

# MedEd Newsletter

VOLUME 4, ISSUE 4

FRIDAY 2ND DECEMBER 2011



FACULTY OF MEDICINE

## Medical Education Interest Group @UNSW

Dear All

So here we are at the end of the 2011! It's been a busy year with lots of changes, innovations and improvements in our teaching. This issue of the newsletter is the last for the year, and has some last minute advice, resources and information that should help you leap into action in 2012 after a well-deserved rest. Before we finish off for the year, I hope that you can make it to the Faculty Learning and Teaching Forum on Wednesday 7th December, but if not, I do hope that you will be able to take part in our MedEd events next year.

All the best for the Summer holidays and for 2012!

Best wishes, *Rachel T (Ed)*

## Index

Connections Seminars	2
UNSW Library News	2
Spotlight on Professional Development: Teaching	
Evaluation Part 2	3
L&T Resources	4
For your Diary	4

### Upcoming Conferences

Check through for conferences where abstract deadlines are from now to March 2012, eg AMEE & ANZAHPE

#### December 2011

[2nd National Forum on Biomedical Education for the Australian Academy of Sciences](#)

**March 2012: The Ottawa Conference**  
<http://www.ottawaconference.org>

**June 2012: 4th Annual Threshold Concepts Symposium** *From personal practice to communities of practice.*  
Trinity College Dublin, Ireland.

**For a full list and details of upcoming conferences see:** <http://www.med.unsw.edu.au/medweb.nsf/page/SOTL>

## MedEd Meetings

In October we had a very successful joint forum with Faculty of Science on Assessment within the practicum/ clinical teaching environment. The six presentations are available as videos:

Anne Galea – Assessing student capabilities in experimental design

Angela Finch – Evaluating research skills in an undergraduate course

Elizabeth Angstmann – Pre-lab quizzes using on-line resources

Phil Jones – Validity of practical-based exams

Edna Koritschner – Feedback on clinical/practical skills including video

David Angell – Mastery assessment

[UNSW TV Collection Link / instructions to log into the videos.](#)

Rachel Thompson also presented early one morning in October on **Planning, Study Design and Ethics of L&T Research**. If you are in need of some advice on L&T research access the slideshow at: <http://www.med.unsw.edu.au/medweb.nsf/page/MedEd%20Seminars>

In early November we were fortunate to have Dr Louise Lutze-Mann (L&T Fellow Science) and Peter McGuinn (Education Technologist, ASB) talk to us about **"How to get the most out of Audience Response Systems: Using clickers in large class teaching"**.

The technology for clickers and online polling is very interesting with a wide variety of uses. See page 4 for more information on the latest technology to help get your classroom more interactive!

The next and last meeting of MedEd for 2011 is the Faculty Learning and Teaching Forum on Wednesday 7th December

ALL WELCOME – please RSVP– see details below.

## Faculty Conjoint Teaching Awards

Congratulations to the 2011 recipients of the Faculty of Medicine Conjoint Teaching Awards.

### The recipients are:

**Ms Alex Pile**, St Vincent's Clinical School, for Best innovation by conjoint staff member in teaching program.

**Associate Professor Carmelle Peisah**, School of Psychiatry, for Best service in teaching delivery by conjoint staff member.

**Professor David Davies**, South Western Sydney Clinical School, for Best Overall Conjoint teacher.

Congratulations again and it is fantastic to have such enthusiastic, skilled, and innovative experts working here at UNSW.

## Faculty of Medicine Annual Learning & Teaching Forum

**Wednesday, 7 December 2011**  
**Scenario Group Rooms 6, 7 & 8, Ground Floor, Mathews Building**  
**9.00 am - 2.00 pm**  
**Lunch at 1.00 pm following the Faculty Teaching Awards ceremony**

Paper & Short Presentations include topics on:

- Clinical ethics ward rounds; Cultural Training: Communicating with Indigenous Patients Tutorial.
- Application of Career Goal Setting and Personal Achievement Recording in Assessment of a New Undergraduate Course (Cancer Sciences).
- Capabilities of Graduates of an Outcomes-based Integrated Medical Program
- LTPF Grant to develop the Course in Professional Placement Education.
- Developing scientific literacy skills through explanation of concepts in neuroscience.
- Design and evaluation of an e-learning module to improve medical students' understanding of leukaemia.
- Detecting bias in multiple choice questions.
- Development and evaluation of eDiagnostic - Web-based interactive case studies to facilitate understanding and rational use of diagnostic investigations by medical students.
- Looking at the whole picture: a simple solution to improve students' understanding of research practice.

RSVP your attendance to: <http://www.med.unsw.edu.au/MEDEvents.nsf/ALTForum2011>

# SOTL and L&T@UNSW

## L&T@UNSW

### Master of Philosophy (Higher Education): Information session and call for expressions of interest

Thursday 6th December, 1pm-2pm, Learning and Teaching Workshop, room 416 level 4 Mathews Building.

'Would you like to develop your ability to undertake research into learning and teaching or other areas in higher education?' If so you might consider undertaking the Master of Philosophy in Higher Education: a research degree with a coursework component designed to develop the research capability of those who work in higher education. Through coursework you will explore philosophy, theory and methodology that will support you to develop a high quality research project. The program also offers the opportunity for you to build your publications through the option of thesis by publication.

The program is suitable for those who have completed postgraduate study in higher education, or who have extensive work experience in higher education and may include academic staff, casual lecturers and tutors and professional staff. Research areas include an aspect of teaching and learning in higher education such as assessment, curriculum, evaluation, language and literacy or student diversity; technology enabled learning and teaching, academic leadership; or management and policy in higher education.

Please feel free to bring your lunch.  
For further information & RSVP: Debbie Owen,  
[d.owen@unsw.edu.au](mailto:d.owen@unsw.edu.au) or ext 51932) or [click here](#).

### Connections Seminar Series

**Thank you** all who participated in the Connections Seminar Series 2011. We are currently reviewing this seminar series and planning for the following year.

Please can you spare 5 minutes to help out by completing a survey. Your feedback is vital to help ensure we plan a useful and interesting seminar series for next year.  
To complete the survey, [click here](#)

### Check out the Connections web page for information on past and upcoming seminars:

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

Questions or themes to suggest? Contact Carolina Matheson:  
[c.matheson@unsw.edu.au](mailto:c.matheson@unsw.edu.au), ext 58636.

### Assessment as Learning Toolkit

The UNSW Assessment as Learning Toolkit is now available online. <http://teaching.unsw.edu.au/assessment-toolkit> It is an evolving collection of practical resources to help staff with assessment. For now the Toolkit has been published as a set of files in PDF format. In the future the resources will be more interactive and media-rich.

The Toolkit website currently offers resources on assessment topics organized into 7 broad categories. Example topics include: Giving Assessment Feedback, Using Assessment Rubrics, Students Assessing Their Peers, Assessing by Discussion Boards, Assessing by Wikis, Assessing by Group work and Assessing First Year Students.

Staff feedback on possible new topics and contributions to the Toolkit are warmly welcomed.

### Other Learning & Teaching Events / Groups

#### UNFED group <http://teaching.unsw.edu.au/unfed>

This group has finished for this year. Meeting notes are published on the TELT blog: (<http://blogs.unsw.edu.au/telt/>). For more information, contact Xinni Du,  
[x.du@unsw.edu.au](mailto:x.du@unsw.edu.au)

### UNSW Network of Work Integrated Learning Educators (WILEd)

The UNSW Network of WILEd, developed by Learning & Teaching @ UNSW and Careers & Employment, has finished for this year, however if you have any queries, contact Keri Moore (9385 6188 or [keri.moore@unsw.edu.au](mailto:keri.moore@unsw.edu.au))

## UNSW L&T Gateway

The Teaching@UNSW Gateway is the first of two Gateways. Together these will provide information and support for L&T at UNSW for both teaching staff and students: <http://teaching.unsw.edu.au>.

## UNSW Library News

### Resources being trialled by UNSW Library

We welcome any [comments and feedback](#) on these trial resources:

- [Procedures Consult](#) - is an online streaming video tool containing high quality video, text and illustrations for top medical procedures. Trial ends 31-12-2011. The library would welcome your comments and feedback on this trial resource - do you think it is useful/worthwhile? Which students might benefit from this?
- [AccessSurgery](#) - is an online resource that provides medical students and practicing surgeons with electronic textbooks, curriculum, procedures, multimedia, Q&A, drugs, DDX, and images sections. View Access Surgery: <http://sirius.library.unsw.edu.au/V/ATJ3JK1T4UC18DKAGYGC1MXF539NPJE6U278N1CH85MDJHNA-20262?func=native-link&resource=NSW05382>

**Ebooks:** Please let your Outreach librarian know if there is an ebook you would like to add to the Library collection. The following are a sample of some recent new ebooks in the collection:

- CURRENT Medical Diagnosis & Treatment, 2012 (new ed.);
- Multimodal Cardiovascular Imaging: Principles and Clinical Applications, 2011;
- The Big Picture: Gross Anatomy, 2011;
- Symptom to Diagnosis: An Evidence-Based Guide, 2010; Pharmacology (Brenner);
- Current Surgical Therapy (Cameron);
- Tropical Infectious Diseases (Guerrant);
- Netter's Cardiology (Runge)

For library research support and help with UNSWorks etc., speak to our [Outreach Librarians](#):

**Kate Dunn** - T: 9385 1012 M: 0434 181 908

Email: [kate.dunn@unsw.edu.au](mailto:kate.dunn@unsw.edu.au) (Mon-Wed).

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

**Susan Mills** - T: 9385 3674 or M: 0411 103 269

Email: [susan.mills@unsw.edu.au](mailto:susan.mills@unsw.edu.au) Covering: Clinical Schools, Conjoint, & liaison with Hospital Libraries

**Noreen Kirkman** - T: 9385 1039 or M: 0411 201 959

Email: [n.kirkman@unsw.edu.au](mailto:n.kirkman@unsw.edu.au) Covering: National Centres and Lowy Cancer Centre

## SAGE Research Methods (SRMO)

Begin using your library's subscription to [SAGE Research Methods Online](#)! The award-winning, online research methods product created to help you design research projects, understand particular methods or identify a new method, conduct your research, and write up your findings! Explore these essential SRMO tools and resources:

- [Browse Content](#) - over 100,000 pages of SAGE's research methods book, journal, and reference content.
- [Methods Map](#) - a visual search tool supported by a unique, complex taxonomy of research methods terms, methodologies, and people in the field.
- [SRMO Lists](#) - create and share lists of SRMO content on topics you are researching, teaching, or feel passionate about. You can also access lists shared by other users!
- [Web Resources](#) - including teaching and learning resources, free statistical software, and information on research organizations, research ethics, and social networking sites for academics.
- [Video Tutorials](#) and [User Resources](#) - providing information and tutorials on how to use SRMO in your library, classroom, or on your own for all your research needs.

# SPOTLIGHT on Learning & teaching

## Professional Development Series....

### Teaching Evaluation Part 2

#### Peer Review

A key aspect of teaching evaluation is peer review - this can seem quite daunting to both new and experienced teachers but read on to learn more of this key evaluation tool.

<b>Learning outcomes</b> <ul style="list-style-type: none"> <li>• Student grasp of concepts</li> <li>• Student work</li> <li>• Marks/grades</li> </ul>	<b>Peers</b> <ul style="list-style-type: none"> <li>• Peer observation of teaching</li> <li>• Peer review of curriculum development</li> <li>• Other feedback and discussions</li> </ul>
<b>Self</b> <ul style="list-style-type: none"> <li>• Teaching philosophy</li> <li>• Reflection</li> <li>• Responsiveness</li> </ul>	<b>Student feedback</b> <ul style="list-style-type: none"> <li>• Evaluation of teaching</li> <li>• Informal feedback</li> </ul> <p><i>Adapted from Brookfield, 1995 and Smith, 2008 (1)</i></p>

Adapted by UOW Academic Services Division <http://www.uow.edu.au/asd/PeerReview/index.html> from: S D Brookfield, *Becoming a Critically Reflective Teacher*, Jossey-Bass, San Francisco, 1995; C D Smith, 'Building Effectiveness in Teaching through Targeted Evaluation and Response: Connecting Evaluation to Teaching Improvement in Higher Education', *Assessment and Evaluation in Higher Education*, vol 33 no 5, 2008, pp 517-33.

Peer review is shown to be effective in improving professional practice and is usually taken to mean the following:

- Teaching observed by peers
- Peers = colleagues from the same or a different school or from a university support service such as the Faculty / University Learning and Teaching Staff
- Works best as a learning experience
- Focus on understanding rather than judging
- Feedback constructive as basis for critical self-reflection and dialogue
- However, can be summative instead of formative, formal rather than informal
- It can also be used for peer review of curriculum design in a different format.

#### Summative Peer Review

A formal review of teaching, for instance for promotion or performance review.

A recent ALTC project on this gives excellent advice, including key considerations:

- [the need to include a formative element to the peer review process](#)
- [the need to make some form of reward available for reviewers](#)
- [the need to make professional development available for Peer Review Team members](#)
- [the need to clarify roles for reviewers and promotion committee members](#)
- [the need to adapt the peer review process to suit individual universities](#)
- [the need to address equity issues around the formation of Peer Review Teams](#)

Source: An ALTC-funded project of the University of Adelaide, Griffith University, the University of Wollongong, and the University of New South Wales: <http://www.adelaide.edu.au/clpd/peerreview/>

All the necessary documents and information are available at: <http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/>

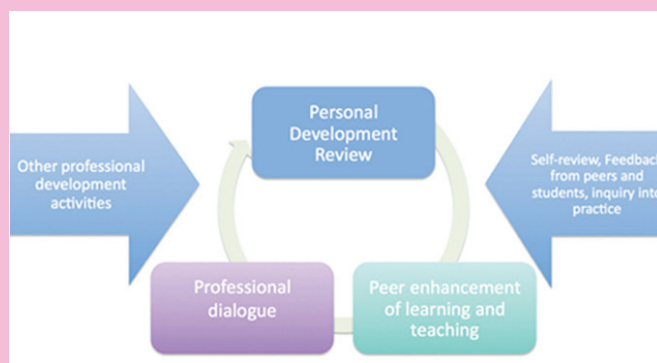
#### Formative Peer Review

This is aimed at personal development, especially for the new teacher. Also this can result in mutual learning experience and feedback if you pair up for the process or work in collaborative review groups. Similar processes apply as for the formal process but these are carried out more informally. Advisable to use documentation and a structure as discussed here: [http://www.adelaide.edu.au/clpd/peerreview/documents.html#Internal Regular review](http://www.adelaide.edu.au/clpd/peerreview/documents.html#Internal%20Regular%20review) in this manner can be very useful in preparation for summative review and professional review processes.

Another useful site on peer review is available at the University of Wollongong Academic Services Division at: <http://www.uow.edu.au/asd/PeerReview/index.html>

#### Summary

So, peer review in its many forms should be part of your usual practice and will contribute to your learning and improvement of your teaching skills. However it should be used as part of a framework that includes other evaluation formats mentioned in Part 1 in Newsletter 4.3. The Oxford Centre for Staff and Learning Development (Oxford Brookes University) advocate a **Continuing Personal and Professional Development Framework** that is holistic but achievable for the average teaching staff member.



Source: [http://www.brookes.ac.uk/services/ocsld/resources/cppd\\_framework/index.html](http://www.brookes.ac.uk/services/ocsld/resources/cppd_framework/index.html)

For more information and advice on shaping your career in teaching, see your department head or access the L&T site at: <http://teaching.unsw.edu.au/career>

## MedEd publications of interest:

### Learning Landscapes Journal and website

An interesting and slightly different education publication: peer-reviewed, open access, themed and published twice a year, it has a broad remit and authorship but contains some real gems.

See the current issue: Spring 2011 Vol.4 No.2 - *Inquiry: Perspectives, Processes and Possibilities* <http://www.learninglandscapes.ca/current-issue>

They are looking for submissions for the tenth issue (Canadian Spring 2012). The theme is - Informal Learning: Flexible Contexts and Diverse Dimensions, see: <http://www.learninglandscapes.ca/call-for-submissions>

The deadline for submission is February 1, 2012.

## Recommended L&T Resources: Clickers and audience response based teaching

TurningPoint Audience Response Systems: <http://www.turningtechnologies.com/studentresponsesystems/mobiledistancelearning/higheredresponseware/>

As presented by Dr Lutze-Mann and Paul McGuinn at our most recent MedEd meeting, clickers and web-based audience response systems are being trialed across the university, led by Medicine, Science and ASB. They are available for use in our faculty (max. clickers available – 250, max simultaneous web-based users - 500). Clickers need to be booked by contacting Soo Han Chup in the School of Medical Sciences ([soohan.chup@unsw.edu.au](mailto:soohan.chup@unsw.edu.au), Ph: 9385 2528)

Please note that the capacity of the web-based system might be limited by the UNSW WiFi system maximum load of around 25 users on each local WiFi point.

For presenters' slides and further information, please see: [MedEd Resources Page](#)

Also, hot off the press, an article on clickers in classrooms in the latest issue of Journal of Scholarship of Teaching and Learning Volume 11, Number 4, December 2011

Powell, S, Rodriguez, J, Straub, C & VanHorn, B. Using clickers in large college psychology classes: Academic outcomes and perceptions. JoSTL, 11(4). Download directly from: <https://www.iupui.edu/~josotl/toc.php?id=0>

## MedEd meetings - Dates for your diary

Date	Time	Topic	Location
Tues 11 <sup>th</sup> October	8-9.30am	Planning, Study Design and Ethics of L&T Research, Rachel Thompson presenting	Scenario Room 1, Samuels Building (Floor 3), Kensington
Tues 19 <sup>th</sup> October	11am -1.30pm	Joint Workshop with Science Faculty Assessment within the Practicum/Clinical teaching environment	Valenine Annexe Room 121/122, Upper Campus, Kensington (South of main car park Gate 9)
Weds 9 <sup>th</sup> November*	11am - 1pm	STinG-SoLT/ MedEd Joint Meeting Dr Louise Lutze-Mann (BABS) presenting with discussion following: How to get the most out of audience response systems: using clickers in large class teaching	LG 02, Wallace Wurth Building Kensington
<b>Wednesday 7<sup>th</sup> December</b>	<b>9am– 2pm</b>	<b>Faculty of Medicine Annual Learning and Teaching Forum</b>	<b>Scenario Rooms 6-8, Mathews Building (Ground Floor), Kensington</b>

## MedEd contact and newsletter editor

Dr Rachel Thompson  
L&T Fellow,  
Senior Lecturer Medical Education,  
Faculty of Medicine,  
Medicine Education and Student Office,  
Level 2, AGSM Building,  
Gate 9, UNSW.

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...

**The MedEd site has support for new teachers, resources to help you teach, previous seminar and training recordings, and lots more!**

See < Learning and Teaching > under "For Staff" on the faculty website: <http://www.med.unsw.edu.au/>

**Blog page is now available** at: <http://blogs.unsw.edu.au/meded/> Useful information will be posted here to keep you informed about learning and teaching activities Please subscribe to get updates sent to you whenever the blog page changes. To comment on the posts, you need to join UNSW blogs: <http://blogs.unsw.edu.au/wp-signup.php>, after registering, send Rachel your username (not the password!)

### ***This is your newsletter...***

**Please contribute**— write a book review when you read a great book, send in info on new L&T research or an update on your own research. If you read interesting articles or find new and 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)

### ***To subscribe to the MedEd email group***

Send an email to <[majordomo@explode.unsw.edu.au](mailto:majordomo@explode.unsw.edu.au)> with the following command in the body of your email message:  
**subscribe meded-interest-group**

Note: Do not include anything else in the body of the email and leave the subject heading blank

## Quote of the month

*"Be careful about reading health books.  
You may die of a misprint."  
~Mark Twain*