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The IUPS and ADInstruments Teaching Workshop

Tune up your Teaching: Trends, Tips and Tasters

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ADINSTRUMENTS
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HEA-accredited learning and teaching module for anatomy demonstrators

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At the University of Birmingham, anatomy demonstrators facilitate undergraduate anatomy learning (> 250h contact) for one year. To support their career development an HEA-accredited teaching and learning programme was developed, tailored specifically to the demonstrators. The programme included: exploring learning styles and theories; learning in groups; assessment and feedback. Workshops allowed demonstrators to showcase their understanding of a key pedagogic concept, present and receive feedback on an aspect of their teaching. The module was assessed by a 4000-word reflective commentary providing evidence of supporting undergraduate learners. This programme could be tailored to other specialities to support facilitators' professional development.

Acknowledgment: Centre for Learning and Academic Development, University of Birmingham

1.6

Organising the teaching of integrated physiology and the basic sciences throughout the MD program at the Northern Ontario School of Medicine

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The Northern Ontario School of Medicine (NOSM) was founded on a mandate for community engagement and social accountability and hence there are significant challenges for basic science teaching in this distributed model. To accomplish these goals NOSM has adopted a longitudinal integrated approach based on Themes that run the entire length of the 4-year program. Physiology and the basic sciences are addressed in Foundations of Medicine (Theme 4) and this approach also integrates basic sciences with the other themes (social and clinical sciences). As a result, physiology and basic science education for NOSM learners is integrated within the Theme, integrated with other Themes, and integrated longitudinally throughout the 4-year program. This ensures that learning basic sciences is fully integrated with the developing knowledge and practice of our medical trainees. We propose this innovative and well-tested model for similar medical education programs or to inform curriculum reforms.

1.7

Problem based learning as a link between core science and clinical cases for better education

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At the Faculty of Medicine, University of Airlangga, physiology is a core science taught in the early years of study. Later in the clinic, most students have forgotten these physiological principles. Many clinical cases require an understanding of pathophysiological processes to determine a rational diagnosis and treatment. With PBL (Problem Based Learning), the students receive an early exposure to clinical cases associated with physiology. We designed the cases as group discussions led by a facilitator. Students identify learning issues and are asked to find additional information from a variety of sources such as textbooks, journals or the internet.

1.8

Easing the transition: preparing second level students for university life

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A new student is most likely to withdraw from their course during the first semester (Dodgson and Bolam, 2002) citing unrealistic expectations as the main contributing factor, alongside connected issues such as the level of the course, the workload and organisation of the course (May and Bousted, 2004).

We organised a Transition Day for prospective Biomedical and Biological Science students to emphasise the adjustments required to successfully bridge the gap between school and university. During this event students experienced actual first year laboratory classes, a mini-lecture, spoke to current Biomedical and Biological Science students and discussed as a group what they felt would be the greatest challenges facing them as they embarked on their university experience.

At the end of the day a minute paper was distributed to students to assess the impact of the Transition Day; a subsequent questionnaire was given to all students who attended the event and entered into first year Biomedical Science.