

MedEd Newsletter

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THURSDAY 6TH SEPTEMBER 2012



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Upcoming conferences

29 October 2012: [Australian Collaborative Education Network](#), Geelong, Victoria.

4–7 February 2013: [ODLAA 2013](#) Distance Education Summit, Manly, Sydney. Submissions still open!!!

Medical Education Interest Group @UNSW

Dear All, A warm welcome to new members of the MedEd Interest Group. This newsletter contains all the key upcoming local and international events, as well as some useful learning and teaching resources and new L&T research. Next week's MedEd meeting is cancelled but please do come along to the October meeting where we will learn about "MOOVs" and L&T of Teamwork, and more- I look forward to seeing you there (details of the remaining meetings for this year on p.4). *Regards, RT (Ed)*

2012 Faculty Teaching Awards – Nominations now open

The deadline for nominations is 12th November. For further details please [click here](#).

- Award for Teaching Excellence (One award)
- Awards for Outstanding Contributions to Student Learning (Maximum of Three awards)
- Award for Innovation in Learning and Teaching (One award)
- Award for Excellence in Enhancing the Student Experience (One award, specifically for Professional and Technical staff)

The awards will be judged by an internal panel and recipients invited to receive the awards at the Faculty Learning and Teaching Forum 2011 on Wednesday 7 December.

For more information or assistance, please contact your Department Head / Head of School or Dr Rachel Thompson on 938 58038; email: rachel@unsw.edu.au.

Grant Successes! BEST Network and HWA SLE InCH Projects

BEST Network grant: The Biomedical Education Skills and Training (BEST) Network and with the UNSW spin-off company Smart Sparrow Pty Ltd have been awarded \$3.3m from the NBN-enabled Education and Skills Services Program to develop to create new virtual learning tools and teaching resources for medical and nursing university students. This project team is led by Prof Nick Hawkins, Head of SoMS. [Click here to view video](#)

InCH HWA grant: UNSW Medicine has been awarded approximately \$1.2M by Health Workforce Australia. This grant, the largest such award in NSW, will enable the development of enhanced web-based simulation tools, to deliver virtual patient case studies to students of medicine, nursing and midwifery, allied health and medical laboratory science. (InCH = An online simulation environment for learning about Interprofessional Collaboration in Healthcare). UNSW will lead a consortium including ACU, UNNewcastle, UTS and UWS, which will work closely with Smart Sparrow Pty Ltd. The new educational resources to be developed will have a particular emphasis on cross-disciplinary and inter-professional collaboration. The project team is led by Dr Ben Barry, SoMS, UNSW Medicine.

For further information please contact the BEST and HWA SLE Project Manager:

Diane Vukelic, Mob: 0447 283936 Tel: (+612) 9385 0572 Email: d.vukelic@unsw.edu.au SOMS.

Learning and Teaching Forum - Semester 2 2012 ASSESSING FOR INCLUSIVITY: A GLOBAL EDUCATION AT UNSW Friday 14 September, 9:00am to 2:00pm

What is Global Education at UNSW?

- * How do you assess the graduate capability of global citizenship in your course or program?
- * How could you better ensure that this graduate capability is assessed?

This Learning and Teaching Forum on Assessing for Inclusivity: A Global Education at UNSW, will explore these questions through UNSW-specific practices and research. Discussion will be led by **Associate Professor Jacky Cranney, Professor Prem Ramburuth, Ann Jardine, Jane Knowles, and Dr Ricardo Flores**.

Emeritus Professor James C Taylor AM, from the University of Southern Queensland, is the keynote speaker and will present on the topic of 'Open Education Resources: Enabling Global Digital Citizenship'. Professor Taylor has been an international leader in open, online and distance education for over two decades.

For more information and to register, click here <http://teaching.unsw.edu.au/forum2012>

What is global education?

Global education refers to a "broadened conceptualization of inclusive education as a way for addressing and responding to the needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within education and from education" (UNESCO 48th Conference). UNSW aspires to develop socially and culturally diverse learners who are capable of applying their discipline in local, national, and international contexts. More information is available in this UNSW Newsroom article: Learning how to be a global citizen <<http://newsroom.unsw.edu.au/news/students/learning-how-be-global-citizen>> The UNSW Assessment as Learning Toolkit includes resources that can inform teaching and assessment in these areas. In particular, the Responding to Cross-Cultural Diversity <<http://teaching.unsw.edu.au/responding-cross-cultural-diversity>> and Assessing Inclusively <<http://teaching.unsw.edu.au/node/540>> resources offer contextual information and strategies to enable academics to implement best practice. These include sections on internationalising the curriculum and making learning and assessment accessible as well as inclusivity checklists for specific assessment types. Further resources including a Diversity Toolkit <<http://teaching.unsw.edu.au/node/101>> are available via this page on Teaching Diverse Groups <<http://teaching.unsw.edu.au/node/99>>.

SOTL and Professional Development

L&T@UNSW Connections Seminars

Critical vs. creative thinking: value adding to the learning experience

18th Sept 2012, 1:00pm to 2:00pm, Goodsell LG29

Presenter: Michael Peters, Australian School of Taxation & Business Law

This seminar looks at how creativity can be imbedded into a course. Using "contextual" and theme based teaching techniques, it is possible to tap into the creative ability of the student to empower them to go beyond critical analysis to creative analysis offering unique insight into problems and subject matter.

For more information and to register, [click here](#)

Improving student teamwork: Practical processes and forms
25th Sept 2012, 1:00pm to 2:00pm, Goodsell LG29

Presenter: Dr David Meacham, School of Business – UNSW@ADFA

In this session, Dr David Meacham will demonstrate the use of 2 exercises (relating to individual values), and the application of forms, that have proven to be effective in creating better functioning student teamwork.

The session will be very applied, those attending will go away with both a working knowledge of the 2 exercises to improve student commitment to making teamwork successful for them, and examples of forms that they can use to enable better functioning student teams.

David is both a lecturer in the School of Business at UNSW Canberra, and the Coordinator of Learning and Teaching (On-line) at ADFA. He manages the Flexible Learning Team within the Learning and Teaching Group at UNSW Canberra. David has previously been awarded a Vice Chancellor's Award for Teaching Excellence, in part for his work relating to student teams. For more information and to register, [click here](#)

Adaptive eLearning: Applications and learning impact in Medicine

16th Oct 2012, 1:00pm to 2:00pm, Goodsell LG29

Presenters: Associate Prof. Gary Velan, Dr Nalini Pather, Dr Patsie Polly and Ms Nancy Van Doorn, Faculty of Medicine Academic staff in Medicine have enthusiastically engaged with the [Adaptive eLearning Platform \(AeLP\)](#) to develop diverse applications, including: virtual microscopy adaptive tutorials (VMATs); adaptive tutorials in Anatomy; virtual laboratories; and virtual patient simulations. Examples of these applications will be presented, together with evidence of their impact on learning. Participants are encouraged to consider potential applications of adaptive eLearning in their own disciplines. For further information and to register, [click here](#)

Please note: No lunch will be provided at these events. Please bring along your own lunch if you wish. You must register to attend Connections seminars.

Questions or themes to suggest? Contact Natasha Moore: ltevents@unsw.edu.au, ext 58636.

Visit the [L&T website](#) for information on assessment, teaching portfolios, professional development.

UNSW Network of Work Integrated Learning Educators (WILEd)

The UNSW Network of WILEd, developed by Learning & Teaching @ UNSW and Careers & Employment. The network group will meet 4 times per semester. 2012 meeting dates remaining are: **Thurs 18 Oct** and **Thurs 22 Nov** 1pm – 12.30pm. October meeting will be located in the Law School Boardroom, 2nd Floor, Law Building

For further information or to RSVP for meetings, [click here](#)

For further information about WILEd, [click here](#)

Upcoming Learning & Teaching Events / Groups

The **Foundations of University Learning and Teaching (FULT) program for UNSW teaching staff**

An introduction to a range of topics and issues in learning and teaching that impact on the teaching roles of academic staff at UNSW. The program is free for all UNSW staff with a current teaching role. Registrations as follows:

- **FULT 4:** 15-16 and 19-21 November, 2012 (*Expressions of interest being taken now*)

Dates for 2013 (*Expressions of interest being taken now*)

- **FULT 1:** 18-22 February, 2013
- **FULT 2:** 24-28 June, 2013
- **FULT 3:** Fridays, 2, 9, 16, 23, 30 August, 2013
- **FULT 4:** 14-15 and 18-20 November, 2013

[Click here](#) for further information and link to register or contact FULT@unsw.edu.au.

Graduate Certificate in University Learning & Teaching (GCULT)

Designed to assist those who are new to teaching as well as more experienced academics to develop a scholarly approach to teaching. It is an accredited program available to teaching staff at UNSW free of charge. It is coordinated by the Learning & Teaching Unit and offered through the School of Education, Faculty of Arts and Social Sciences. [Click here](#) for more information or contact Debbie Owen (d.owen@unsw.edu.au).

Master of Philosophy in Higher Education

A research degree designed to develop research capability in the field of higher education. The program combines a thesis with coursework component and maximises opportunities to disseminate research by the option of thesis by publication. It is coordinated by the Learning & Teaching Unit and offered through the School of Education, Faculty of Arts and Social Sciences. For further information, [click here](#) or contact the program coordinator Jacqui McManus (j.mcmanus@unsw.edu.au) or program administrator Debbie Owen (d.owen@unsw.edu.au).

UNSW Library

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 (Mon-Wed).

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

Emma McLean -T: 9385 3674 Email: emma.mclean@unsw.edu.au

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

Jonathon Valentine -T: 9385 1039 Email: j.valentine@unsw.edu.au

Covering: Medical Research Centres & Institutes

SPOTLIGHT on Learning & teaching research

Stanford Medical School advocates 'stickier' lessons

"Professors propose 'lecture-less' medical school classes". This report by Tracie White for Stanford School of Medicine gives the background to the article below. Short, 'stickier', packaged online lectures are advocated as a step towards spending more time in interactive lessons: [click here for the report](#).

To see a 24 minute Podcast by Dr Charles Prober, MD, Senior Associate Dean for Medical Education, [click here](#).

To access the cited article: [Prober, CG and Heath, C. \(2012\). "Lecture Halls without Lectures — A Proposal for Medical Education". *N Engl J Med*, 366, 1657-1659.](#)

Winter Conference Reports

ANZAHPE, Rotorua, June 27-29, 2012. Reported by Prof Rakesh Kumar, SOMS.

This year's conference focused on the conference theme of "Professionalism under Pressure"

Plenary Sessions focused on the conference theme and the following are worth viewing: Lynley Anderson (Bioethics, Otago); Ron Paterson (NZ Health & Disability Commissioner 2000-2010, now Health Law, Auckland); Mary Chiarella (formerly Chief Nursing Officer, NSW Health, now Nursing, USyd, also HWA Board). [Click here](#) to access the PPT slides.

Parallel Sessions were grouped into themes, notably: professionalism; assessment; interprofessional learning; biomedical science as well as some non-themed presentations on technology in learning, and an afternoon of intra-conference workshops. **Some interesting sessions:**

- **Feedback to medical students (by a UNE student in the JMP).** Feedback must be provided promptly to be valued and small group learning is an underutilised opportunity to provide feedback. This situation could be improved by tutor training.
- **How changes to (undergraduate) medical curricula are hampering postgraduate training (by a pathologist from Otago).** The importance of medical sciences is realised by doctors when they begin postgraduate (College) training. Knowledge which was assumed in previous generations of graduates now has to be specifically taught.
- **Simulation for interprofessional education (Medicine+Pharmacy students, by the leader of the immersive simulation program at Griffith).** Extended earlier findings of persistent positive impact on medical students' prescribing skills. Now used phenomenological analysis of reflective journals to demonstrate impact on learning in the affective domain.
- **Improving scoring of MCQs (a safety-oriented scoring algorithm, by educators from Otago).** Useful concepts. See table from the authors' article in the ANZAHPE journal [Focus on Health Professional Education: A Multi-disciplinary Journal](#), [click here](#) to link to the article.

NAIRTL Threshold Concepts – From personal practice to communities of practice. Report by Dr Rachel Thompson, MESO.

[4th Biennial Threshold Concepts Conference & 6th NAIRTL Annual Conference](#) June 28-29th 2012 at Trinity College, Dublin, Eire.

This was an exciting conference with over 280 delegates attending, from 16+ countries, 4 continents and 112 institutes. The majority of delegates were local - Eire and Northern Ireland, and from across the Irish Sea in England and Scotland, but delegates flew in from Scandinavia, and North America and South Africa, with a dozen or more representatives from Australia and New Zealand. As I have found at the previous TC conferences, the networking opportunities are excellent.

Keynote Speakers were excellent. Especially worth viewing are the [full recorded presentations](#) of: **Professor Patrick Carmichael**, Professor of Education at the University of Stirling, Scotland; **Professor Glynis Cousin**, Director of the Institute of Learning Enhancement in the University of Wolverhampton, England; and **Professor Ray Land**, Professor of Higher Education & Director of the Centre for Learning, Teaching & Research at Durham University, England.

An interesting session: Building Capacity for Transformative Learning: Embedding Integrative Learning into Threshold Concept Pedagogical Design. *Daniel Blackshields, James Cronin, Deirdre Bennett, Bettie Higgs, Marian McCarthy, Shane Kilcommins and Tony Ryan, University College Cork; Walter O'Leary, Waterford Institute of Technology.* This session was a very inspiring talk about how integrative learning can assist students to cope with both disciplinary and inter-/ trans-disciplinary thinking and communication – which then can translate into transformational learning. The two key speakers talked separately on: 1) book history - teaching first years how to view evidence in order to see the obvious but also the concealed knowledge, and 2) visual learning in clinical teaching - how clinical students are taught *visual thinking* in their attachment to Neonatal Intensive Care Unit at Cork Maternity Hospital: students are asked to be consciously 'hyperspective' in order to see beyond the obvious and take note of their own impressions, observing the colours, noise and smells of the unit, the people present etc. Dr Ryan advocates that this gives the students a different and more 'human' perspective of this often quite daunting experience.

Also worthy of a look, if you are interested in learning more about the basics of threshold concepts, is the **Preconference seminar, held in Oct 2011 (Dublin)**. [Click here](#) for access to the recording of these October 2011 seminar presentations – there is some very interesting content here (e.g. Ray Land discussing TC with the audience and answering questions right at the end of the recording).

Food for thought? - Article of the month

McCull, G. J., Bilszta, J. & Harrap, S. (2012) **The requirement for bioscience knowledge in medical education** *Med J Aust* 2012; 196 (6): 409. doi: 10.5694/mja11.10474. For access from the UNSW network SFX, [click here](#)

Abstract

- "The recent 100-year anniversary of the Flexner review and the release of the Australian Medical Education Study have stimulated vigorous debate about the role of bioscience knowledge in medical education.
- Two critical questions define debate in this area: does bioscience learning assist in educating medical students to become competent doctors, and, if so, what are the most effective teaching and learning methods to facilitate this outcome?
- There is tacit acceptance that specific bioscience knowledge is critical for the development of clinical expertise; however, there are few empirical data to support this notion.
- Two differing theories have been proposed to describe the role of bioscience learning in the development of clinical reasoning skills — the "two-worlds" model and the "encapsulation" model. A series of studies provides support for the encapsulation model.
- Some medical programs are now integrating bioscience teaching into the clinical years of the course. Evidence of the effectiveness of this on outcomes, such as improved clinical reasoning, is inconclusive."

"Catastrophic neglect of the basic sciences in medicine" [The Lancet, Volume 379, Issue 9823, 1273, 7 April 2012](#)

A short editorial, well worth a read and a discussion! Extract: "Talk with scientists who work in research-intensive schools of medicine and you hear a resonant message. The basic medical sciences are not only being neglected, they are being systematically eroded. This marginalisation will have damaging effects on clinical care over the next two decades. The foundations of fundamental knowledge about health will be fractured. The platform for applied research will have atrophied. Patient care will be harmed by the prevailing short-sighted and expedient approach to discovery science."

Recommended L&T Resources:**E-learning and Digital Cultures**

For a recommended free online course that is related to higher education take a look at "E-learning and Digital Cultures". This was developed and is taught by the team at University of Edinburgh who offer the very interesting Master of Science in E-learning programme: <https://www.coursera.org/course/edc>
 More about the original course here: <http://online.education.ed.ac.uk/content/edua11149-e-learning-and-digital-cultures/>
 The course convenor leading on the free course is a tutor in the masters course.

For your diary 2012

Date	Time	Topic	Location
Tuesday 11 September		Apologies – this has been cancelled	
Tuesday 9 October	12:00 – 1:00pm	Faculty round-up – presentation of current research topics and innovations in L&T	SGR 9, Level 1, Mathews Building
Tuesday 13 November	12:00 – 1:00pm	Edna Koritschoner on new innovations in teaching clinical communication skills: <i>reporting back from the EACH Conference, St Andrews, Scotland</i>	SGR 1, Room 305 Samuels Building
Wednesday 5 th December	9:00am – 2:00pm	Faculty of Medicine Annual Learning and Teaching Forum	SGR 6-8, Level 1 Mathews Building

Resources from MedEd meetings available at:

[http://www.med.unsw.edu.au/medweb.nsf/page/MedEd Seminars](http://www.med.unsw.edu.au/medweb.nsf/page/MedEd%20Seminars)

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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 website 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, you need to join UNSW blogs: <http://blogs.unsw.edu.au/wp-signup.php>, after registering, send Rachel your username (not the password!)

Your newsletter

Please contribute— write a brief (<100 word) book review; send in info on new L&T research that you come across. 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? — write about 100 words for "Teaching tip of the Month".

Anything else would you like to see in the newsletter? Send ASAP to rachelt@unsw.edu.au

To subscribe to the MedEd email group:

Please email me directly (rachelt@unsw.edu.au) as we are undergoing a change to our mailing server. I will add you manually to the mailing list.

Quote of the month

"We should spend less time at universities filling our students' minds with content by lecturing at them, and more time igniting their creativity ... by actually talking with them." — Daphne Koller

Daphne Koller: What we're learning from online education TED