

# Certificate in Medical Teaching

2014-15

Student Handbook



**Welcome to the Certificate in Medical Teaching programme 2014 at the University of Health Sciences, Lahore.**

This programme is for teachers with little or no experience, working in medical and dental colleges in the Punjab. It aims to give you the basic knowledge, skills and competence for a successful start to your teaching career. It will also provide an appropriate foundation to further studies in medical education.

The programme will be taught in two blocks, of four days and three days. Between the teaching sessions you will be expected to carry out a series of activities and gather evidence of your teaching practice. The requirements are specified in this Handbook under **Assessment Requirements**. You must complete these requirements successfully in order to receive a Certificate in Medical Teaching from UHS. Please note that if you need confirmation of your attendance at the teaching days this may be provided separately but will not constitute a Certificate in Medical Teaching.

Initially the programme was started by Dr Ian Willis and Dr Janet Strivens from the University of Liverpool, UK, supported by colleagues from Pakistan. These Pakistani colleagues have now taken over as **facilitators** responsible for the delivery of the programme. A **mentor** will be appointed for each student who will be able to support you between contact sessions. You may contact the mentor if you have any queries or need to discuss anything, and the mentor will also contact you to check your progress. Your portfolio of evidence of your teaching practice will be assessed by your facilitators: however, Dr Willis and Dr Strivens will retain a quality assurance oversight of the programme.

You will find more information about Dr Willis at:

[http://www.liv.ac.uk/eddev/about\\_us/About\\_Ed\\_Dev\\_Staff/Ian\\_Willis.htm](http://www.liv.ac.uk/eddev/about_us/About_Ed_Dev_Staff/Ian_Willis.htm)

and about Dr Strivens at:

[http://www.liv.ac.uk/eddev/about\\_us/About\\_Ed\\_Dev\\_Staff/Janet\\_Strivens.htm](http://www.liv.ac.uk/eddev/about_us/About_Ed_Dev_Staff/Janet_Strivens.htm)

## **Certificate in Medical Teaching: Syllabus**

### ***Day One***

#### **How students learn**

Learning outcomes: At the end of this study period participants will be able to:

- Distinguish between different beliefs about how students learn
- Describe the main features of constructivist learning theory in relation to educational practices
- Explain the importance of the evidence base in medical teaching and learning

Topics:

- What is to be learned: differentiating knowledge, its application, skills and values
- Teachers' beliefs about learning and how these beliefs affect their practice
- The meaning of a constructivist theory of learning and its implications for practice
- The nature of the evidence base in education: indicators of learning/achievement

### ***Days Two and Three***

#### **Planning and delivering lectures to large groups**

Learning outcomes: By the end of this study period participants will be able to:

- Design a lecture with a clear structure
- Prepare and use presentation technology effectively
- Select appropriate content for the time available, level and stage of course
- Describe strategies for increasing student engagement in lectures

Topics:

- Features of good communication
- Opportunities and constraints of lecturing to large groups
- Active learning in large lectures
- Designing and using resources to support learning in lectures
- Using technology to enhance learning from lectures
- Practice: mini-lectures/feedback

[NB. Participants should come prepared to deliver a ten-minute lecture. This could be the first ten minutes of a lecture they are already required to deliver, or a self-contained topic prepared specifically for this exercise. Laptop/projector facilities will be available and you are encouraged, but not required, to make use of them. If you wish to produce an accompanying handout please make **5** copies.]

### ***Day Four***

#### **Learning in small groups**

Learning outcomes: by the end of this study period participants will be able to:

- Plan an effective tutor- or student-led discussion
- Describe a range of strategies for engaging disengaged students
- Plan and brief an effective team activity
- Use technology to enhance small group learning

Topics:

- Group dynamics
- Strategies to encourage participation in groupwork e.g. questioning/student preparation
- Practice: leading a group discussion
- Characteristics of effective teams
- Problem-based learning as a group method in medical education
- Technology for collaboration

**[There will be an interval of approximately three months between Days 1-4 and Days 5-7]**

### ***Days Five and Six***

#### **Assessment: Principles and Practice**

Learning outcomes: by the end of this study period participants will be able to:

- Explain and apply key concepts used in assessment
- Describe a range of assessment methods used in medical education
- Select appropriate assessment methods for different learning outcomes
- Explain the role of feedback in student learning
- Use technology to enhance assessment practices

Topics:

- Nature and purposes of assessment
- Making judgements and setting standards
- Assessment methods – MCQs/EMIs, Essays, SEQs, OSCE/OSPE, Long/short case, mini-CEX, portfolios etc.
- Matching assessment methods to LOs/ToSs
- Giving constructive feedback
- Assessment in the workplace
- Designing effective MCQ and EMI tests
- Designing an effective OSCE station
- Using technology to enhance assessment practices

### ***Day Seven***

#### **Evaluation and Innovation**

Learning outcomes: By the end of this study period participants will be able to:

- Select appropriate evaluation methods for short, medium and longterm feedback
- Use evaluation data as evidence for the effectiveness or otherwise of innovations in learning and teaching
- Discuss some major educational issues and trends in medical education at a national and international level

Topics:

- The role of evaluation in the educational design cycle
- Evaluation methods and sources of evaluation data
- Designing an educational intervention
- Current trends and issues in medical education

## Assessment Requirements

In order to achieve the Certificate in Medical Teaching of the University of Health Sciences, Lahore, students will need to gather a portfolio of evidence of their teaching practice and their reflections and plans in relation to this practice. The evidence will be based on specified activities to be carried out between the two blocks of teaching.

### **Activities:**

- Keep a journal of your teaching practice. This must have at least one entry a fortnight. The entry should comment on what teaching sessions have been carried out, how they were planned, what went well and what went less well, and how you might change what you did in a future session. You may keep the journal on paper but you are encouraged to keep your journal electronically.
- Interview three students from different groups about their experiences of learning and learning strategies they have developed. Questions for the interview will be suggested during the teaching days.
- Complete Teacher Beliefs Inventory. Find two colleagues willing also to complete it.
- Observe three lectures by different colleagues, guided by an observation proforma provided and discussed during the teaching days.
- Have one to two lectures observed by designated mentor, followed by a discussion/dialogue with that observer.
- Complete a self-assessment proforma provided and discussed in the teaching days for one or two group sessions.
- Design a set of MCQs for formative feedback, using technology if possible
- Take part in at least one other type of assessment activity eg giving essay feedback, assessing an OSCE station etc.
- List assessment methods currently used on course/programme on which most of your teaching takes place; analyse strengths and weaknesses; identify possible alternative methods
- Use at least two evaluation methods to gain feedback on your own teaching
- Research one topic which demonstrates innovative practice in medical education

***Assessment evidence for portfolio:***

1. At least eight journal entries (covering the whole period of the programme)

Part 1:

2. Notes from the student interviews plus a summary of main points
3. Copies of completed Teacher Beliefs Inventory plus aggregated results
4. Observation proformas for observed lectures (3)
5. Documentation for own observed lecture: slides/handouts, plan, observation proforma, reflective commentary following dialogue
6. Completed self-assessment proformas for small group sessions (2)

Part 2:

7. A set of MCQs/EMIs with formative feedback (approx. 10)
8. An OSCE station or rubrics for an alternative assessment method
9. A short critical evaluation of the assessment methods currently in use in your own practice
10. Documentation of evaluation methods used by you and within your institution and data gained, together with recommendations for changes /improvements drawn from these data
11. Brief report on one topic demonstrating innovative practice in medical education drawn from published literature

There will be opportunities to discuss and clarify these requirements during the teaching days with a designated mentor who will maintain contact with you between the contact sessions. You will be provided with a coversheet/'first page' for your portfolio which you should complete, indicating that all the required items are present. The portfolio may be submitted on paper or electronically. The deadline for submission of Part 1 of the portfolios will be ?????? 2014. The deadline for submission of the final portfolio will be ?????? 2014.

## **Appendices**

1. Portfolio cover sheet (to be completed before submission)
2. Questions for student interviews
3. Teaching Observation Form (to be used for observing your colleagues' lectures, and also by your mentor in observing you lecture.
4. Self-Assessment Form (to be used to reflect on your own lectures and small group teaching sessions)



**Certificate in Medical Teaching**  
**University of Health Sciences, Lahore**  
**Portfolio Coversheet**

**Candidates' Name** .....

| Item                                                 | Candidate's check | Assessor's comment |
|------------------------------------------------------|-------------------|--------------------|
| 1. Journal entries (at least <u>eight</u> )          |                   |                    |
| 2. Notes from student interviews (x3) and summary    |                   |                    |
| 3. Teacher Beliefs Inventory                         |                   |                    |
| 4. Observation proforma for lectures of others (x3)  |                   |                    |
| 5. Documentation /reflection for own lecture         |                   |                    |
| 6. Small group self-assessment (x2)                  |                   |                    |
| 7. MCQs/EMIs with feedback (x10)                     |                   |                    |
| 8. OSCE station or alternative work-based assessment |                   |                    |
| 9. Critical evaluation of assessment methods         |                   |                    |
| 10. Documentation of evaluation methods              |                   |                    |
| 11. Brief report on innovation                       |                   |                    |

|                                                                                   |
|-----------------------------------------------------------------------------------|
| <p><b>Overall grade:</b></p><br><br><p><b>Assessor</b> ..... <b>Date</b>.....</p> |
|-----------------------------------------------------------------------------------|

## Certificate in Medical Teaching

### Questions for student interviews

**Rationale:** The purpose of this task is for you to get an insight into how your students approach their learning. What strategies do they use? Are these likely to be effective? When they start a learning task do they think about whether they are supposed to remember, understand or apply knowledge?

**How to proceed:** The students must be volunteers, willing to talk to you. Give them an idea of how long it will take – no more than 10 minutes each or 15 if they are all together. Reassure them that what they say to you will be completely confidential and will have absolutely no effect on their grades or results. Explain that it is for your benefit, to get a better understanding of what students actually do when they are asked to learn something. Tell them that you will be making some notes about what they say and check that they are happy with this. **DO NOT** give them the questions in a written form or ask them to write anything down.

If the students are comfortable with you talking to them separately it will make it easier for you to take notes, but if they prefer to talk to you together, that is fine too. They may help each other to remember things. Your aim is to get them talking freely, not just answering your questions as briefly as possible.

When you ask a question, give them some time to think about their response. If their response is very short, try prompting gently with phrases like 'Could you explain that a little more?' and 'Can you tell me why you did that?' Try repeating back what they said, with a phrase like 'Tell me if I've got this right – what I think you're saying is....'.

Here are some useful questions to get started. **You can develop your own too.** However, remember that you will get more useful information if you ask the students about **specific tasks or a specific time** when they tried to learn something, rather than just allowing them to give general answers.

- Q. Think about some studying you have done this week.
- When did you do it?
  - Where did you do it? (Describe the surroundings. Did you choose to study here?)
  - Were you alone? If you were with a friend, did you talk while studying? About the work, or about other things? Did you have music on while you studied, or have any other distraction (email, Facebook etc.)?
  - How long did you study at one time? Is this typical for you?
  - Describe to me what you were trying to learn. How did you go about it? Is this what you usually do?
  - What resources did you use (eg a recommended textbook, another study guide, your lecture notes, handouts, the internet, a specific website, a journal article etc)
- Q. Think about a lecture you have attended this week.
- Did you take notes? What kind of notes? Have you looked at your notes again? What do you plan to do with them now?

- Q. What were your reasons for coming on this course? (why this course, why this college?)
- Q. (If you remember) did you have specific expectations about
- content
  - workload
  - contact with staff
- and have your expectations been fulfilled or not?
- Q. Thinking about your specific circumstances, do you see yourself as a 'typical' student on this course? Why or why not? How well was the course adapted to your specific circumstances? (explore here issues such as whether students lived at home with family, in lodging or in hostels, whether they felt well-prepared by their previous academic background, whether they had been previously educated within a different educational culture, whether they are comfortable learning in English. Students may spontaneously bring up disability issues but best not to ask this question otherwise).
- Q. Which parts of the MBBS/BDS course have you enjoyed most so far? Why?
- Q. (If at the end of the course) how well do you think the course has prepared you for your future career? (in relation to knowledge, in relation to skills, in terms of experiences and opportunities)

**Certificate in Medical Teaching**

**Teaching Observation Form**

|                                                                                           |                        |
|-------------------------------------------------------------------------------------------|------------------------|
| Department:                                                                               |                        |
| Year of study 1 2 3 P/G                                                                   |                        |
| Type of session: Lecture / Seminar / Workshop / Practical / Tutorial Other (please state) |                        |
| Length of session:                                                                        | Length of observation: |
| Class size:                                                                               |                        |

|                                                |
|------------------------------------------------|
| What are the learning outcomes of the session? |
|------------------------------------------------|

*Please use these questions to assist your observation. If any of the sections are not appropriate for the observation situation, please just leave them blank, or substitute another heading*

| Area of Practice                                                                                                                                          | Observer comments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p><b>Preparation:</b><br/>Was the session well organised?</p>                                                                                            |                   |
| <p><b>Content:</b><br/>Was the content pitched at an appropriate level? Too much info? Too little?<br/>Were students challenged to think and reflect?</p> |                   |

|                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Methods:</b><br/>         What teaching methods were used? Were they appropriate for the topic, and students?<br/>         Were students asked to complete required tasks?<br/>         Did students receive any feedback? Was any feedback constructive and helpful?</p>                                                                                  |  |
| <p><b>Pace:</b><br/>         Was the session well paced?<br/>         Was there room for questions , discussion</p>                                                                                                                                                                                                                                              |  |
| <p><b>Use of examples:</b><br/>         Did the use of examples enhance student understanding?<br/>         Were student examples asked for?<br/>         Were links made to previous learning?</p>                                                                                                                                                              |  |
| <p><b>Teaching environment:</b><br/>         How effective was the use of the teaching environment?<br/>         Were specialist equipment and teaching materials used successfully?<br/>         Were the needs of students with a disability (or other possible barriers to learning) taken into account?<br/>         Were any safety issues highlighted?</p> |  |

|                                                                                                                                                                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Resources:</b></p> <p>Were visual aids, artefacts, and information and / or communications technology used? Did these enhance or detract from the learning?</p>                                                                                                                       |  |
| <p><b>Overall:</b></p> <p>In what way was this a learning experience from which the students were able to understand, learn and apply new skills /knowledge?</p> <p>Was there particularly innovative or excellent practice?</p> <p>To what extent were the learning outcomes achieved?</p> |  |

## Certificate in Medical Teaching

### Self-assessment form for own lecture and small group sessions

Complete first two boxes **before** the session starts

College:

Department:

Year of study 1 2 3 4 5 P/G

Class size:

Type of session: Seminar / Workshop / Practical / Tutorial/Other (please state)

Length of session:

What do you intend to achieve in this session?

Have you written learning outcomes for the session? If so, write them below.

Do you intend to share the session learning outcomes with the students at the start of the session? YES/NO

If no, why not?

*Use these questions to assist your self-assessment. If any of the sections are not appropriate for the situation, just leave them blank, or substitute another heading*

| Area of Practice                                                                                                                                                                                                                                                                                                                                                                                          | Comments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p><b>Preparation:</b></p> <p>Is this the first time that you have done this session?</p> <p>How did you prepare for the session?</p> <p>Did you arrive on time? Did students arrive on time. If students were late, how was this handled?</p> <p>What learning activities did you use? Do you think now that they appropriate for the topic, and students?</p> <p>What were students expected to do?</p> |          |
| <p><b>Content:</b></p> <p>Was the topic and activities pitched at an appropriate level?</p> <p>Were students challenged to think and reflect? How?</p>                                                                                                                                                                                                                                                    |          |
| <p><b>Timing:</b></p> <p>Was the session well paced? Was there enough room for students' questions and discussion? Did you cover everything you intended to cover? How would you change the timing next time?</p>                                                                                                                                                                                         |          |



|                                                                                                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Feedback:</b></p> <p>Did students receive any feedback? From you or from each other? Was any feedback constructive and helpful? Could the session have incorporated more feedback?</p>                                                                                                                              |  |
| <p><b>Teaching environment:</b></p> <p>How appropriate was the teaching environment for the activities you intended? Was there anything you could do to improve this?</p> <p>Were specialist equipment and teaching materials used successfully?</p> <p>Were there any safety issues ? If so, were these highlighted?</p> |  |
| <p><b>Resources:</b></p> <p>Were visual aids, artefacts, and information and / or communications technology used? Did these enhance or detract from the learning?</p>                                                                                                                                                     |  |
| <p><b>Overall:</b></p> <p>Reflecting on your experience of this session, do you think that the students were actively learning? What went well? What went less well?</p>                                                                                                                                                  |  |

Was there any innovative practice which you were trying out? How well did it work? How could it have been done more effectively?

To what extent were your learning outcomes/intentions for the session achieved?  
Do you have any evidence for this?

Your name: \_\_\_\_\_

Date: \_\_\_\_\_