

Subject Outline: Elective A – Teaching and Learning in a Medical Context



Course: Master of Dermatology (Coursework)

Subject: Elective A: Teaching and Learning in a Medical Context

Credit Points: 4

Year/Semester Delivered: 2/4

Subject Outline:

This subject explores the nature of teaching and learning in the medical context. It covers areas including the theoretical background to teaching, designing teaching sessions and situations, delivery of teaching and measurement of success. Emphasis is placed on contextualizing these areas within the specific issues and circumstances of medical educational practice.

The subject is divided into 5 main topic areas, each supported by an online tutorial:

- (1) The doctor as an educator
 - Introduction to educational theory
 - Teacher competencies
 - The clinical teacher
- (2) Thinking about Adult learners and learning
 - Pedagogy vs andragogy
 - Principles of Adult learning
 - Barriers to adult learners
- (3) Thinking about Learning styles
 - Key issues
 - Impact of teaching styles on learning
 - The student approach to learning
 - Adapting to diverse learning styles
- (4) Lesson Design, delivery and teaching strategies. Includes topics such as:
 - Planning teaching and learning sessions
 - Delivery approaches
 - Basics of teaching strategies
 - Creating inclusive adult learning environments

- (5) Choosing a teaching Model
 - Top down vs Social vs Bottom up models
 - Personalised (tutorial/one-on-one/ small group/ bedside, in clinic)
 - Lecture/Large group
 - Case-based
 - Collaborative
 - Cognitive apprenticeship
 - Problem-based
 - Fitting the model to the need
- (6) Being an effective teacher/facilitator
 - The roles of a good teacher
 - Principles of good teaching practice
 - Characteristics of a good teacher
- (7) Measuring outcomes (Assessment). Includes topics such as:
 - Assessment vs Evaluation
 - Criterion vs Competency based assessment
 - Assessment tools (including work-placed based)
 - Alignment with curriculum (learning outcomes and assessment)
- (6) Supporting learning through feedback. includes topics such as:
 - General guidelines for providing feedback
 - Types of feedback
 - Feedback models (IMPROVE model)
 - Identifying and overcoming barriers to providing effective feedback

The tutorials include a range of activities centred selected readings and research papers, examples/case studies and reflective exercises.

Additionally each tutorial has an exit exam

This subject is supported by an online module “Clinical Ethics”:

Learning Outcomes:

Each tutorial has its own set of specific learning outcomes. The broad outcomes listed below are aligned with these.

After completing this subject, students will:

1. have familiarised themselves with the basic concepts of teaching practice set out in the series "Teaching on the Run"
2. be able to assess the range of learning styles in groups they are teaching
3. be able to select and/or adjust their teaching style to accommodate different learning styles
4. have developed an awareness of their own preferred learning style
5. be able to demonstrate they have developed an understanding of the way adults learn
6. apply appropriate teaching models in different situations to improve the effectiveness of their teaching.
7. recognise and able to integrate different models of teaching in their teaching
8. be able to develop effective lesson plans for teaching adults
9. be able to demonstrate understanding of assessment approaches especially work-place based methods
10. be able to devise an appropriate assessment tool for developed lesson plans
11. be able to select an appropriate work-placed based assessment tool
12. apply an appropriate feedback process in a case based scenario.

Student Workload:

The following extract for the ACD Academic Awards Framework Policy should be used as a guide to the minimum time a student should spend working on this subject.

“A 4 credit point subject will have a minimum of 48 hours teaching time associated with it ...” per semester.

“1CP will equate to a minimum of 2.5 hours personal study time per week for the student. Over a semester (20 weeks) this equates to 200 hours of personal study time for a 4 CP subject”.

Teaching:

- Weekly F2F clinical teaching/practice sessions
- Weekly Virtual classroom sessions (Includes contribution to online discussion)
- Student self-paced online study.

Assessment:

- Written assignments based on teaching sessions, discussions, role-plays and readings embedded within the online tutorials
- WpBA (Selected).
- Virtual classroom contributions

Assessment task	Weight	Subject Learning outcomes assessed	Curriculum Learning Outcomes	Due date
Written Assignment 1: Medical teaching and learning styles	15%	1 - 6	LO 25	TBA
Written Assignment 2: Design a learning plan and a delivery strategy	15%	2 - 8	LO 25	TBA
Written Assignment 3: Design and evaluate an assessment tool	20%	9 - 10	LO 25	TBA
Written Assignment 4: Report on the outcome of a role play work-place based assessment	25%	11	LO 25	TBA
Written Assignment 5: Report on feedback role play	20%	12	LO 25	TBA
Discussion: Case and/or webinar Contribution	5%	All	LO 25	Assessed Weekly

Competency based:**WpBA***

Observation: Prepare and deliver a teaching session/Tutorial to a small group	C/NC	All	All	By arrangement
Observation: Prepare and deliver a 30 minute presentation	C/NC	All	All	By arrangement

Recommended Resources:

Each online tutorial:

- References appropriate research and journal articles. These should be accessed and reviewed in all cases.
- Contains contextualized inbuilt readings
- Contains inbuilt video resources which are available for download for private study.

Additionally, you are advised to access the series of worksheets:

Teaching on the run: 'Tips for doctors as teachers' Lake FR. Med J Aust 2004; 180:

Curriculum Mapping:

DOMAIN 4: Professional Qualities

Learning outcomes

LO 25: Participate in dermatological research, building own dermatological knowledge and skills as well as contributing to the dermatological knowledge base and understanding of patients, colleagues, carers and other health care professionals