

# MedEd Newsletter

VOLUME 2, ISSUE 4

FRIDAY 24TH JULY 2009



UNSW  
MEDICINE

## Coming Events

- **The MedEd seminar** in September is "Research in education 2: Ethics approval and design" with Professor Heather Worth. WW LG SR02 All welcome.
- **The UNSW L&T Forum** is being held on Friday 11th September — put this in your diary! See adjacent
- **The MedEd Blog site** is gearing up to open — with up to date info, useful weblinks, and a forum to share information and resources (see inside).

## The Medical Education Interest Group @UNSW

Apologies for the lateness of this newsletter; the flu, deadlines and waiting for some key info for the issue delayed its production. However, this issue comes in good time to advise you of the next MedEd Meeting on Tuesday 4th August at 8.00am. There is also mention of the new MedEd Blog that will keep you more up to date with education matters at home and abroad.

Regards, RT (Ed)

## Report from the June MedEd Meeting

Keri Moore and Rachel Thompson presented and discussed their paper and PeARLS workshop (respectively) for the ANZAME conference held in Launceston, Tasmania on 1-3 July. ANZAME keynote downloads and program will be available soon (weblink will be posted in new MedEd Blog. The next MedEd meeting will feature the best of ANZAME 2009 = Tues 4th August (see inside for details).

## The Learning and Teaching Forum 2009

Entitled "Engaging the Learner, Recognising the Teacher", this forum will be an all-day event held on Friday 11th September at the UNSW Roundhouse. The Australian Learning and Teaching Council (ALTC) Citation Winners of 2008 and 2009 will be recognized for their achievements. Professor Kerri-Lee Krause, Chair in Higher Education and Director of the Griffith Institute for Higher Education will be the keynote speaker.

The Forum will provide an opportunity for academic staff interested in Learning and Teaching to learn from each other's experiences through poster presentations and interactive sessions around the four major themes of the forum: curriculum; teaching; learning environments; and 'Technology Enabled Learning and Teaching' (TELT). Presentations by 2008 Citation winners will be a highlight.

**Watch out for the draft program = on the new MedEd Blogsite soon.**

## The Student Experience—Evaluation of the MBBS Program

In addition to continuous evaluation and improvement activities that are an inherent part of the Faculty of Medicine's philosophy for the Medicine-3802 (MBBS) Program, the Program Evaluation and Improvement Group (PEIG) has undertaken a periodic more holistic review of the Medicine Program. This report focuses on the student experience of enrolled students. The data reviewed comes predominantly from a range of student evaluative data, with some limited staff perceptions.

The overall level of satisfaction with students' experience in Medicine at UNSW is 76.1% in 2008 compared to 80.4% in 2006. Key positive aspects of the UNSW MBBS program include excellent formal learning activities, effective learning environments, provision of good resources, and learning that is effective for post-graduation practice. Students have a strong sense of community at UNSW. Clinical learning is strongly valued by students and many aspects of students' clinical experience are rated positively including good access to patients, helpful clinical administrators, supportive clinical teachers that stimulate interest in learning, and supportive hospital staff that all lead to valuable clinical experiences.

The PEIG has made eleven recommendations based on the data analysed in this report for consideration by the Curriculum Development Committee. A second report on Student Outcomes which PEIG hopes to complete within the next 12 months, will also inform further improvements to the MBBS Program to be considered by the Curriculum Development Committee.

The full report is available on the PEIG website at: [www.peig.med.unsw.edu.au](http://www.peig.med.unsw.edu.au) and a summary will be posted on the new MedEd Blog shortly.

Professor Patrick McNeil

### 2009 Evaluation Key Messages

1. Students perceive many key positives during their experience of the UNSW MBBS program
2. The integrated structure of MBBS3802 is strongly valued by many students and staff and there is evidence of ongoing improvements in Phase 1 since 2004
3. Improvements are needed in the selection, training and support for Phase 1 scenario group facilitators
4. Initial data suggests MBBS3802 is successful in developing generic capabilities important for clinical and post-graduation learning
5. Student experiences of clinical learning in phase 3 are better than Med3801
6. Students are adjusting to the new Assessment system but improvements are needed
7. A moderate curriculum review is timely

## SOTL and Professional Development

### Assessment Futures: Student assessment for learning -in and after courses

Silas Taylor attended "Assessment Futures: Student assessment for learning—in and after courses" held at UTS, Thursday 4th June. He gives the following report.

David Boud gave an interesting talk about assessment and its purposes and effects. Summative assessment was somewhat disparaged as a certification exercise, whilst formative assessment was thought to more genuinely aid learning. This is most pronounced when summative assessment is "end-loaded".

Boud suggests that assessment can therefore be both educational, but also anti-educational, fostering dependency of students on their assessors; looking to them to pass judgement on students' capacity to act. This contradicts the notion, supported in graduate capabilities, that teachers foster students' ability to be personally responsible for their own actions and direction (amongst other things, their learning and in the longer term, their careers).

With this in mind, Boud made reference to his notion of 'sustainable assessment' which "meets the needs of the present, without compromising the ability of students to meet the needs of their own future learning." (Sustainability also was extended to staff's capacity to continue to undertake assessment tasks and feel confident that such tasks are a productive use of their time, which I'm sure everyone reading this will agree is a laudable aim.) Subsequently, he gave an overview of a UTS/ALTC initiative [www.assessmentfutures.com](http://www.assessmentfutures.com) which I would encourage you to have a look at: <http://www.iml.uts.edu.au/assessment-futures/>

Thanks to Helen Dalton for organising this as part of my GCULT course. Silas Taylor

### FULT graduates

A coffee morning is being arranged on a Monday at the end of August for all current FULT students, recent FULT graduates and GCULT students and graduates.

Two GCULT graduates (Silas Taylor and Alison Rutherford) will present some of their project work and discuss the benefits of further study.

All recent FULT and GCULT graduates and current students will be invited formally but if you are also interested in attending please contact Rachel ([rachel@unsw.edu.au](mailto:rachel@unsw.edu.au)) or Tel 938 58038.

### UNSW Library

**The Outreach Librarian** for the medical faculty is Toni Gifford [t.gifford@unsw.edu.au](mailto:t.gifford@unsw.edu.au) Tel: 9385 8241. Please contact her for support in research and education plus to get your research and conference papers etc into UNSWorks.

### An interesting read

Michael Prosser. (2008). "The Scholarship of Teaching and Learning: What is it? A Personal View". *International Journal for the Scholarship of Teaching and Learning*, Vol2 No 2.

[http://academics.georgiasouthern.edu/ijstotl/v2n2/invited\\_essays/Prosser/index.htm](http://academics.georgiasouthern.edu/ijstotl/v2n2/invited_essays/Prosser/index.htm)

The current issue of this online journal has a variety of reviews and articles that should be of interest.

*International Journal for the Scholarship of Teaching and Learning*, Vol 3 No 2:

<http://academics.georgiasouthern.edu/ijstotl/v3n2.html>

## UNSW Learning and Teaching Development Grants

The University has called for applications under the new Strategic Learning and Teaching Development Grants scheme. The scheme is designed to "develop resources and infrastructure (including online learning environments) to support learning and teaching in accordance with UNSW and Faculty/Divisional priorities." The Faculty's strategic objectives are outlined in the Faculty L&T Enhancement Plan which is available on the Learning & Teaching website (see below). In 2008, the Faculty also identified five priority areas which were:

- ◆ Improving online learning; this will be particularly relevant with the introduction of Blackboard 9 in 2009
- ◆ Improving feedback to students on their progress
- ◆ Improving communication to students (learning objectives, assessment requirements, policies etc)
- ◆ Improving access to informal learning spaces
- ◆ Improving assessment methods (blueprinting, standards, marking criteria etc)

Applications for the grants **must** be submitted to the Faculty **not** directly to the DVC (Academic). The completed application form should be forwarded by **21st August** to:

Associate Professor Philip Jones, Associate Dean (Education), Medicine Education and Student Office (formerly Faculty Office). Email: [philip.jones@unsw.edu.au](mailto:philip.jones@unsw.edu.au)

**Full guidelines are available at:** <http://www.med.unsw.edu.au/medweb.nsf/page/Learning+and+Teaching>

## Next seminar meeting: Tuesday 4th August 0800-930 SGR6, Mathews

### Feedback from Winter Conferences

At the next MedEd meeting various members will be presenting feedback from the ANZAME and other conferences **ALL WELCOME – FULT graduates encouraged to attend**

This meeting will be held in Scenario Group Room 6 underneath Matthew's Building, Upper Kensington campus. A map of the upper campus is available at the MedEd website. If you get lost - please call ext (938)51146 and someone will come and find you.

Tea, coffee and biscuits will be provided. **Please bring your breakfast if you wish!**

Please email Rachel [rachel.t@unsw.edu.au](mailto:rachel.t@unsw.edu.au) if you hope to attend, or just turn up.

## For Your Diary – MedEd 2009 seminar programme

Date	Time	Topic	Location
<b>NEXT MEETING</b> Tuesday 4 <sup>th</sup> Aug	08.00 - 09.30	Feedback from Winter Med Ed conferences	SGR 6, Mathews UG
Weds 2 <sup>nd</sup> Sep- tember	11.30 – 13.00	<b>Research in education 2 –</b> Ethics approval and design Prof Heather Worth (to be confirmed)	<b>Note: location moved to the new seminar room 02 in the Lower Ground floor, Wallace Wurth</b>
Tuesday 6 <sup>th</sup> October	08.00 - 09.30	<b>Research in education 3 –</b> Writing up and getting published (to be confirmed)	SGR 6, Mathews UG
Thursday 5 <sup>th</sup> Nov	11.30 - 13.00	MCQs in Assessment (Speaker TBA)	SGR 6, Mathews UG
Weds 2 <sup>nd</sup> December	09.30 – 13.30	<b>MedEd L&amp;T Forum</b> With presentation of Faculty L&T Awards and FULT graduates	SGR 6-9, Mathews UG All welcome

*N.B. Please let Rachel know ASAP if you notice clashes with other meetings that might affect our attendance.*

## The MedEd BLOG

will be launched after the next MedEd meeting (August 4th)...

...it will keep you up to date with current news items and events, provide an active forum for discussion and for the sharing of resources and information, and be a source of useful weblinks and teaching resources.

## MedEd Contact and Newsletter editor

Dr Rachel Thompson  
L&T Fellow  
Medical Faculty, OME  
UNSW Medical Admin Building B27  
cnr High and Botany Streets

Phone: 02 938 58038  
Fax: 02 938 51874

Email: [rachelt@unsw.edu.au](mailto:rachelt@unsw.edu.au)

The MedEd Interest Group formed in November 2006 following a research presentation forum held at UNSW. It aims to bring together medical faculty staff interested in education issues to support scholarly practice, encourage research and create new networks amongst its members.

Our main activities include a monthly seminar series, this monthly newsletter, and an annual research forum. We will keep you in touch with upcoming grants, conferences, awards and new L&T publications, innovations and lots, lots more...

## Feedback requests

**Please contribute**—start writing those book reviews! And if you read some interesting publications, or find new or exciting L&T or medical education websites, then please send them in. What are your best teaching tips? —send them in for “**Teaching tip of the Month**” (<100 words please).

What else would you like to see in the Newsletter?

Send ASAP to [rachelt@unsw.edu.au](mailto:rachelt@unsw.edu.au)

**Please keep your details up to date for the MedEd mailing list:**

If your email has changed or you wish to be join our mailings, please update the mailing list by sending your name, email address and current research /area of interest to: Vicki Truskett on [V.Truskett@unsw.edu.au](mailto:V.Truskett@unsw.edu.au)

## Don't forget the MedEd Website

with **NEW** resources to help you teach, and lots more!

Find it at: [www.med.unsw.edu.au](http://www.med.unsw.edu.au) under “For Staff” /Learning and Teaching

## Quote of the month:

“The great enemy of clear language is insincerity. When there is a gap between one's real and one's declared aims, one turns as it were instinctively to long words and exhausted idioms, like a cuttlefish squirting out ink.”  
*George Orwell*

## Web-link of the month:

### The Bridging Project

The goal of the Bridging Project is to enhance the vertical integration of medical education and training in Australia and New Zealand with respect to the learning of competencies generic to the practice of medicine. *Doctor as Educator* is the first generic medical competency role addressed by the Bridging Project.

The Doctor as Educator –

Statement of Competencies for all levels of medical practice  
<http://www.thebridgingproject.com.au/20081205/default.asp>

*Share the good L&T websites that you come across with the MedEd Google group!*