

STUDENT HANDBOOK

FOR

MHE 5000

LEARNING & TEACHING –

STUDENT & PROFESSIONAL

INTERCALATED BSC

2013-14

ST GEORGE'S MEDICAL SCHOOL
UNIVERSITY OF LONDON

MHE 5000
LEARNING & TEACHING – STUDENT & PROFESSIONAL

Overview	3
Areas to be covered	3
Module Goals	3
Contact Information.....	4
Sessions, Dates, & Rooms	4
Student Assessment.....	4
Assignment Descriptions	5
Topic Proposals (500-1000 words)	5
Micro-teaching.....	5
Final Paper (2,500 – 3,000 words)	5
Final Presentation	6
MHE 5000 in Moodle	6
Session Descriptions	7
Introduction to Medical Education & Research	7
General Teaching Methods: Lecture & small groups	8
Learning and Teaching in a Professional Setting	8
Principles of Assessment.....	9
Experiential Learning	9
Curriculum Design.....	9
Giving Feedback	10
Micro-Teaching	10
Teaching and Learning Clinical Skills.....	11
E-Learning	11
Planning and Presentation Skills.....	12
Presentation of a Course in Medical Education.....	13

Overview

The general aim of this unit is to combine education theory with practice to enable students to develop teaching skills. More specifically, students will enhance their own learning processes and to see the role of teaching and learning in personal and professional development. Students will also be encouraged to investigate current literature on evidence-based effective teaching and learning and to use this research in their discussions and assessments.

The approach will be to practice what we teach and every session of the module will involve some kind of experiential, practical form of learning. The assessments for the module will also follow this philosophy, with two in-course assessments enabling students to demonstrate their skills and understanding. Students will be asked to prepare a short teaching session and will be assessed on its delivery. They will also be asked to write a detailed term paper reflecting on how sessions in the module relate to a teaching activity of their choosing, underpinned by theory and forward-looking to their professional aspirations.

Areas to be covered

- Theories of learning
- Learning goals & learners' needs, including diversity issues
- Motivation to learn
- Learning outcomes and curriculum design
- Group size and teaching styles
- Learning resources including e-learning
- Presentation skills in teaching
- Teaching practical/clinical skills
- Planning teaching sessions
- Assessment and giving feedback
- Evaluation of teaching and acting on the results (reflective practice)
- Teaching and learning in a professional setting
- Education research and evidence-based teaching
- The role of teaching and learning in personal & professional development

Module Goals

- To enable students to enquire into and understand the principles and processes in teaching, learning and assessment.
- To equip students with skills needed for effective teaching.
- To encourage students to develop an approach to teaching and learning based on reflective practice and personal and professional development

Contact Information

The table below contains information about each session in MHE 5000. If you have questions about a session, you should contact the session leader(s). Additional information about each session leader is provided in each session description, later in this handbook.

If you are not able to contact a session leader or if you have a question not relating to a particular session, you should contact Dr Steven Malikowski. The best way to contact him is by email, which is "smalikow@sgul.ac.uk". His phone number is 8266 6164. His desk is in the SGUL library.

Sessions, Dates, & Rooms

Date	Topic	Room	Session Lead(s)
17 Sep	Introduction to Medical Education & Research	G2.2T	Steven Malikowski
24 Sep	General Teaching Methods: Lecture & small groups	G2.2T	Steven Malikowski
1 Oct	Learning & Teaching in a Professional Setting	G2.2T	Chris Fessey
8 Oct	Principles of Assessment	G2.2T	Paul Booton
15 Oct	Experiential Learning	G2.2T	Jo Brown
22 Oct	Curriculum Design	G2.2T	Elizabeth Miles
25 Oct	** Assignment Due: Topic Proposals	G2.2T	
29 Oct	Giving Feedback	G2.2T	Jim Bolton
5 Nov	Micro-Teaching	G2.2T	Steven Malikowski Chris Fessey
12 Nov	Teaching and Learning Clinical Skills E-Learning	G2.2T	Roshni Beeharry Steven Malikowski
19 Nov	Planning and Presentation Skills	G2.2T	Steven Malikowski Robert Nagaj
26 Nov	To be decided (One option is 'Review of teaching methods & research for your final paper')	G2.2T	Steven Malikowski
29 Nov	** Assignment Due: Final paper		
3 Dec	Presentation of a Course in Medical Education	G2.2T	Steven Malikowski Janette Myers Chris Fessey

Student Assessment

There will be a total of 100 marks in this module. The table below describes how these marks will be distributed. Information after this table contains details about each assignment.

Assignment	Marks Possible	Due Date
Topic Proposals	5	25 October
Micro-Teaching	5	1 November
Final Paper	60	29 November
Final Presentation	30	3 December

Assignment Descriptions

Assignments in this module are described below. **You should submit all assignments to the “drop-box” in Moodle.** Instructions for using the drop-box are provided in the Moodle website for MHE 5000.

Topic Proposals (500-1000 words)

The purpose of this paper is for you to briefly explain three topics you are considering for your final paper and presentation. Additional information about these final projects is provided below, but briefly, the final projects will have you design a course, which would last a few days or a few months. You are advised not to create a course that lasts more than one year. An important issue is that you are not going to teach this course. You are going to describe it, using ideas from MHE 5000. In this assignment, you will propose three topics for your final paper and final presentation.

Each of the three topics you describe needs to have a clear learning goal, which will be described in the learning theory session of MHE 5000. Your learning goals can be very specific or very broad. For example, a goal could be specific, such as "After completing this course, students will be able to take a complete patient history and describe why each part of the process is important." This specific goal could be reached in a course that lasts a few days.

The goal could also be very broad, such as "After completing this course, students will describe recent developments in the treatment of common forms of cancer." This broad goal could be reached in a course that lasts a year. Many options for learning goals can also come from your experience as a medical student. Nearly anything you have learned in this experience could be used for the three topics you will propose in this paper.

A detailed rubric will be provided during this module. A general rubric is below.

4.5 marks	Each of the three topics is worth 1.5 marks, for a total of 4.5 marks. Each topic must have a clear learning goal. Each topic must also be clearly and concisely described.
0.5 marks	The writing quality should be at a "university level" and the number of words is within the assigned range. The writing should be cohesive and read like a proposal. The writing style and references should follow the Harvard referencing format.

Micro-teaching

Micro-teaching is a brief presentation, as short as 5 minutes. Additional information about micro-teaching and about this assignment will be given before the session on micro-teaching.

Final Paper (2,500 – 3,000 words)

In this paper, you will describe a course using information from this module. It is important to realise that you are describing how the entire course will be taught, as if you are the manager or coordinator instead of a teacher. You can choose any goal in medical education for this

paper. Presumably, you will use one of the topics described in your Topic Proposals assignment. However, you are not limited to these exact topics, since you may have modified them during MHE 5000.

The content of the final paper will include a clear description of your learning goal for one course. This paper should also include a synthesis of how ideas from the sessions in MHE 5000 relate to your learning goal. MHE 5000 has 10 sessions for you to choose from, as you describe your course. You should describe which topics, or sessions, in MHE 5000 would be used in your course. You do not need to include every topic from MHE 5000, but if you include less than half of the topics, you should make a clear case for why you are strongly emphasising the topics that are included in your paper. When you include information about a session in MHE 5000, your paper should include an appropriate heading. For example, if you include information on assessment, you should include a heading called "Assessment."

An important issue to consider is how a broad or narrow goal will affect this paper. A specific learning goal may take a few days to teach, and a broad learning goal may take up to a year. If you describe a specific learning goal, you will likely include many details about each part of your course. However, if your learning goal is broad, you will include general information about each part of your course, such the purpose of the modules, discussions, or other learning activities in your course. A final issue to consider in your final paper is the suggested reading for each session, which is listed in the next part of this handbook.

A detailed rubric will be provided during this module. A general rubric is below.

3 marks	A clear learning goal is provided.
50 marks	Your course is clearly described using information from MHE 5000. When information from MHE 5000 is mentioned in the paper, it should be accurate, summarise reading you completed, and synthesise how educational issues relate to the design of your course.
7 marks	The writing quality is at a "university level" and the number of words is within the assigned range. The paper should be cohesive, with headings, clear transitions, and minimal grammatical errors. All referencing should apply the Harvard style.

Final Presentation

This presentation will summarise key points from your Final Paper. Additional information about this presentation will be provided, soon after you submit your Topic Proposals.

MHE 5000 in Moodle

Moodle will be used in MHE 5000 to provide PowerPoint files from lectures and share other documents from this module. You will also use Moodle to submit your papers, using a dropbox.

Session Descriptions

Each session in MHE 5000 is described below, with suggested readings.

Introduction to Medical Education & Research

Session Leader(s) & Contact Information

Steven Malikowski, smalikow@sgul.ac.uk, 8266 6164

Session Description

This session will introduce students to the module, medical education, established learning theories and specific teaching strategies based on these theories. Fundamentally, learning theories reflect empirical research into how people learn, which increases the effectiveness of teaching strategies based on these theories. All theories have strengths and weaknesses. Typically, the weaknesses of one theory can be resolved by using ideas from a different theory. The content of this session is split between lecture and tutorials. In the tutorials, students will work together to discuss, scrutinise, and create teaching strategies that are theoretically sound. After completing this session, students will be able to identify the theoretical implications of most teaching strategies, and identify which learning theories are appropriate for which type of learning goals.

Related Reading

Many of the articles listed below are available in the Moodle website for MHE 5000. Most of the books are in SGUL's library.

- ANDERSON, J. R. (2005) *Cognitive psychology and its implications*, New York, Worth Publishers.
- BADDELEY, A. D. (1999). *Essentials of human memory*. Hove, England, Psychology Press.
<http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=10203>.
- DRISCOLL, M. P. (2005) *Psychology of learning for instruction*, Boston, Pearson Allyn and Bacon.
- EYSENCK, M. W. (2006). *Fundamentals of cognition*. Hove [England], Psychology Press.
- MAYER, R. E. (2010). *the cross-cutting edge: Applying the science of learning to medical education*. *Medical Education*. 44, 543-549.
- MAYER, R. E. (2011). *Applying the science of learning*. Boston, MA, Pearson/Allyn & Bacon.
- ROHRER, D., & PASHLER, H. (2010). *Recent Research on Human Learning Challenges Conventional Instructional Strategies*. *Educational Researcher*. 39, 406-412.
- VAN MERRIËNBOER, J. J. G., & SWELLER, J. (2010). *cognitive load theory: Cognitive load theory in health professional education: design principles and strategies*. *Medical Education*. 44, 85-93.
- WINN, W. (2004) *Cognitive perspectives in psychology*. IN JONASSEN, D. H. (Ed.) *Handbook of research on educational communications and technology*. 2nd ed. Mahwah, N.J., Lawrence Erlbaum.

General Teaching Methods: Lecture & small groups

Session Leader(s) & Contact Information

Session Leader(s) & Contact Information

Steven Malikowski, smalikow@sgul.ac.uk, 8266 6164

Session Description

This session will show what is similar about very diverse teaching methods. One method is lecturing to a large group. The other is tutoring to a small group. In the part on lecture, students will work in groups to outline a lecture from start to finish. The part on small groups will address important issues to consider when tutoring small groups. The final part of this session will reflect on what is similar, different, easy and challenging with lecturing and small groups.

References

EXLEY K and DENNICK R. (2004) *Small Group Teaching: Tutorials, Seminars and Beyond*.
Routledge, Abingdon, Oxon UK.

JAUQUES D. (2003) ABC of learning and teaching in medicine: Teaching small groups. *BMJ*, 326:
492-494.

MCCRORIE, P. (2006) Teaching and leading small groups. Association for the Study of Medical
Education (ASME) Edinburgh

Learning and Teaching in a Professional Setting

Session Leader(s) & Contact Information

Chris Fessey, cfessey@sgul.ac.uk, 0208 725 2637

Session Description

This session will explore what it is to be a teacher in a clinical environment:

What are the teaching formats and contexts a health care practitioner encounters?

How does the teacher work with patients and students?

What teaching styles can the teacher use in clinical teaching ?

What are the responsibilities of a teacher in primary and secondary care?

What are the overlaps between teacher and clinician?

What is clinical and educational supervision?

The session will use presentations, pairs and group exercises, and discussions to address these, and other, questions.

Principles of Assessment

Session Leader(s) & Contact Information

Paul Booton, pbooton@sgul.ac.uk

Session Description

In this session, we will discuss the theoretical principles underlying good assessment practice. Topics covered will include how to design a useful assessment system, blueprinting, fundamental psychometric issues in testing, the balance between reliability and validity, and standard setting.

The session will consist of interactive lectures and group work. The students will work in groups to design blueprints, scrutinise test items and set passing standards for a sample test.

By the end of this session, students will gain an understanding of the principles of assessment, be able to identify and utilise appropriate blueprinting, testing formats of assessment and standard setting.

Experiential Learning

Session Leader(s) & Contact Information

Jo Brown, jbrown@sgul.ac.uk, 8725 0681

Session Description

In this session we shall briefly explore the five theoretical orientations that underpin experiential learning:

Constructivism

Situated Theory

Psychoanalytical theory

Critical Culture Theory

Complexity Theory

We shall then concentrate on roleplay as an experiential technique, particularly looking at the principles of safety, respect, honesty and being constructive. Students will have the opportunity to practically try out roleplay and give each other feedback.

Finally we shall analyse the roleplay through the five theoretical lenses we began the session with and end with a guided reflection on roleplay and how they might apply it in the teaching project they are constructing.

Curriculum Design

Session Leader(s) & Contact Information

Elizabeth Miles, emiles@sgul.ac.uk, 020 8725 4972

Session Description

This session addresses the following learning objectives:

The student will

- Explain the difference between a curriculum and a syllabus
- Outline the components which must be taken into account when designing a curriculum.
- Review the importance of learning objectives in curriculum design.
- Rehearse the practical application of curriculum design.

This session will consider curriculum design and the impact that it has on all other aspects of an educational programme. It will include a review of the key role played by learning objectives. There will be an exercise practising designing a curriculum for a component of a course.

This session will enable students to put into practice the key principles they have learnt in the previous sessions of the MHE500 course.

Giving Feedback

Session Leader(s) & Contact Information

Dr Jim Bolton, jim.bolton@swlstg-tr.nhs.uk, 020 8296 2682

Some of the most difficult conversations that teachers (and sometimes in our personal lives!) are to do with giving feedback. Most of the difficulties arise from the emotions aroused by giving and receiving feedback. This session will discuss giving verbal and written feedback, both negative and positive. Students will have the opportunity to discuss their own experiences of giving feedback and will be able to practice a format for delivering successful feedback in teaching.

Micro-Teaching

Session Leader(s) & Contact Information

Steven Malikowski, smalikow@sgul.ac.uk, 8266 6164

Chris Fessey, cfessey@sgul.ac.uk, 0208 725 2637

Session Description

Microteaching is essentially a scaled down teaching session, run for a specific purpose. In our case, we are asking you to prepare and deliver a microteaching session to some of your fellow students and an observing tutor so that you can receive constructive feedback on your performance. We will also help you with deciding how you might use the feedback to help to improve your teaching. The topic of your microteaching session will be decided early in the module, giving you time to plan and to develop the session as your knowledge and skills develop through the module. There is small summative assessment mark (maximum 5% of total module marks) awarded for the session, but the main benefit for you is the experience of planning and delivering the session and the feedback that you will receive.

Teaching and Learning Clinical Skills

Session Leader(s) & Contact Information

The session leader is still being decided.

Session Description

This workshop aims to explore how educational theory can inform teaching within medical education, with particular reference to clinical skills.

By the end of this interactive workshop, participants will:

- Gather appropriate information for planning clinical skills teaching.
- Identify the steps required to complete clinical skills teaching.
- Evaluate the information received individually and in a group discussion.

During the first part of this training course, the students will be taught the stages of learning how to perform clinical skills; in particular a four stage model will be offered as a way of teaching a clinical skill (1). This model helps teachers to understand how they can help learners in performing skills to a safe and competent level. (2)

They will also be taught how to give feedback following the Pendleton's rules (3).

In the remaining time of the training session, the students will be split into groups of three, and practise on each other the rules of teaching a skill and giving feedback.

References

- WALKER M, PEYTON JWR. (1998) Teaching in theatre. In: Peyton JWR, editor. Teaching and learning in medical practice. Rickmansworth, UK: Manticore Europe Limited, 171-180
- S. EDGAR AND I. LAMB. Teaching Clinical and Communication Skills and giving effective feedback. In: Medical Education: The State of the Art. R. Salerno-Kennedy and S. O'Flynn Editors. Nova Science Publisher NY 2009.
- PENDLETON D, SCOFIELD T, TATE P, HAVELOCK P. (1984) The consultation: an approach to learning and teaching. Oxford: Oxford University Press.

E-Learning

Session Leader(s) & Contact Information

Steven Malikowski, smalikow@sgul.ac.uk, 8266 6164

Session Description

The number of eLearning resources currently available continues to increase. This leads to many options for using eLearning, but it also requires educators to determine which eLearning tool is best for which job. This session will describe how to use eLearning resources in ways that are theoretically sound and practically helpful. This session will also describe the important role of eLearning for any educator, young or old. Real-world examples of eLearning will be shown, discussed, and analysed in terms of their strengths and weaknesses. A final element of this

session will be to consider research into eLearning and how this research can help students and teachers.

Reading List

Many of the articles listed below are available in the Moodle website for MHE 5000.

GILES, J. (2005). Internet encyclopaedias go head to head. *Nature*, 438(7070), 900-901.

MALIKOWSKI, S. R. (2008) Factors related to breadth of use in course management systems. *Internet & Higher Education*, 11, 81-86.

MALIKOWSKI, S. R. (2010) A Three Year Analysis of CMS Use in Resident University Courses. *Journal of Educational Technology Systems*, 39, 65-85.

RUSSELL, T. L. (2005). No Significant Difference Phenomenon. Retrieved September 16, 2010, from <http://www.nosignificantdifference.org/>

WIKIPEDIA. (2010, August 15). Instructional design. Retrieved September 16, 2010, from http://en.wikipedia.org/wiki/Instructional_design

In addition to the reading list above, Dr Malikowski has several books and articles he would be willing to loan any student.

Planning and Presentation Skills

Session Leader(s) & Contact Information

Steven Malikowski, smalikow@sgul.ac.uk, 8266 6164

Robert Nagaj, rnagaj@sgul.ac.uk, 8725 5187

Session Description of Planning a Teaching Session

This session will enable you to put into practice some of the ideas and material relating to promoting learning that you have encountered in earlier sessions. Planning an effective teaching session relies partly on the application of educational principles (is a lecture the most effective way to teach medical ethics?) and partly on being practical, and well organised. In this session, we will firstly consider what makes an effective teaching session, then identify the role that planning can play in that success. You will then have opportunities to develop your planning skills as we will look forward to your microteaching session and your teaching project in general.

Session Description of Presentation Skills

The aim of this session is to provide you with some basic tools for learning effective presentation skills. Most people consider speaking in public terrifying, and although such performances can be challenging indeed, with a bit of guidance, virtually anyone can overcome the fear and become an effective presenter. This session focuses primarily on the presenter, namely on YOU. It is the presenter who is at the heart of the presentation, not technology; therefore, you will not learn how to design perfect PowerPoint slides; what you will learn is much more valuable: speak with confidence whether you have access to technology or not! You will find that public speaking can be broken down into smaller, more manageable, skills,

such as eye contact, voice projection, posture or gestures. Even small alterations to each those technical components will result in a substantial improvement of your overall presentation. During the session you will familiarize yourself with most important factors which have significant impact on how you come across. Although this is not a comprehensive Presentation Skills training, it will provide you with some ideas on how to improve your skills and build up your confidence. You will then need to work on your own. Regularly!

Assessment (suggestions only)

- 1) Reflective writing discussing the following issues:
 - a) A concise summary of presentation style strengths and weaknesses identified during the session;
 - b) A clear and detailed explanation how exactly a student is going to improve the weaker areas;
 - c) A brief discussion what resources could be used as a guide to achieve aim b) and why;
 - d) Research the following topic: “Effective presentation style - powerful group management tool”, and write a paragraph of 300 – 500 words clearly stating your opinion and any arguments supporting it.
- 2) Portfolio – bad/good presenters,
- 3) Presentation at the end of the course
 - a) General assessment of presentation skills according to objective criteria (students will get the criteria during the session)
 - b) Evidence of improvement of the weaknesses identified in point 1) a)

Presentation of a Course in Medical Education

Session Leader(s) & Contact Information

Steven Malikowski, smalikow@sgul.ac.uk, 8266 6164

Session Description

This final session is part of the assessment for MHE500. Details about this presentation will be provided soon after students submit their Topic Proposals.