**Developing Learning and Teaching for Medical Educators**

**Aims:**

* Support medical educators in developing as teachers and clinical and educational supervisors and enable them to gain formal certification in teaching

**Intended Learning Outcomes:**

Participants will be able to:

* Apply theory and evidence-based principles of medical education to the design, performance and evaluation of their educational activities and roles;
* Clarify for themselves and with learners their respective roles within undergraduate and postgraduate teaching and training settings (e.g clinical teacher, tutor, clinical supervisor and educational supervisor) and undertake contracting/expectation setting with learners;
* Undertake an educational needs assessment or appraisal and construct a Personal Development and Improvement Plan and/or specific teaching session plan that takes into consideration the curricular and specific goals and learning objectives of the learner, including those in need of support;
* Identify key features of clinical teaching/training/educational supervision activities connecting educational theory (e.g. self-directed learning, cognitive apprentice model of training) with practice (e.g. bedside teaching; small group teaching; clinical and educational supervision activities);
* Appreciate the features of effective feedback as part of formative assessment, strategies for overcoming typical problems with feedback and for the construction of effective action or performance improvement plans;
* Choose an appropriate way to evaluate their own performance across teaching and/or clinical and educational supervision activities;
* Plan the activities that will underpin a portfolio toward a teaching qualification.

**Core Programme**: (Meets TV HEE ES course requirements)

9.30 Introductions

9.45 Evidence-based principles of learning

10.45 *Break*

11.00 First Meeting with Learner

Setting expectations (“contracting”) and defining roles and standards

Educational appraisal and learner-centred PDP design

12.15 *Lunch*

**Core Programme** **cont.**

12.45 Designing a Clinical Teaching Session (incl., PIP)

2.30 *Break*

2.45 Giving good feedback (“formative assessment for action planning”)

3.30 Evaluating your performance as a medical educator

3.45 Putting it all together toward a university level teaching credential: writing a portfolio

4.15 Round up and next steps

4.30 Adjourn

**B Pursuing a Teaching Qualification[[1]](#footnote-1)**

**Follow-up Activities:**

* Peer observation and feedback
* Collect, analyse and put into use “speedy feedback” from students
* Read selected articles from the recommended readings below and further readings in the Developing Learning and Teaching (DLT) handbook
* Write a DLT portfolio toward gaining a formal qualification in teaching in higher education. Bring an outline for feedback to the follow-up ***Portfolio Workshop***

**Portfolio Workshop Outline\*:**

10.00 – 12.00 am

10.00 Lessons learned from practice - peer observations, student and trainee feedback (small groups)

11.00 Feedback on portfolio outline or draft sections along AOME requirements (bring 3 copies)

11.30 Review sample portfolios and question & answers on portfolios

12.00 Adjourn

\*Evening meeting can be considered for increased accessibility

**Pre Course Reading:**

Cantillon, P. & J. Sargeant. Teaching Rounds: Giving feedback in clinical settings. *BMJ* 2008;337:a1961.

**Access online via**: **doi:10.1136/bmj.a1961**

Spencer, J. ABC of learning and teaching in medicine: Learning and teaching in the clinical environment*, BMJ* 2003;326;591-594.

**Access online via:** **doi:10.1136/bmj.326.7389.591**.

**Cognitive Apprenticeship Model**

**Overview**

*Principles of Learning Cognitive Apprenticeship, Brown Collins & Duguid (1989)*

https://principlesoflearning.wordpress.com/dissertation/chapter-3-literature-review-2/the-social-perspective/cognitive-apprenticeship-brown-collins-and-duguid-1989/

***In undergraduate setting***

Stalmeijer RE, Dolmans, D.H. J. M., Wolfhagen, I. H. A. P., Scherp, A. J. J. A. (2009) Cognitive apprenticeship in clinical practice: can it stimulate learning in the opinion of students? Adv in Health Sci Educ (2009) 14:535–546;

**Access online via**: **DOI 10.1007/s10459-008-9136-0**

***In postgraduate setting***

Shaddel F, Ghazirad M, O’Leary D, Quinlan KM, et al. (2016). Cognitive Apprenticeship in Clinical Practice; Can it be extended to Postgraduate Psychiatry Training Programmes? M J Psy 1(1):005.

http://www.mathewsopenaccess.com/PDF/Psychiatry/M\_J\_Psyc\_1\_1\_005.pdf

***for Educational Supervisors***

HETV “pretenders or bluffers’ guide” on theories of learning for Educational Supervisors. J Siddall, 2014 – see ‘virtual bookshelf’:

1. This programme has been accredited by the Academy of Medical Educators (AoME). Those who complete these activities and have their portfolio successfully assessed against the assessment criteria of the accredited programme are eligible to become Members of the AoME. The programme has is accredited by the Staff and Educational Development Association (SEDA) against their Supporting Learning Award, leading to a nationally recognised teaching qualification in higher education. [↑](#footnote-ref-1)