



# MedEd Newsletter

Medical Education Interest Group @ UNSW

Never Stand Still

Medicine

MONDAY 11<sup>TH</sup> JULY 2016

VOLUME 9, ISSUE 2

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## UNSW L&T FORUM OCT 2016

### Towards 2025:

#### Inspiring Learning

**Monday 31 October**

Keynote speakers Prof. Ian Jacobs, Prof. Merlin Crossley and Prof. Geoff Crisp will provide updated information on the implementation and operational plans for the 2025 Strategy. Teaching staff, together with students, are invited to share the way in which they inspire learning, practice inspired teaching or improve the student educational experience.

#### Call for Posters and Presenters

All learning and teaching staff have the opportunity to showcase their learning and teaching practices by submitting an **abstract for a poster or presentation** for this event.

**Abstract submissions are due by this Friday => 15 July.**

For further information:

<https://teaching.unsw.edu.au/forum>

## WELCOME

*Dear Reader, Welcome to the end of semester 1 newsletter. There is plenty of choice re L&T workshops and activities coming up in semester 2 – see pages 2-5. See pages 3 & 4 for L&T resources and suggestions that you might find useful for the coming months. See page 6 for our monthly MedEd seminars in semester 2. Best wishes for your teaching, the Editor (RT)*

## Blended Learning Update

Following the departure of Lila Azouz, Tom Kerr ([Thomas.Kerr@unsw.edu.au](mailto:Thomas.Kerr@unsw.edu.au)) has been appointed to the role of blended learning developer for undergraduate programs, while Robert Parker ([Robert.Parker@unsw.edu.au](mailto:Robert.Parker@unsw.edu.au)) has been appointed as blended learning developer for postgraduate programs.

Since April 2016, a number of online interactive learning activities have been developed and implemented in Medicine, Medical Sciences and Exercise Physiology programs. Plans are in place to develop and curate online resources to provide adequate and equitable exposure for Phase 3 medical students to specialties (Dermatology, Ophthalmology and ENT) where clinical attachments are not easily accessible, and to provide consistency across clinical schools. In that period, the following face-to-face professional development workshops have been provided for staff:

- Media Room Orientation
- Making a Video
- Using PowerPoint to Make an Online Lecture Activity
- The Reading Game

A Faculty-wide staff survey of engagement with online and blended learning was completed in June this year, with 135 completed responses. In summary, the results were as follows:

- 50% of respondents had engaged with online or blended learning at UNSW in the past two years;
- Major barriers to engagement included lack of time, perceived lack of support, lack of recognition in workload allocations and lack of technical skills;
- Very few respondents considered themselves to be 'advanced' or 'expert' users of common learning technologies;
- To overcome those barriers, respondents predominantly requested more support from educational developers and more staff development opportunities.

From these data, we conclude that to maintain and increase engagement of staff with online and blended learning, ongoing support is needed from educational developers embedded within the Faculty. These data will be presented to a meeting of the PVC(E) and ADEs later this month.

Please contact Tom or Robert if you require any pedagogical and/or technology support relating to your online or blended learning activities. *(Report by Prof Gary Velan)*

## Meet our New Faculty Blended Learning Developers

**Tom Kerr (Undergrad programs):** Following early careers in educational television and health care, Tom began his career as an educational software developer in the early 1990s when he devised and developed Australia's first commercial Chinese literacy program, the *Chinese Character Tutor*, in partnership with Unisearch. This was followed soon after by *Japan Album*, a conversational Japanese tutor co-developed with the University and the Department of School Education. Since then, Tom has worked as an instructional designer at The University of Sydney and as an educational developer at Macquarie University, where he developed the University's first wholly-online Open University Australia units. Now back at UNSW, Tom is keen to promote the benefits and practice of inclusive design practices in his current role as Blended Learning Developer within the Faculty of Medicine. He will be presenting several workshops that look at the design and practice of Blended Learning and basic media production during the second half of the year. In his limited spare time, Tom enjoys practicing martial arts, learning other languages, and attempting to play Latin jazz on his piano. [Thomas.Kerr@unsw.edu.au](mailto:Thomas.Kerr@unsw.edu.au)

**Robert Parker (Postgrad programs):** Prior to joining UNSW, Robert worked at Macquarie University for six years as an Educational Developer in the *Learning and Teaching Centre*. He collaborated with academic staff to advise on teaching practice, curriculum development, instructional design, use of learning technologies and constructing learner environments. Robert designed and developed three MOOCs in collaboration with Open Universities Australia (OUA) and was awarded \$83,000 in competitive grants for educational development projects that included the creation of three epistemic games. Prior to working at Macquarie University, Robert held appointments as a lecturer, associate lecturer, eLearning developer and systems analyst in the Schools of Risk & Safety Sciences, General Studies and Geography and the Library at UNSW, designing educational software and digital media for courseware. He also has worked for government, industry and not-for-profits as a business analyst, software consultant, researcher and tender writer. Robert has taken time out, to work *pro bono* for Amnesty International, National Parks Association, Richmond Fellowship and Schizophrenia Fellowship of NSW. He holds a BSc(Hons) *USyd* and MScTech(EnvSc) *UNSW*. [Robert.Parker@unsw.edu.au](mailto:Robert.Parker@unsw.edu.au)

# Learning & Teaching News

## Personalised Medicine MOOC reopens

UNSW Medicine's successful MOOC (Massive Open Online Course) on genetics and personalised medicine will be offered on the Future Learn platform this September. *Myths and Realities of Personalised Medicine: The Genetic Revolution* will discuss both the hype and hope surrounding the genetic revolution and personalised medicine. In this unique free course you will learn from leading researchers and healthcare professionals how genetic testing is currently used to guide treatment across cancer, neurodegenerative diseases and mental health, and infectious disease. You will also explore the power of genetics to impact disease prevention and diagnosis, and the social, legal, political and ethical implications of this new knowledge.

Enrolment is now open at:

<https://www.futurelearn.com/courses/personalised-medicine/1>



## Upcoming L&T Conferences

**AMEE conference 2016 – Innovating in Education.** 27-30 August, Barcelona, Spain. Abstracts closed. Close of earlybird registration: 17 May 2016.

(<http://www.amee.org/conferences/amee-2016>)

**ACEN conference – WIL 2020: Pushing the Boundaries.**

Sep 28-30, Sydney. Call for papers closed.

(<http://acen.edu.au/2016Conference/>)

**Australian Conference on Science and Mathematics Education 2016 (22nd UniServe Science Conference)** –

Supported by the Australian Council of Deans of Science Teaching and Learning Centre.

**University of Queensland and Queensland University of Technology, Brisbane 28-30 September 2016.**

The theme of this year's ACSME conference is 'The 21<sup>st</sup> Century Science and Maths Graduate'.

Online Early Bird registrations will open from 2 May; details are available [here](#).

**4th International STEM in Education Conference**

Beijing Normal University, China, 26-28 October 2016.

'Connecting Informal and Formal STEM Education'.

Call for papers submission deadline **May 2**; details available [here](#).

## Upcoming workshop

### Digital and Social Media Workshop

For all academics across UNSW, this workshop will cover the digital media services and resources available at UNSW as well as tips for communicating online.

**When:** 12:45pm-3pm, Friday 22nd July

**Where:** M17, Chemical Sciences [\[map\]](#)

### Program

**12:45pm** - Arrivals, meet and greet, **light lunch served.**

**1:10pm** - **Prof. Emma Johnston** (PVC Research) *Impact and Engagement: What are they?*

**1:20pm** - **Cecilia Stenstrom** (Director Researcher Development, Division of Research) *If I need a profile, what's my focus?*

**1:40pm** - **Stephen Offner** (Communications Manager, Media Office) *Cracking the newscape: good content is king.*

**2:05pm Break**

**2:10pm** - **Mary O'Malley** (Director, Digital Communications Unit) *Video and audio skills and services.*

**2:35pm** - **Sarah Terkes** (Digital & Social Media Officer, Marketing Services) *Building your profile & networking online.*

**3pm Close.** Open Q&A. Networking.

**RSVP** by **COB Monday 18th July** for catering purposes.

A light lunch will be provided.

## 7<sup>th</sup> International Clinical Skills Conference

The seventh conference will be held in **May 2017**, convened by an International, multi-professional steering committee and co-ordinated by the Faculty of Medicine, Nursing & Health Sciences Education, Monash University in conjunction with the College of Medicine, Dentistry and Nursing, Institute of Health Skills and Education, University of Dundee.

**Location:** Monash University's Prato campus, Tuscany, Italy.

**Theme:** Transitions

Work may be submitted for consideration for presentation as:

- Full and brief research papers – describing evidence based practice and innovation
- Poster presentations – on works in progress or interesting topics
- Workshops – practical problems addressed in a 'hands on' fashion
- Roundtable discussions – addressing complex and controversial topics
- Abstract Submissions

Abstracts to be submitted online; closing date for abstracts is September 12th 2016.

**For more information see the conference site:**

<http://internationalclinicalskillsconference.com/>

## Beginning to Teach?

The [Beginning to Teach program](#) is designed to develop the teaching capability of Early Career Researchers (ECRs) and Higher Degree Research candidates (HDRs), with little or no teaching experience. It is an 8 week blended program commencing in August. Course fees are sponsored by the University upon admission into this program.

**Semester 2 program registration deadline is Fri 29 July.**

# More on Learning & Teaching

## Recent L&T publications

In the **current issue** of *Medical Teacher* (2016, 38, 6):

A very topical commentary about bullying and harassment in medical education from the "**Eradicating abusive behavior: Time to adjust the educational paradigm**" by Adrian Anthony & Alison Jones.

Also, **Mobile technologies in medical education: AMEE Guide No. 105** *Abstract*: Mobile technologies (including handheld and wearable devices) have the potential to enhance learning activities from basic medical undergraduate education through residency and beyond. In order to use these technologies successfully, medical educators need to be aware of the underpinning socio-theoretical concepts that influence their usage, the pre-clinical and clinical educational environment in which the educational activities occur, and the practical possibilities and limitations of their usage. This Guide builds upon the previous AMEE Guide to e-Learning in medical education by providing medical teachers with conceptual frameworks and practical examples of using mobile technologies in medical education. The goal is to help medical teachers to use these concepts and technologies at all levels of medical education to improve the education of medical and healthcare personnel, and ultimately contribute to improved patient healthcare. This Guide begins by reviewing some of the technological changes that have occurred in recent years, and then examines the theoretical basis (both social and educational) for understanding mobile technology usage. From there, the Guide progresses through a hierarchy of institutional, teacher and learner needs, identifying issues, problems and solutions for the effective use of mobile technology in medical education. This Guide ends with a brief look to the future.

Look out for the upcoming publication in the **International Journal of Science, Mathematics and Technology Learning** from **UNSW Medicine: "ISA Model and Integrative Career Development Learning in Year 3 Science Courses."** Authors: Jia-Lin Yang, Patsie Polly, Thomas Fath, Nicole Jones, John Power (Prince of Wales Clinical School and School of Medical Sciences, UNSW Australia).

## ILP Students & Supervisors

A/Prof Boaz Shulruf is available for students and supervisors in their clinical schools in order to provide advice and support on statistics and research method issues at the stages of: planning the project, undertaking statistical analyses, and reporting. **This support is NOT a substitution for the supervisors' role but to provide additional support when needed (e.g. problem solving).**

This support aims to enhancing supervisors' and students understanding of statistical methodologies and overcome unexpected hurdles throughout the course of the ILP research. Boaz's expertise is in quantitative research methodologies, assessment and practical statistics.

**Please book appointments by emailing A/Prof Shulruf directly: [b.shulruf@unsw.edu.au](mailto:b.shulruf@unsw.edu.au)**

When making the booking the students need to provide basic information on their project to allow effective problem solving. It is best for supervisors to attend as well if possible. The meeting can take place either at the clinical school, or in Boaz's office in the Office of Medical Education, Level 2, Wallace Wurth Building, Kensington campus, or via Skype (when face to face meetings are not feasible).

## Doctors of the Future

"In a unique communications partnership, the Royal Society of Medicine (RSM) and ITN Productions are producing a news and current affairs-style programme which will explore how the doctors of the future are developing. It will tell the story of the fundamental role education - for both medical students and postgraduate doctors - plays in shaping the future of healthcare..."

For more info see the media release:

<https://www.rsm.ac.uk/about-us/media-information/2016-media-releases/rsm-presents-doctors-of-the-future-collaboration-with-itn.aspx>

**Doctors of the Future (ITN) site:**

<https://www.rsm.ac.uk/doctorsofthefuture>

## UNSW Library

**Using other people's material in your work?  
Want to know more about Copyright?**

**The library information page has some very useful information:**

<https://library.unsw.edu.au/copyright/index.html>

**For staff, there is a compact 4 page info sheet:**

<https://library.unsw.edu.au/copyright/general/documents/A%20Short%20Guide%20to%20Copyright%20for%20Teaching%20at%20UNSW.pdf>

**For students: Copyright Clarified for Australian Higher Education** video, now live on YouTube:

<https://goo.gl/dKu4N9>

**Who can help you with more information?**

For general copyright queries, please send UNSW Library your question via the [Ask Us](#) form or visit the [Help Zone](#).

For all other queries, please email the [UNSW Library Compliance Officer](#)

**For other academic queries, please contact your Outreach Librarians:**

**Kate Dunn** - T: 9385 1012 Email: [kate.dunn@unsw.edu.au](mailto:kate.dunn@unsw.edu.au)

**Toni Le Roux** Email: [t.leroux@unsw.edu.au](mailto:t.leroux@unsw.edu.au)

**Wolf Villalta** Email: [w.gomez@unsw.edu.au](mailto:w.gomez@unsw.edu.au)

**Exploring the potential of a trans-disciplinary information system on sustainability**

Recording and slides now available for this interesting Connections seminar by Dr Eilean Watson in April:

<https://teaching.unsw.edu.au/connections-seminar-innovative-information-system-support-transdisciplinary-learning-teaching-and>

## UNSW 2025 Strategy re L&T

For the official *Findings of the PVC (Education) Portfolio Needs Analysis for an Integrated Service Model*, see:

<https://teaching.unsw.edu.au/sites/default/files/upload-files/PVC%20%28Education%29%20Needs%20Analysis%20Report.pdf>

# SoLT & Professional Development

## 6<sup>TH</sup> BIENNIAL CONFERENCE ON THRESHOLD CONCEPTS 16-18 July, Halifax, Nova Scotia *Dr Rachel Thompson*

The 6<sup>th</sup> international conference on threshold concepts and was held in mid-June in the city of Halifax, Nova Scotia, Canada. I've been lucky enough to attend three of the previous conferences – the 2<sup>nd</sup> in Kingston, Canada in 2008, the 3<sup>rd</sup> in Sydney in 2010 and the 4<sup>th</sup> in Dublin, Ireland, in 2012. This year's conference in Halifax was probably the most exciting however, partly due to the momentum that the framework of threshold concepts has gained, creating a creative atmosphere of peer learning amongst the 140 odd delegates from all around the world. The city itself was fascinating also – steeped in history from indigenous cultural narrative to modern stories of its life as a busy Atlantic port. For example, Halifax is the second deepest, ice-free natural harbour in the world after our own harbour here in Sydney. In 1917, it also was sadly the site of the biggest ever manmade non-nuclear explosion ever recorded due to a wartime naval collision that flattened the docks and killed 2000 people:

<https://maritimemuseum.novascotia.ca/what-see-do/halifax-explosion>

### What are threshold concepts (TC)?

These are those troublesome but transformative concepts in disciplinary learning where students often disengage or get stuck. Once these TC are mastered, students are able to understand the discipline with a more mature perspective and often move onto a higher level of understanding. Identifying, examining and teaching to these threshold concepts has proven very useful to student learning and to our understanding of disciplines. See Mick Flanagan's TC site for more info and publications: <http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html>

### Highlights of the conference

A pre-conference workshop on TC healthcare generated many ideas and launched an international discussion group (contact me for more info). The [opening plenary](#) was a surprising and provocative talk by Linda Adler-Kassner (University of California) & Elizabeth Wardle (Miami University) on the topic of their recent book: "[Naming What We Know: Threshold Concepts of writing studies](#)". They presented their findings but moved on quickly to discuss how learning analytics and big data are being harnessed within northern American higher education to direct or assist students select to courses and topics that they are most likely to get a highest grade in, the argument being that this creates a 'clear pathway' for the student. Linda and Elizabeth argued the opposite, cleverly showing up the pedagogical holes in such a simplistic, over-practical approach. Their fear is that by taking the easiest route the 'struggle' and need for agency and deeper thinking that develops an individual's learning abilities and knowledge is likely to be bypassed. Favourite presentations were "[Fear and Loathing in Liminality](#)" by Julie Rattray (Durham University); "[Touch: An 'Edgy' Concept for Health Professional Practice](#)" by Lynn Clouder et al (Coventry University); "[What Would Happen If Professors Taught Students To Read?](#)" by Cynthia Parr (Brock University).

The closing keynote by Professor Ray Land (Durham University) "[Learning on a Heroic Scale: Threshold Concepts, Hollywood and the Greatest Story Ever Told](#)" was a fabulous trip through traditional narratives that demonstrate the learner's journey.

New discussion forums are being created - info will be posted soon on the [TC site](#). Look here also for details of the 7<sup>th</sup> Biennial Conference, to be held in 2018, at Miami University, Oxford, Ohio, United States.

[Videos of plenaries/ keynote](#) will be uploaded shortly, but abstracts and bios of plenary and the conference program are currently available at the conference website: [http://www.dal.ca/dept/clt/events-news/Threshold\\_Concepts.html](http://www.dal.ca/dept/clt/events-news/Threshold_Concepts.html)

## BLAST OFF!

**BLAST** (Blended Learning Approach to Supervisor Training) is a UNSW Medicine



initiative that aims to improve the quality of clinical teaching and supervision by developing a series of training modules that are tailored to meet the needs of UNSW clinical supervisors.

Five modules have been created for use by UNSW Medicine supervisors, plus additional module for Optometry. Modules are currently in development for Exercise Physiology.

You can access these resources by going to:

[www.clinsupervisor.com](http://www.clinsupervisor.com)

For further information or if you are interested in adapting some of these for use by your own group of supervisors, please contact Dr Joel Rhee [j.rhee@unsw.edu.au](mailto:j.rhee@unsw.edu.au).

## Support for your Blended Teaching

### Need help choosing a resource for blending of your teaching?

The [Teaching Technology Toolkit \(TTT\)](#) is a resource designed to assist in developing a blended approach to teaching. It is designed to assist in selecting and embedding tools in teaching activities in both online activities and face-to-face sessions.

Access the Toolkit: <http://teachingtools.med.unsw.edu.au/>



The toolkit offers visibility of available learning tools currently used in the faculty and includes the following:

- A [Decision Tree Tool](#) to assist in selecting the learning strategy and/or technology
- A [Tool Directory](#) for evaluating the different educational technologies currently being used, including pros/cons of using these technologies
- A [Showcase](#) of academics ('Exemplars') that use these tools in their teaching practice
- A [Repository](#) of educational strategies and technologies that support these.

We invite you to use the toolkit, send us your practice exemplars to add to the toolkit, and to send us comments on how it can be improved as a resource for designing learning activities in a blended course.

Contact: Nalini Pather [n.pather@unsw.edu.au](mailto:n.pather@unsw.edu.au)

# What's on around the faculty and UNSW

## UPCOMING LTU CONNECTIONS SEMINARS

### Media Workshops Presented by LDDS Media Team

To be held in Room 1025, Level 10, Library:

- \* **Media Workshop: Virtual Presentations**  
Presented by LDDS Media Team  
Monday, 18 July, 11.00 am – 12.00 pm
- \* **Media Workshop: Augment Reality and Virtual Reality for Education**  
Wednesday, 20 July, 11.00 am – 12.00 pm
- \* **Media Workshop: Presenting to the Camera**  
Friday, 22 July, 11.00 am – 12.00 pm

Further information: <http://teaching.unsw.edu.au/connections>

### Moodle Consultations & Workshops for Staff

One-on-one sessions, online courses and resources and workshops are available [here](#).

## Interested in learning how to blend?

See the “**2016 Blended Learning Workshops**” via the Medicine Blended Learning Project support page: <http://med.unsw.edu.au/support-blended-learning>

### Ready to Blend?

Book a [Media Room Orientation session](#) & get going!

## Learning Analytics & Data Science in Education Research Group

An interdisciplinary group consisting of UNSW and local (Sydney area) academics and professional staff interested in the area of learning analytics and data science in education.

### Upcoming meeting:

Aug 2 - **FutureLearn: What Data We Get, How We Can Represent It and What We Can Learn From It** – Mahsa Chitsaz (UNSW, Office of Pro-Vice-Chancellor (Education) Portfolio).

For more info see *FutureLearn UNSW*:

<https://teaching.unsw.edu.au/futurelearn>

## SOMS COFFEE CLUB 4 TEACHERS



**Fri August 5 @ 11am**  
Level 3 WW kitchen area  
*Informal monthly morning tea gatherings with topical discussions.*  
*All faculty members are welcome.*

## L&T @ UNSW

### Blended & Online Learning Resources

Take a look at the expanded resources on blended and online learning on the UNSW Teaching site. Includes: [examples from UNSW](#), [selecting the right technology to use](#), [planning and designing courses](#) and [evaluating](#) what you've done.

For further information, [submit an enquiry to the LTU](#) or [contact our faculty advisors](#):

**Jan McLean** is a Senior Lecturer and Academic Developer.  
[Jan.mclean@unsw.edu.au](mailto:Jan.mclean@unsw.edu.au) T: 9385 2509

**Sonal Bhalla** is an Educational Developer  
[S.Bhalla@unsw.edu.au](mailto:S.Bhalla@unsw.edu.au) T: 9385 6188

## mediaUcreate

[mediaUcreate](#) is a resource for staff to discover new ways of using media to enhance the student experience.

### VIDEO WELCOME MESSAGE – FREE SERVICE FOR SEMESTER 2

A personalised video introduction is a great way to enhance social presence in a blended or online learning environment. The media team within the *Pro-Vice-Chancellor (Education) Portfolio* would like to help you produce a video welcome message. This service is free and could include scripting, storyboarding, filming and editing. There is a great variety of examples that you can view in the [Media Collection](#) of the mediaUcreate Moodle course. (Self enrolment key - all lowercase: unsw)



If you would like further advice for your course please contact Brian Landrigan [b.landrigan@unsw.edu.au](mailto:b.landrigan@unsw.edu.au) Ext: 51481 or Carlos Dominguez [l.dominguez@unsw.edu.au](mailto:l.dominguez@unsw.edu.au) Ext: 52932

## 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). This will give you online access via Blackboard Ultra or the recordings. Please contact [rachel.t@unsw.edu.au](mailto:rachel.t@unsw.edu.au) for RSVPs – physical or virtual. Alternatively, resources from MedEd meetings are also available at: <http://med.unsw.edu.au/meded-meetings-seminars>

DATE	TIME	TOPIC	LOCATION
Tuesday 12 April	12pm – 1pm	Blended learning approach to supervisor training – lessons learnt. Presenters: Dr Joel Rhee & Kirsten Challinor. <i>A recording can be accessed via the link in MedEd Moodle (see below).</i>	
Tuesday 7 June		<b>Critical thinking for Threshold Concepts in Statistics &amp; Evidence-Based Practice.</b> Dr Rachel Thompson	
Tuesday 9 August		<b>Introduction of the Advanced Life support Level 1 Course into Pre-Intern Education</b> Dr Paul Hilton SESIAHS <i>Other clinical education presentation: TBC</i>	G15, Wallace Wurth Building
Monday 19 September	1230 – 2 pm	<b>Medicine hosts UNFED: Update on the Medicine Blended Learning Project</b>	PVC(E) Training Room 1025, Level 10, Library Tower <small>(entrance to the Library Tower is near the IT Service Centre)</small>
Tuesday 11 October	12 – 1 pm	<b>Online knowledge maps: automated assessment and feedback to enhance learning.</b> Presenters: Ms Veronica Ho, Prof Gary Velan (SoMS, Medicine) <i>Other presentation: TBC</i>	G15, Wallace Wurth Building
Tuesday 8 November		TBC: Threshold Concepts Workshop	G15, Wallace Wurth Building
Wednesday 7 December	9 am – 2 pm	<b>Medicine Learning &amp; Teaching Forum</b> Call for papers (15 mins) and short presentations (10 mins) will be circulated mid-October	LG02 Wallace Wurth

## ABOUT US

The MedEd Interest Group formed 9 years ago and now has over 130 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 [rachel.t@unsw.edu.au](mailto:rachel.t@unsw.edu.au)

**MedEd Contact and Newsletter Editor**

Dr Rachel Thompson, L&T Fellow, Senior Lecturer, Office of Medical Education, UNSW Medicine. Level 2, Wallace Wurth Building, UNSW, NSW 2052.

**Phone:** 02 938 58038 | **Email:** [rachel.t@unsw.edu.au](mailto:rachel.t@unsw.edu.au)

*With many thanks to Kerrie Arnhold and Suzanne Mobbs (OME) for administrative support.*

## 2 WAYS 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 and news emails - 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 through **<Learning and Teaching>** under "For Staff" on our faculty website: <http://med.unsw.edu.au/learning-teaching>

Register for Semester 2 now!



## Beginning to Teach Program for ECRs and HDRs

Never Stand Still

PVC (Education) Portfolio

Commences August 2016

The Pro-Vice-Chancellor (Education) Portfolio and the Division of Research offer the Beginning to Teach program, 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 introduces participants to a range of topics and issues in learning and teaching that are key to getting started with teaching. Sessions include:

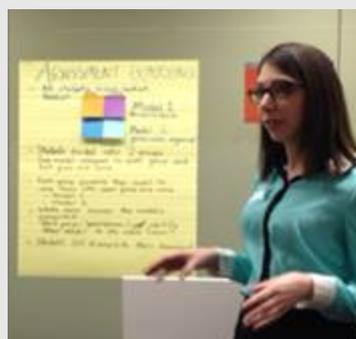
- Introduction to teaching and student learning
- Planning and facilitating a session
- Introduction to assessment and feedback
- Trying it out: Practice teaching sessions

Starting on **12 August**, the program will run over 8 weeks with a total participation time (face-to-face and online) of approximately 16 hours.

Further information is available [here](#) and for all queries contact the [Office of the Pro-Vice-Chancellor \(Education\)](#).

**REGISTER**

*Registrations close 29 July.*



Pro-Vice-Chancellor (Education) Portfolio  
University of New South Wales  
Sydney, NSW, 2052, Australia  
[www.teaching.unsw.edu.au](http://www.teaching.unsw.edu.au)

CRICOS Provider Code 00098G, ABN 57 195 873 179