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| **Title** | **Pedagogical Practice in medical Education** |
| **Code** | **MDM140** |
| **Level** | 7 |
| **Credit rating** | 20 credits |
| **Pre-requisites** | Health professionals involved in teaching medical students & doctors, as well as other health professionals |
| **Type of module** | Extensive |
| **Aims** | The module aims to ensure the teacher is also a learner by enabling the participants to:* facilitate learning in both academic and practice settings;
* develop and enhance their teaching skills in medical education.
* gain an awareness and familiarity in enhanced technology in medical and health education
* facilitate medical education bridging the boundaries between undergraduate and postgraduate provision, primary and secondary care, and other groups of health professionals;
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| **Learning outcomes/objectives** | By the end of the module the participants should have:* Critically reflected on their facilitative and other teaching styles and be able to analyse their professional interaction in one-to-one, small and large group contexts.
* Demonstrated appropriate skills for facilitating learning and supporting an effective learning environment
* Become more critically aware of developments nationally and internationally in medical education, including technology enhanced learning
* Identified their own strengths and weaknesses as teachers, and have begun planning for further development as medical educators
* Developed the habit of documenting and reflecting upon their professional practice as an educator
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| **Content** | * Positive and negative experiences of learning and teaching
* Learning from current professional practice
* Applying educational theories to current practice
* Exploring current professional skills in the context of learning and teaching
* Developing and managing the learning and teaching environment
* Tools and techniques used in teaching
* Micro-teaching to peers
* Critical use and appraisal of feedback models
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| **Teaching and learning strategies** | Experiential learning utilising reflection, videos, simulation and structured exercisesReflection on teachingSmall group discussions / impact groupsLecturesOne to one teachingOnline learning activities |

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| **Learning support** | A list of core / recommended reading is available in the Module Handbook which can be found on StudentCentral  |
| **Assessment tasks** | A Portfolio of 5000 words (max) to include evidence of participants’ teaching assessments by self evaluation, reflection and peer observation. The portfolio may well reflect relevant professional accreditation frameworks, e.g. the Academy of Medical Educators or the Higher Education Academy. |
| **Brief description of module content and/or aims (maximum 80 words)** | The module will enable the participants to reflect upon their teaching and learning, and to explore and apply educational theories and new skills proactively in their current and future teaching and professional practice. An evidenced reflective portfolio based on a Personal Development Plan will support their progress in medical teaching. Inter-professional, peer and patient involvement in this teaching process will normally be evident. |
| **Area examination board to which module relates** | Division of Medical Education, BSMS – Area Examination Board |
| **Module team/authors/ coordinator** | Dr. Jim Price, Principal Lecturer in Medical Education, BSMS |
| **Semester offered, where appropriate** | Semester 2 |
| **Site where delivered** | Falmer |
| **Date of first approval** | 2002 |
| **Date of last revision** | April 2013 |
| **Date of approval of this version** | June 2015 |
| **Version number** | 5 |
| **Replacement for previous module** | n/a |
| **Field for which module is acceptable and status in that field** | Medical and Health Education |
| **Course(s) for which module is acceptable and status in course** | Mandatory module for PG Certificate in Medical Education,  |
| **School home** | Division of Medical Education, BSMS |
| **External examiner**  | Dr Deborah Gill, Director of the Academic Centre of Medical Education, UCL |