education, K-12, community college, and vocational or private education. Read the [UNSW Press Release](#) about the project launch.



*Click the image for more information and to watch the introductory video*

## A more personalised learning experience

This MOOC is designed to provide a flexible, reflective and personal learning experience - enabling you to tailor your learning based upon your own goals, requirements and level of commitment. Each week there will be a set of video case studies exploring a range of key concepts related to course design and teaching with online technologies. You will also engage in discussions with your peers, and participate in formative activities that will help you develop your understanding of the concepts discussed. Participants can engage at a depth that suits their own requirements. [Sign up now!](#)



### General Queries

UNSW MOOCs | E: [mooc@unsw.edu.au](mailto:mooc@unsw.edu.au)

### Media Contact

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Register for Moodle Training Workshops



## Moodle Training Workshops for Staff

Never Stand Still

Learning and Teaching Unit

Register now!

You are invited to join Moodle workshops scheduled in July and August to assist with using Moodle in Semester 2. Current topics include:

### **Moodle Overview (Jul 23, 29 & Aug 5)**

#### ***The Moodle Learning Management system***

Participants will be shown around the Moodle interface, introduced briefly to Moodle Activities and Resources, including communication options, and practice uploading files to Moodle.

### **Online Assessment Overview (Jul 22, Aug 6)**

#### ***Moodle tools for online assessment***

This workshop will focus on setting up and managing Moodle and Turnitin Assignments. Other appropriate Moodle activities for assessing student work will be briefly mentioned.

### **Grading and Feedback Overview (Aug 4, 13)**

#### ***Moodle tools for grading and feedback***

This workshop will focus on understanding the Moodle Gradebook, via Moodle activities such as Assignments, Quizzes, Turnitin and Forums. The many opportunities to use Moodle activities for providing online feedback for students will be explored.

### **Quizzes for Feedback and Assessment (Jul 23, Aug 19)**

#### ***Moodle Quizzes***

This workshop will focus on setting up and managing Moodle Quizzes and the Question Bank. Opportunities to use Moodle Quizzes for formative assessment will be discussed.

Can't see what you need? Contact [moodle.training@unsw.edu.au](mailto:moodle.training@unsw.edu.au) to request training in a particular tool



**Date:** July/August 2014

**Time:** 1.5hr sessions

**Location:** John Goodsell  
Bldg, L29 LTU Seminar Room

**Campus map:** [view](#).

**Registration:** Required

**Map reference:** F20

**Contact:**

[moodle.training@unsw.edu.au](mailto:moodle.training@unsw.edu.au)

**REGISTER**