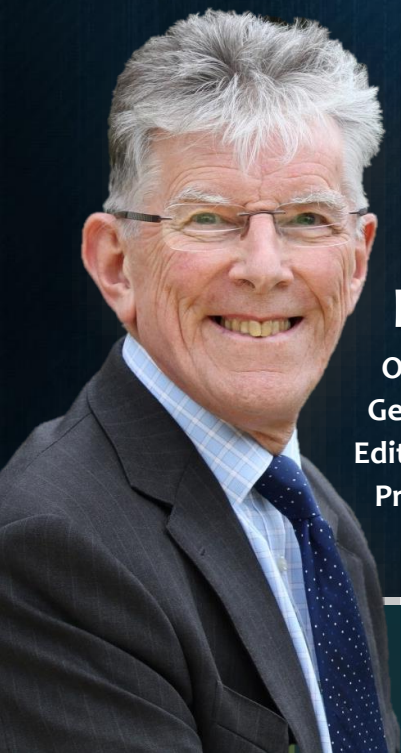


Spring Webinar Series

7 March 2019

The Changing Roles of the Basic Science Educator



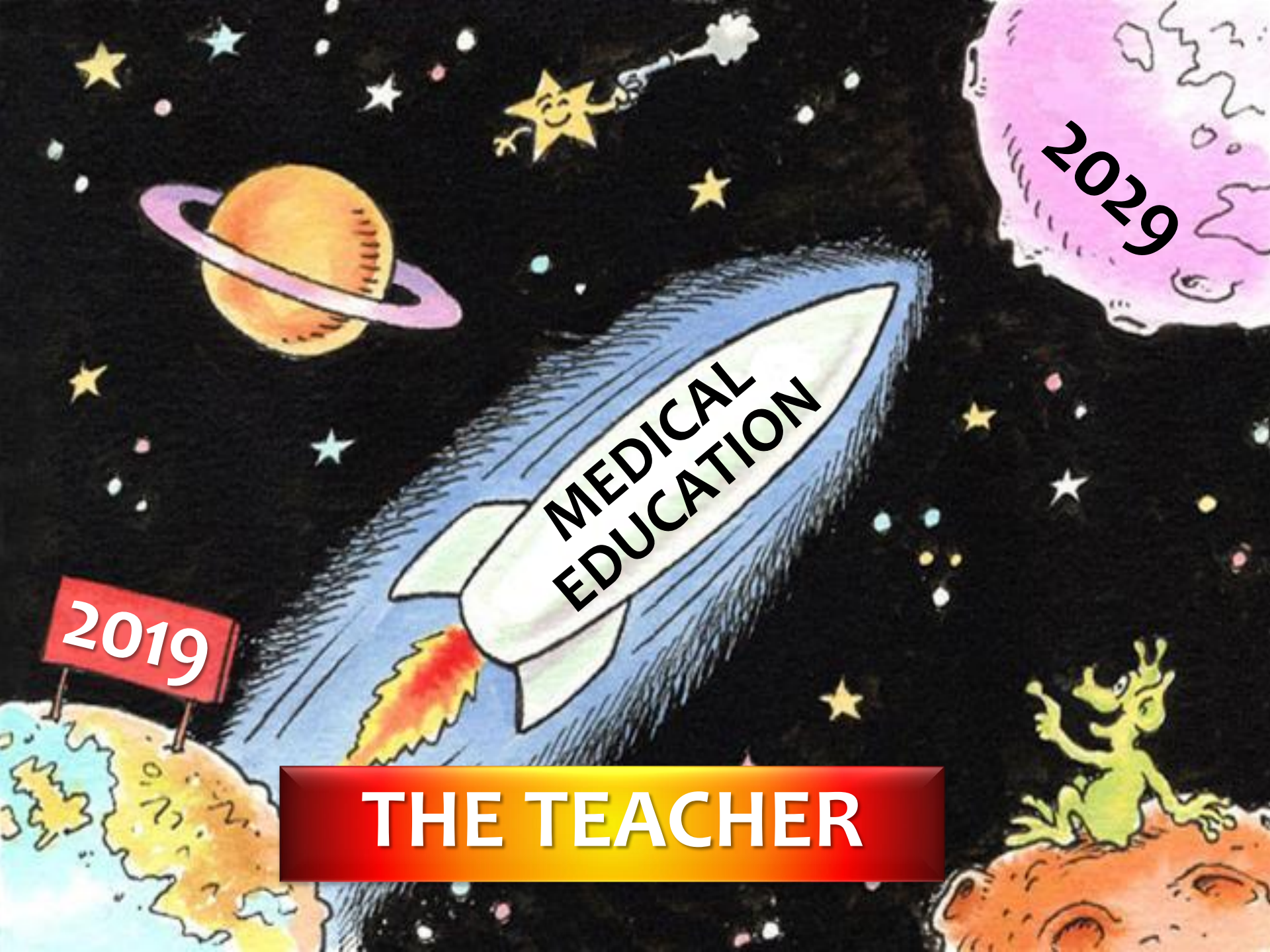
Ronald M Harden

OBE MD FRCP(Glas) FRCS(Ed) FRCPC

General Secretary, AMEE

Editor of Medical Teacher

Professor of Medical Education,
University of Dundee, United Kingdom



**MEDICAL
EDUCATION**

2029

2019

THE TEACHER

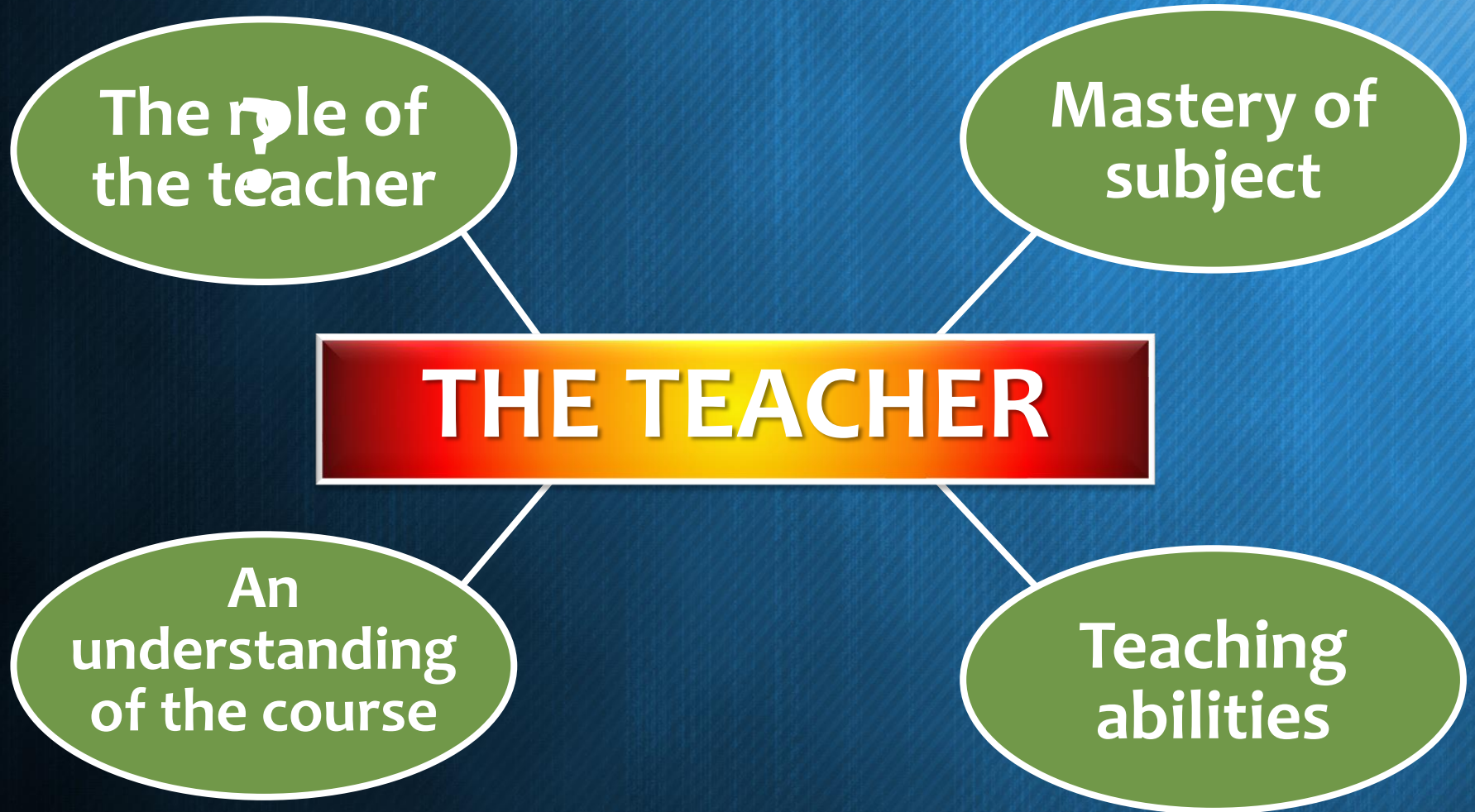


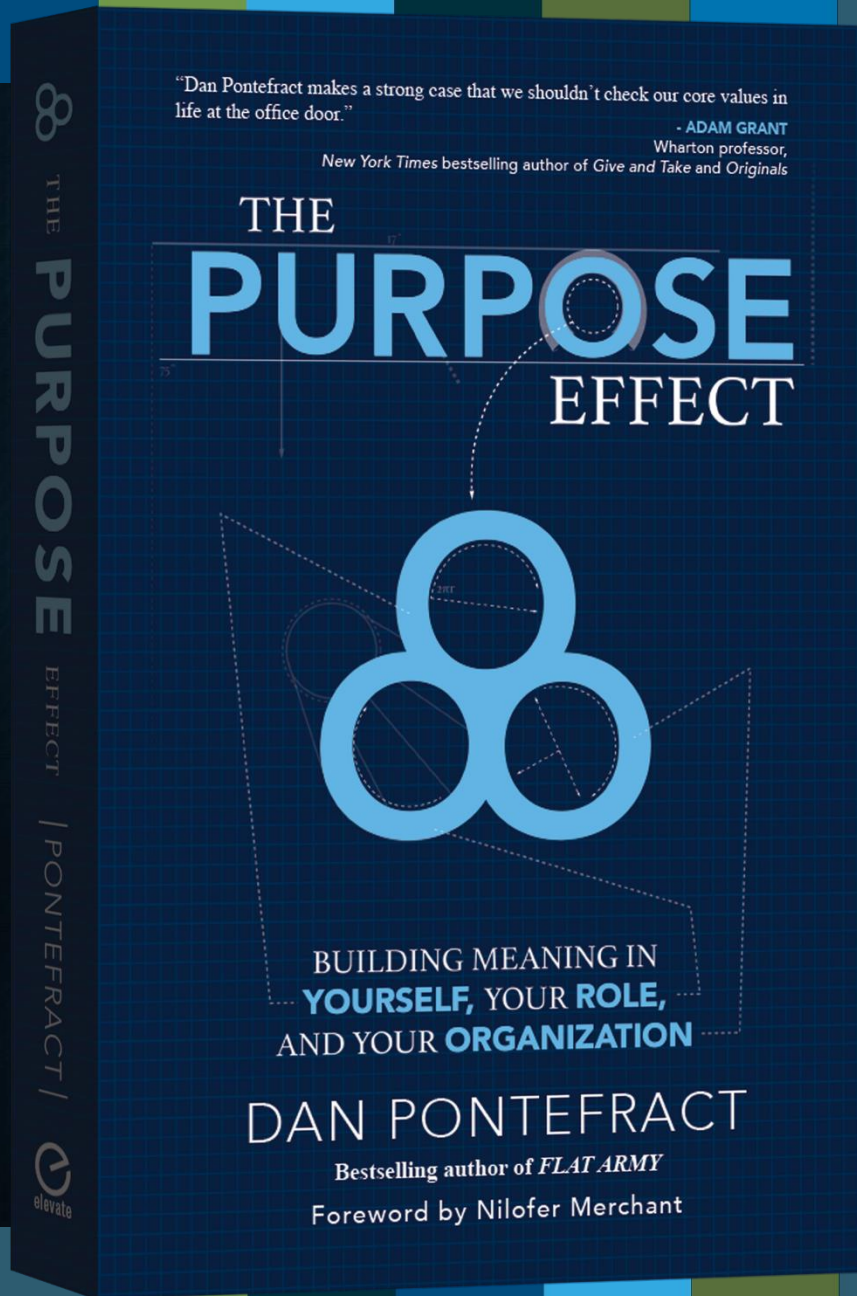
I touch the future, I teach

Christa McAuliffe



What is expected of the teacher?





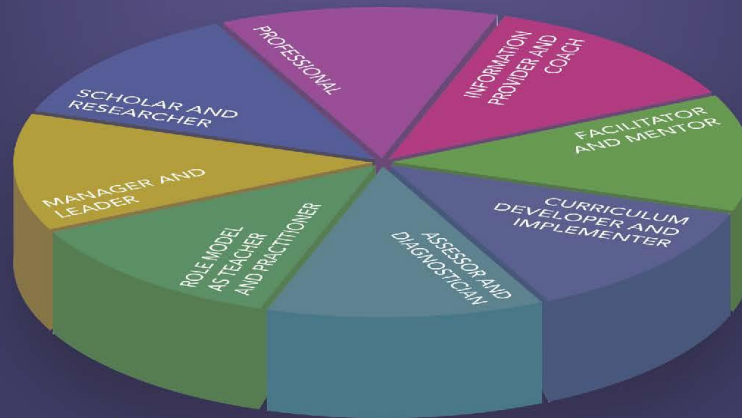
Why are we doing
the things we are
doing?

What is the purpose?

Ronald M Harden | Pat Lilley

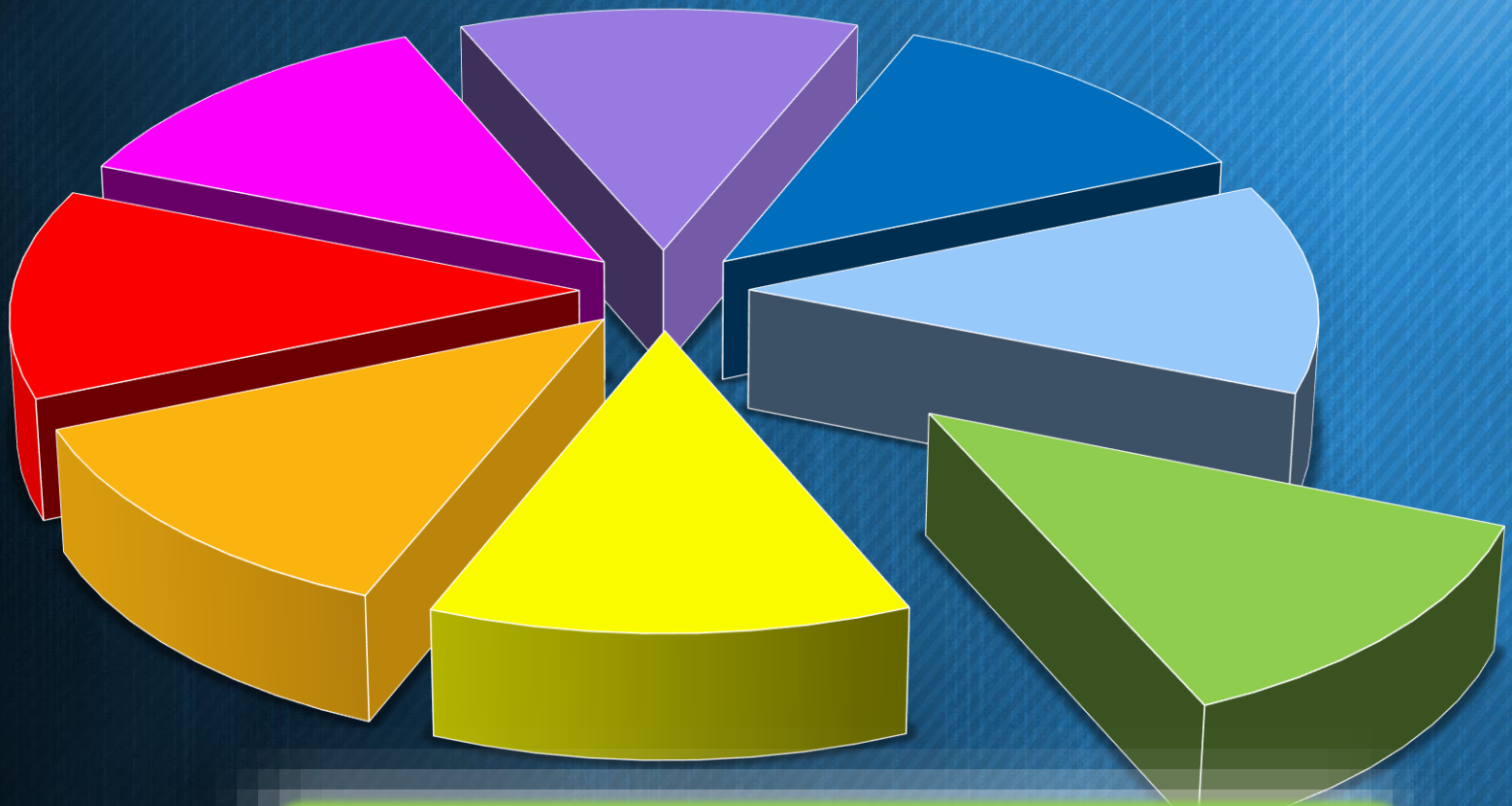
THE EIGHT ROLES OF THE MEDICAL TEACHER

The purpose and function of a teacher in the healthcare professions



Foreword by
John Norcini

ELSEVIER



Information Provider

Conductor or transmitter
of information

**INFORMATION
PROVIDER**





**Conductor or transmitter
of information**

**Curator of
information**

**INFORMATION
PROVIDER**

The teacher as curator of information

- ◆ Finding learning resources
- ◆ Sorting and organising learning resources
- ◆ Recommending learning resources
- ◆ Personalising learning resources

**Conductor or transmitter
of information**

**Curator of
information**

INFORMATION PROVIDER

**Coach of student as
information seeker**

Information Overload





A problem

- ◆ Huge expansion of knowledge
- ◆ Time for training is not increased
- ◆ All the information required by a doctor cannot be covered in the curriculum





Get Full Access and More at

ExpertConsult.com

Medical education in an era of ubiquitous information

J. Patton, C. P. Friedman

Chapter

32

Section 4:

Curriculum themes

◆ Ask the right question

◆ Identify a source of information

◆ Evaluate the answer

A Practical Guide for Medical Teachers

Fifth Edition

Edited by

John A. Dent • Ronald M. Harden • Dan Hunt

Foreword by Brian D. Hodges

ELSEVIER

Learning health systems are enabling healthcare to continuously improve, reducing quality improvement

umbrella term for the continuum of data to knowledge, and we follow suit in this chapter. Anchoring the

Ubiquitous information

Perhaps more than any other recent advance, health information technology (HIT) is rapidly

organizations that pay for healthcare, educators, as well as researchers and quality improvement specialists.

Perhaps the greatest change in recent years is the availability of health-related information to the general public, including both their personal health data and general medical knowledge. Patients as recipients of healthcare have access to data about them generated by healthcare, and, increasingly, they are capturing their own data through sensors and mobile devices.

Information is a resource that can lead to better health and healthcare, but this does not happen automatically. All participants in healthcare must learn to be careful generators, skilled navigators, and discriminating users of information. They must approach information with a healthy scepticism about its accuracy. They must know how to filter information to avoid what has been called drinking from a fire hose (Friedman et al., 2016).

collect, analyze, and select intervention and performance data. Regardless of their chosen field, all medical students will have to manage vastly increased amounts of biomedical and clinical data."

Triola et al., 2010

When knowledge is in a computable form it can also advise us as to what course of action to take. Knowledge has existed for decades in the form of journal articles and other tomes. While available, it is not easily accessed and its ability to give on-demand advice is non-existent. In the last decade we have seen digital knowledge being leveraged in the form of risk prediction calculators and computable clinical guidelines. The ability to access this knowledge in the moment is a competency that will increasingly be necessary for clinicians.

**Conductor or transmitter
of information**

**Curator of
information**

**INFORMATION
PROVIDER**

**Coach of student as
information seeker**



**The good teacher helps
the student to learn**

Facilitator

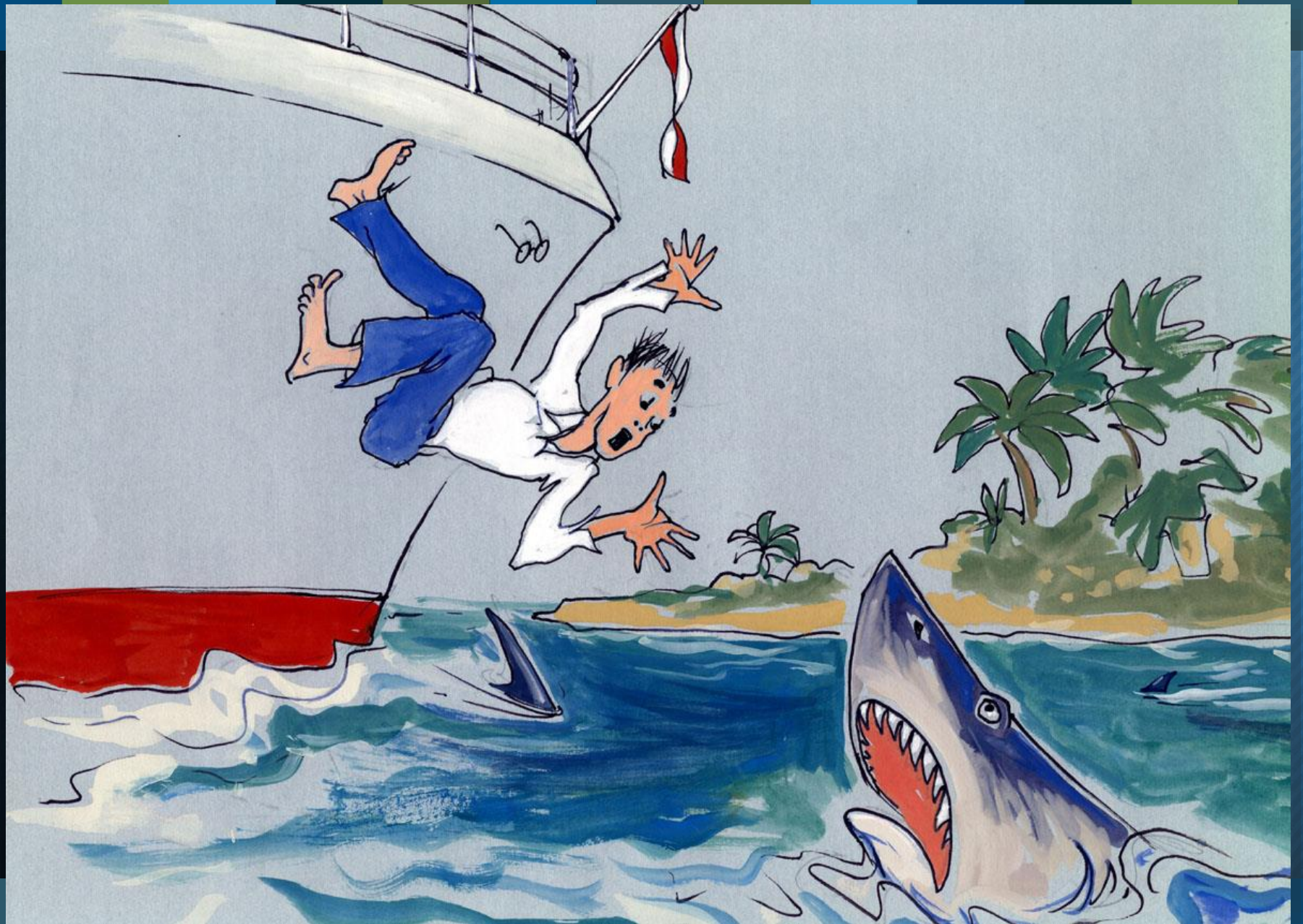




SELF-DIRECTED LEARNING

DIRECTED SELF-LEARNING







Facilitating learning

Making
learning
effective

Second Edition

ESSENTIAL SKILLS FOR A MEDICAL TEACHER

An introduction to teaching and
learning in medicine

Ronald M Harden
Jennifer M Laidlaw

Foreword by
David M Irby

ELSEVIER



Feedback

Activity

Individualisation

Relevance

Facilitating learning

```
graph TD; A[Facilitating learning] --- B[Engaging the learner in the learning]; A --- C[Making learning effective];
```

Engaging the
learner in the
learning

Making
learning
effective



**Does your medical, dental
or veterinary school offer a
high quality education
programme?**

An ASPIRE award allows dental, medical and veterinary schools to be recognised internationally for their excellence in education.

ASPIRE provides a mechanism that improves the education process and outcomes around the world by identifying, recognising and rewarding excellence in the field. No other process does this.



ADDITIONAL THEME FOR 2018



Read how your school can be
considered for an ASPIRE award

Student Engagement

**Clarifying
learning
outcomes**

**Identifying
learning
opportunities**

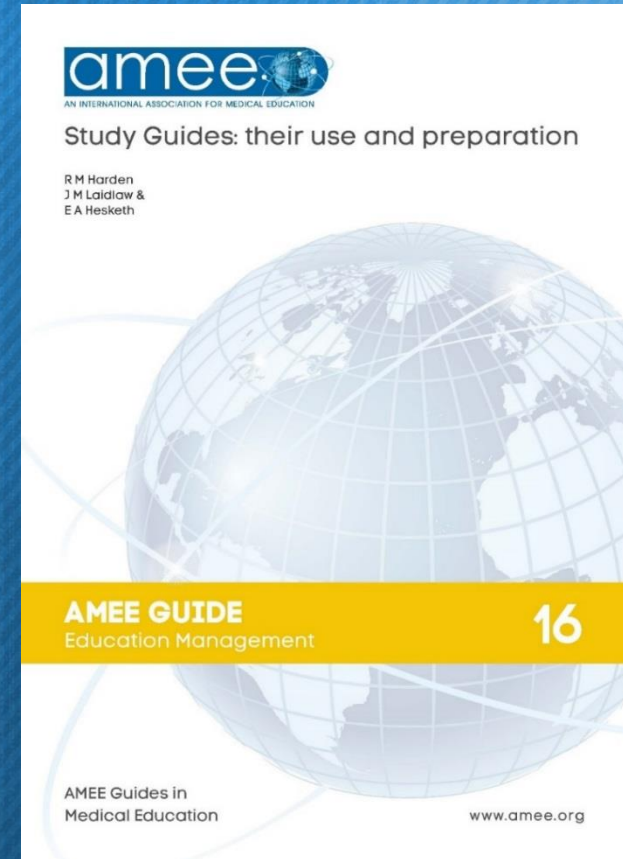
**Facilitating
learning**

**Engaging the
learner in the
learning**

**Making
learning
effective**

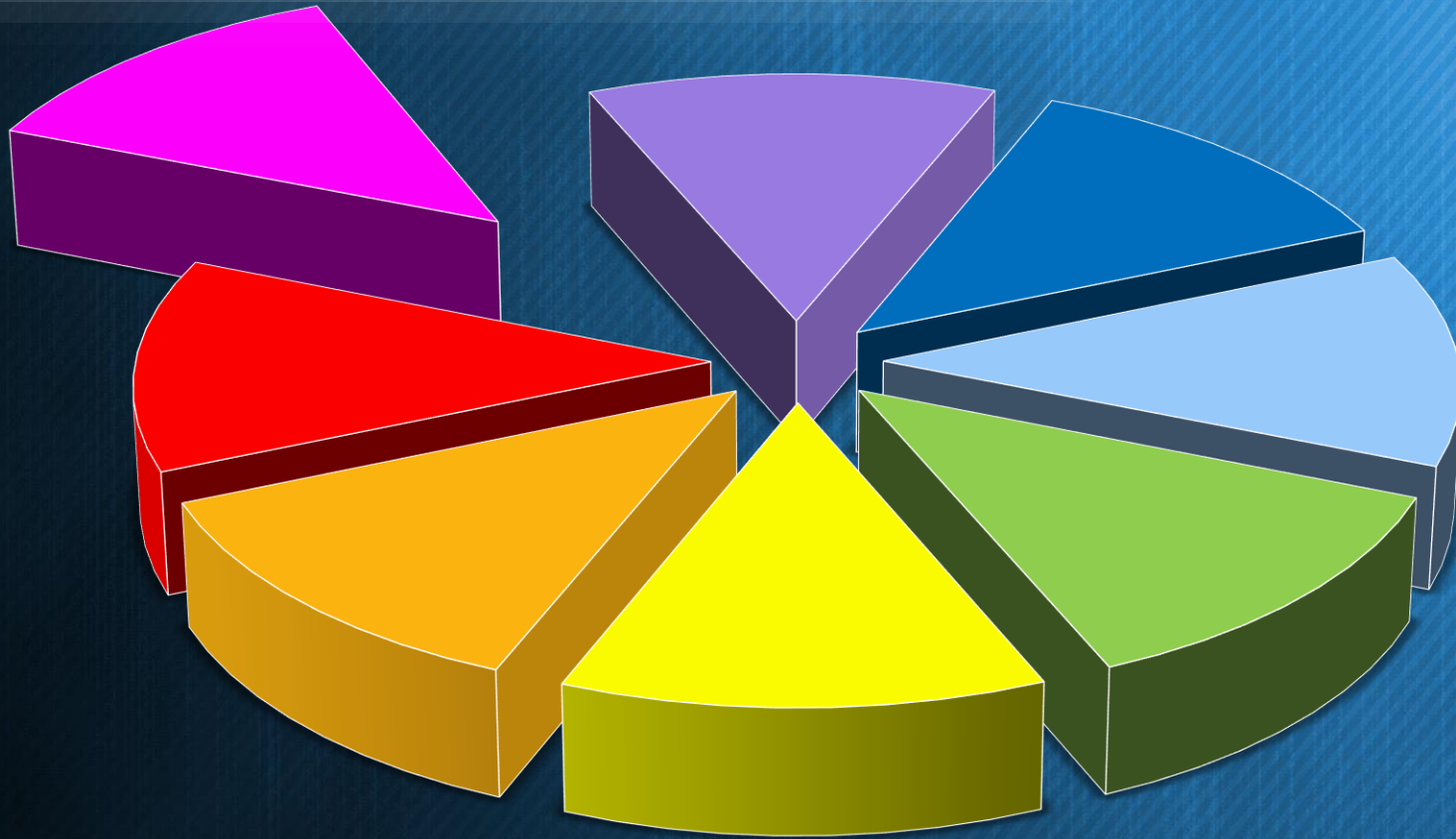
A STUDY GUIDE

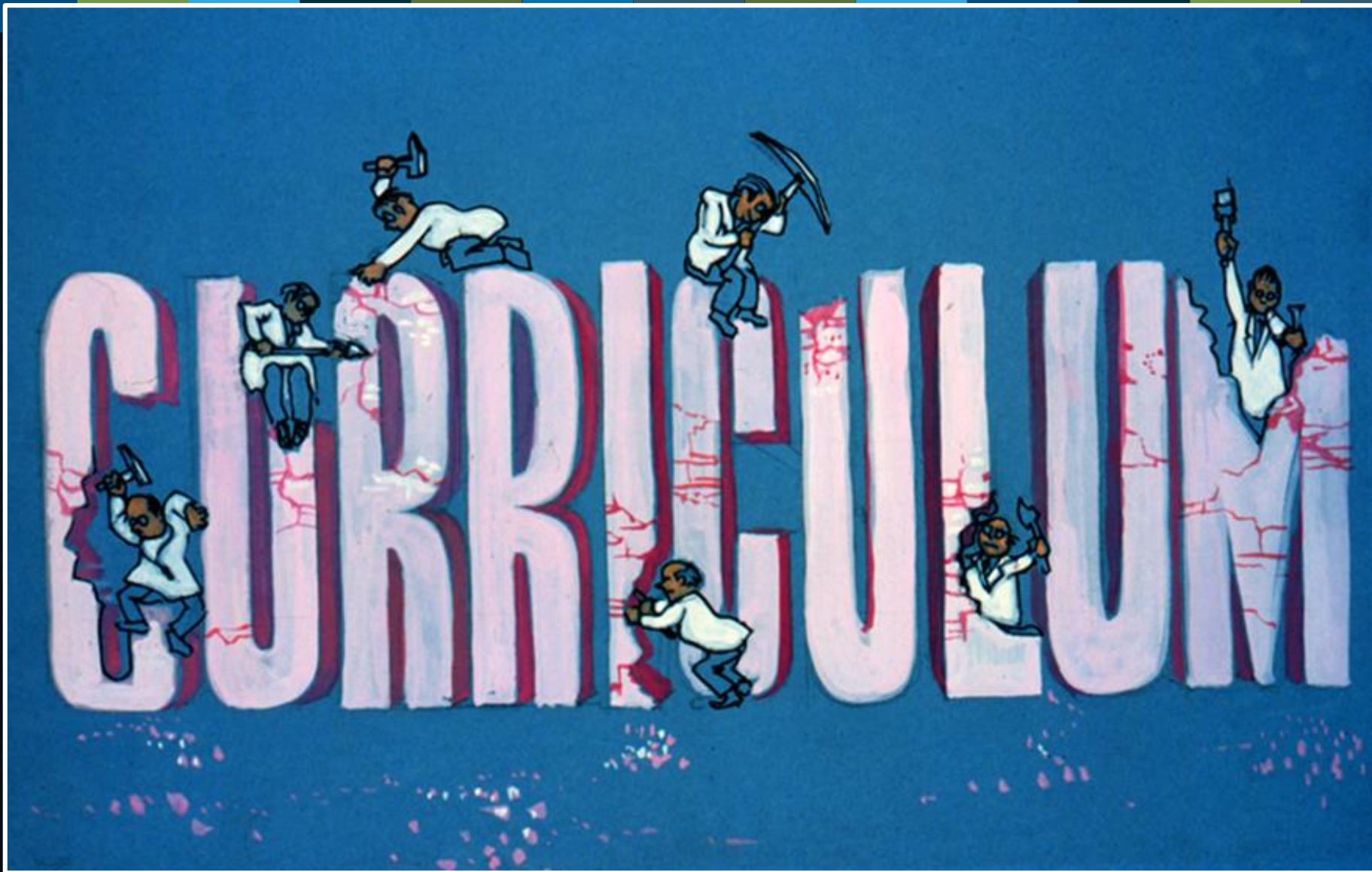
- ◆ What the learner should learn
- ◆ How the learner can learn
- ◆ How do they know if they have learned





Curriculum Developer



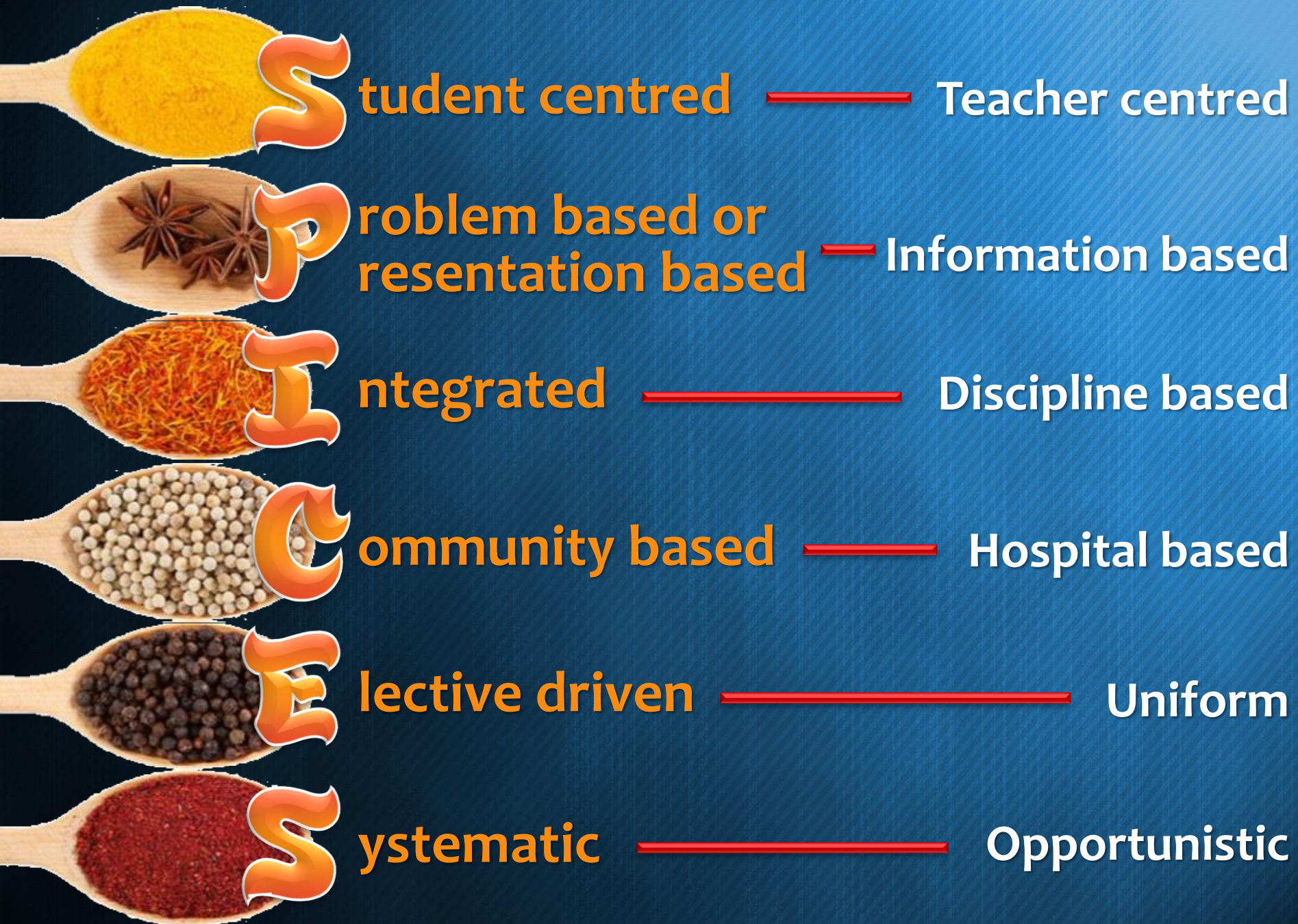


**Be familiar with the
school's curriculum**

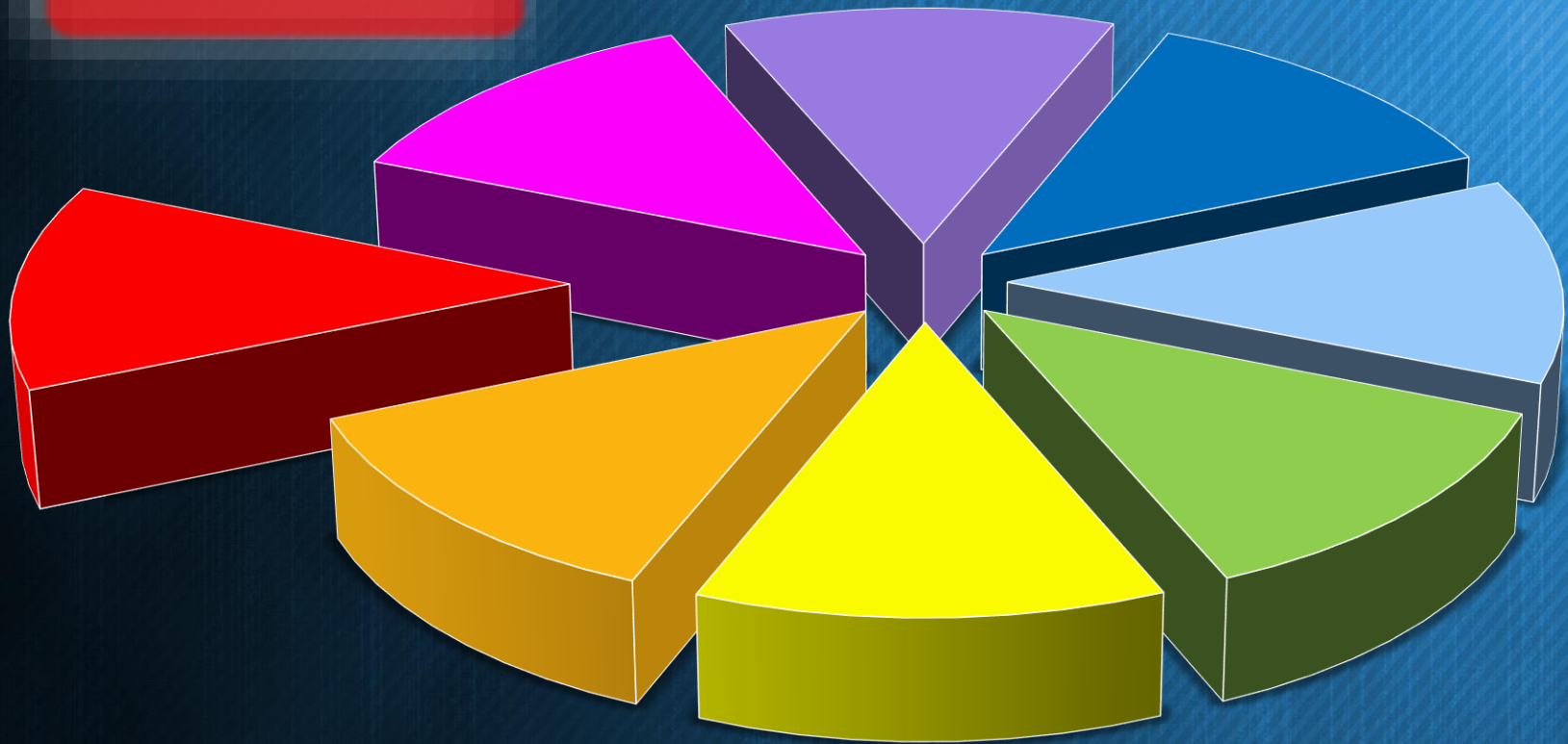
**Plan and implement
your own course in
line with the
school's curriculum**

**Your role as a
curriculum developer
and implementer**

**Evaluate the curriculum
and plan for change**




Assessor

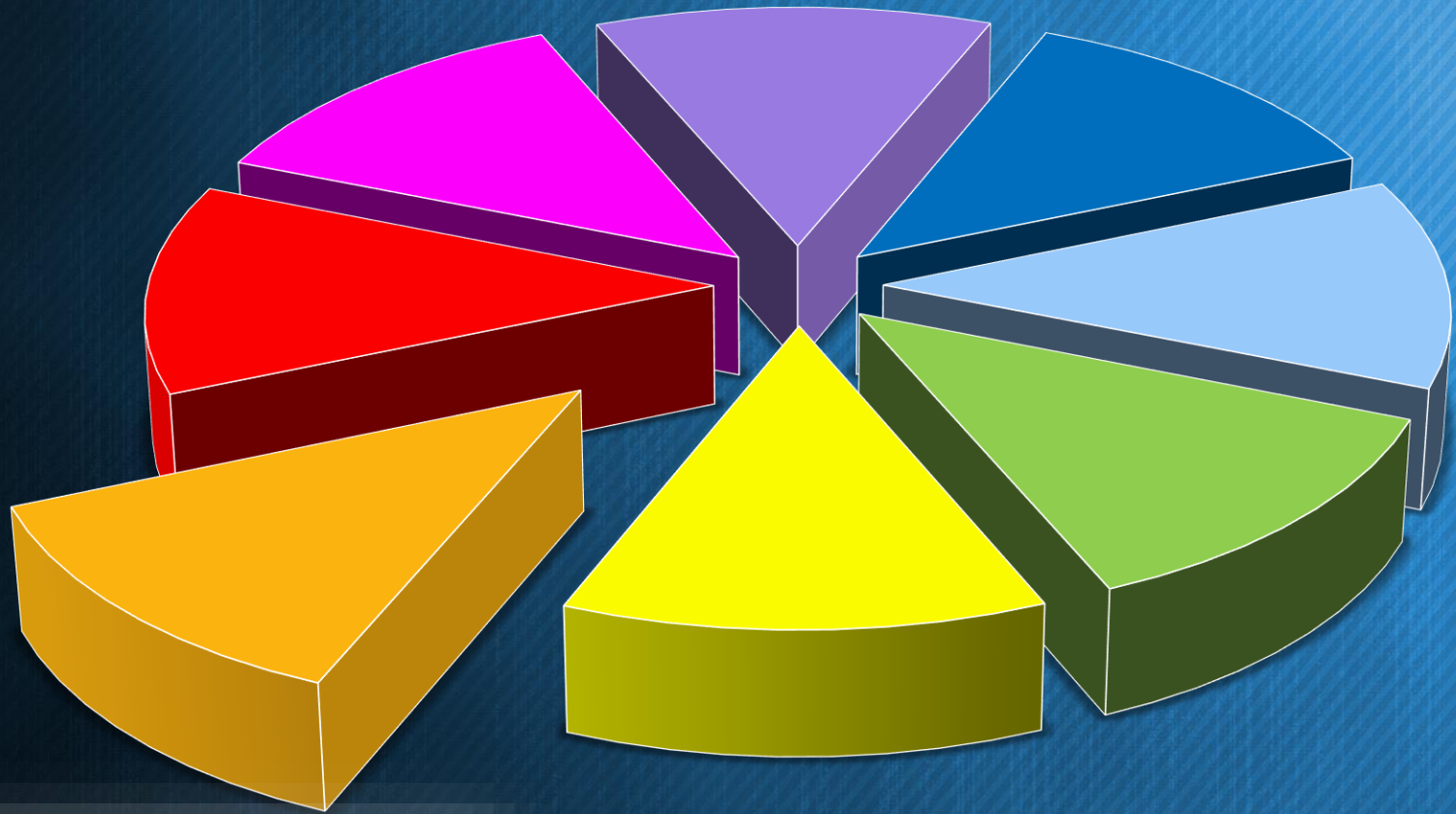


Assessment trends

- ◆ Authentic assessment
- ◆ Competency-based assessment
- ◆ Programmatic assessment
- ◆ Portfolios
- ◆ Feedback to learner



**Every teacher has
a responsibility
for assessment**



Role Model

**Influences students'
lifestyle choices**

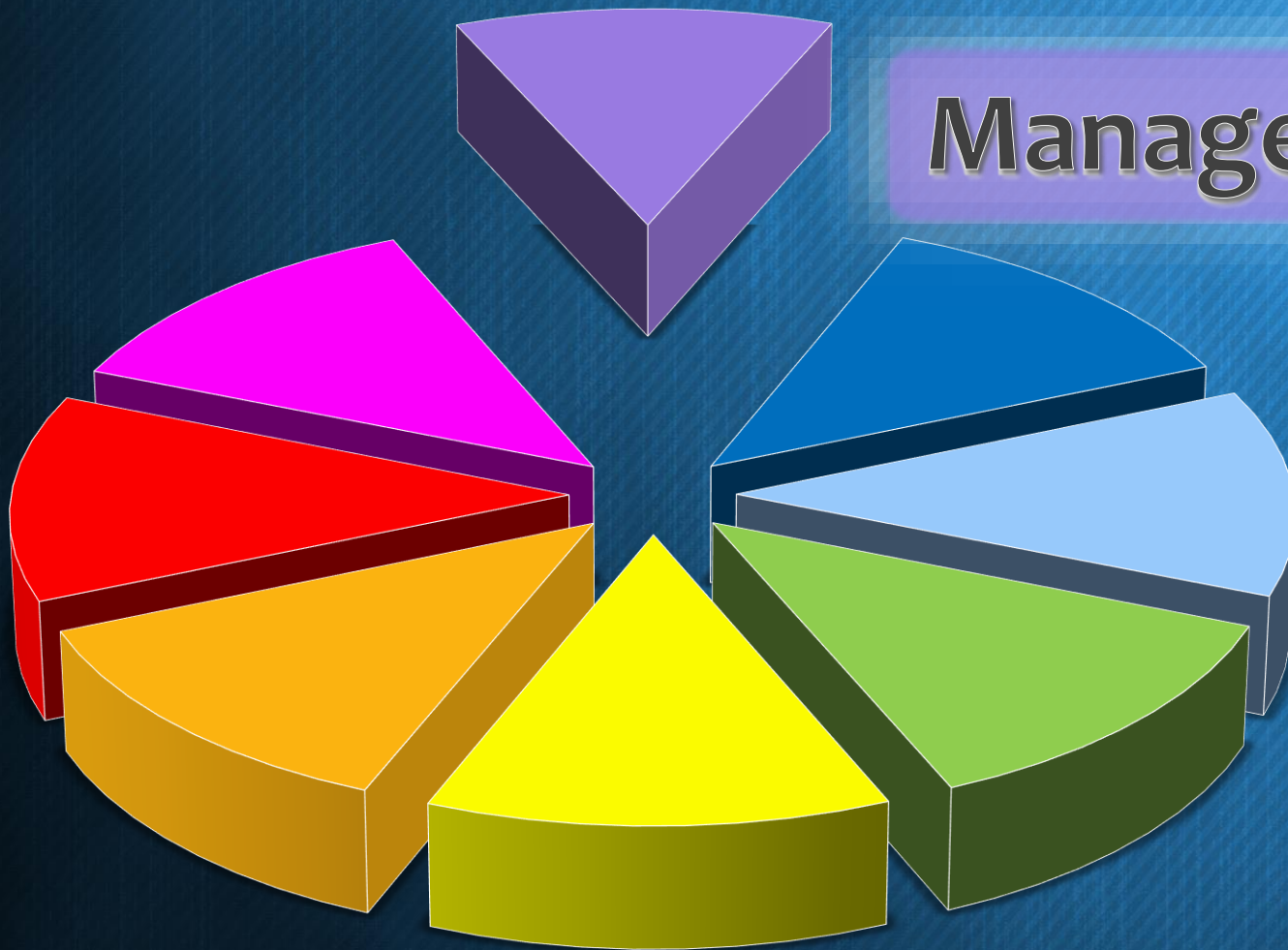
**Influences the
students' choices
of career**

Role Model

**Contributes to a
learning environment
that supports
students' learning**

**Helps students
acquire the necessary
professionalism and
behaviour**

Manager



**Why is the role of the
teacher as manager of
increasing importance?**



The increasing roles of the teacher as manager

EDUCATION DEVELOPMENTS

- ◆ Integrated teaching
- ◆ Interprofessional education
- ◆ Outcome-based education

The increasing importance of the teacher as a manager

- ◆ Education developments

- ◆ Involvement of stakeholders

Educationalists

Students

Teacher

Stakeholders

Patients

Technologists

**Health Care
Providers**



The increasing importance of the teacher as a manager

- ◆ Education developments
- ◆ Involvement of stakeholders
- ◆ Unbundling the curriculum

04 January 2017

GLOBAL

Universities are experiencing an unbundling revolution

Margaret Andrews 09 December 2016 Issue No:440

According to [Tom Friedman of the New York Times](#): "Big breakthroughs happen when what is suddenly possible meets what is desperately necessary."

Just as technology altered the market for music and news, higher education appears to be next in line for the great unbundling. Now that education, assessment and degrees can be individuated, students can take individual courses from various providers and transfer credits to make more tailored degrees and experiences that fit their needs – and technology will certainly further this individuation.

Online content, classes, certificate and degree programmes have changed the way people think about what is possible in higher education. And online education has opened the door to remedial and advanced education for many who were not able to do so before.

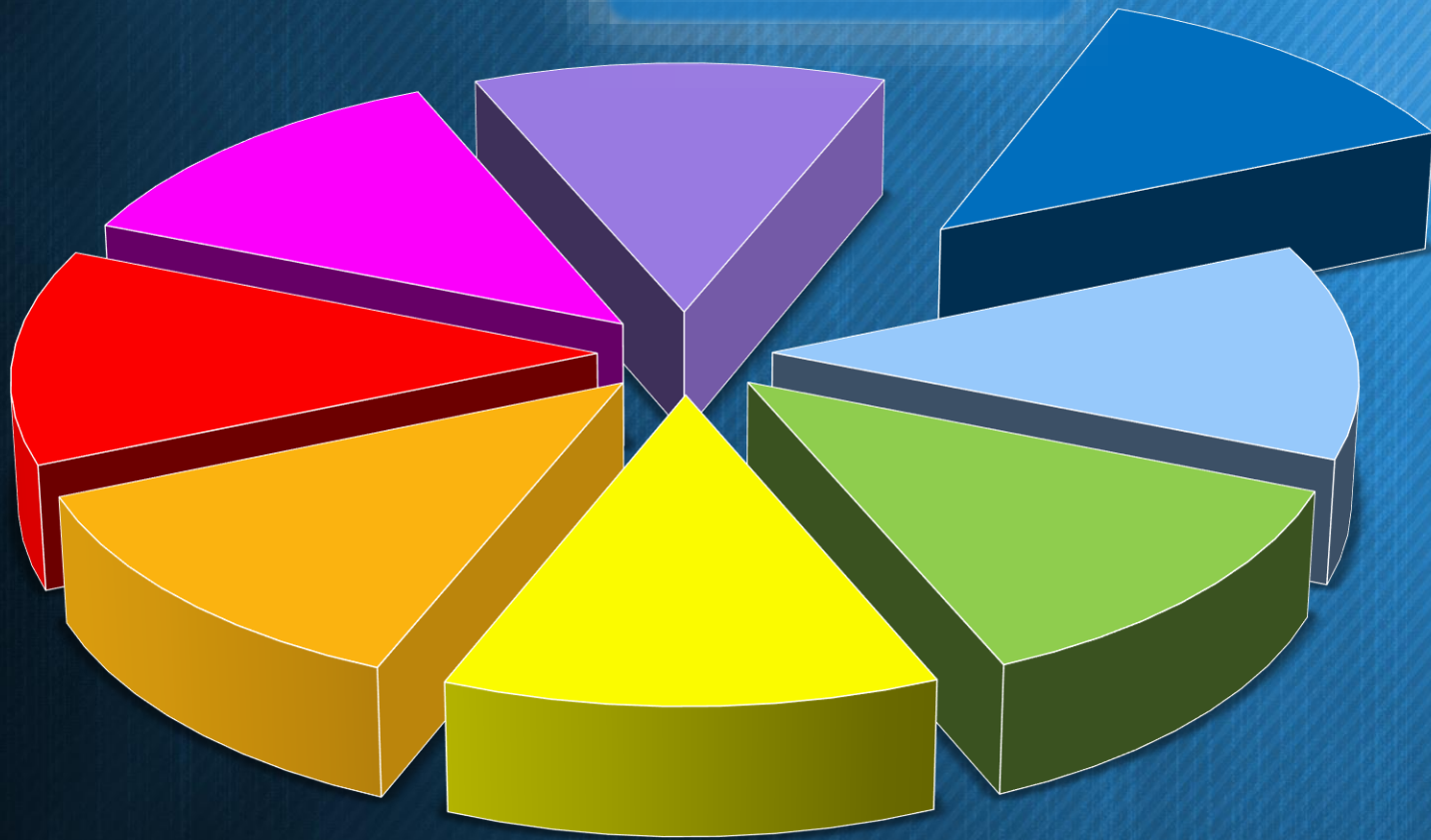
Interestingly, the article is titled "The Unbundling of Higher Education"

Unbundling the curriculum

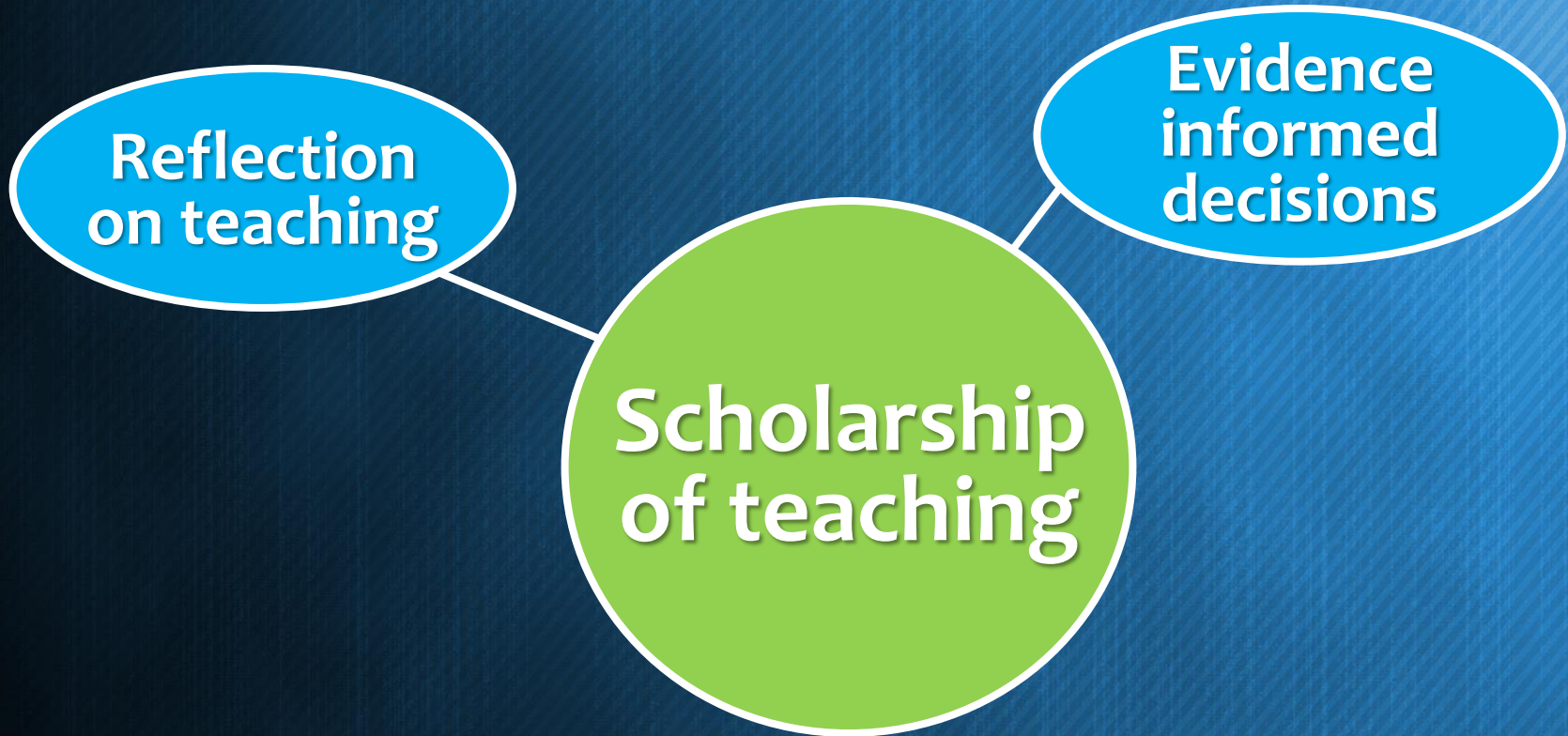
- A medical school or training programme should no longer try to be self sufficient in the delivery of its education programme
- Organisations should share
 - ◆ curriculum planning
 - ◆ teachers
 - ◆ educational expertise
 - ◆ learning resources
 - ◆ learning opportunities



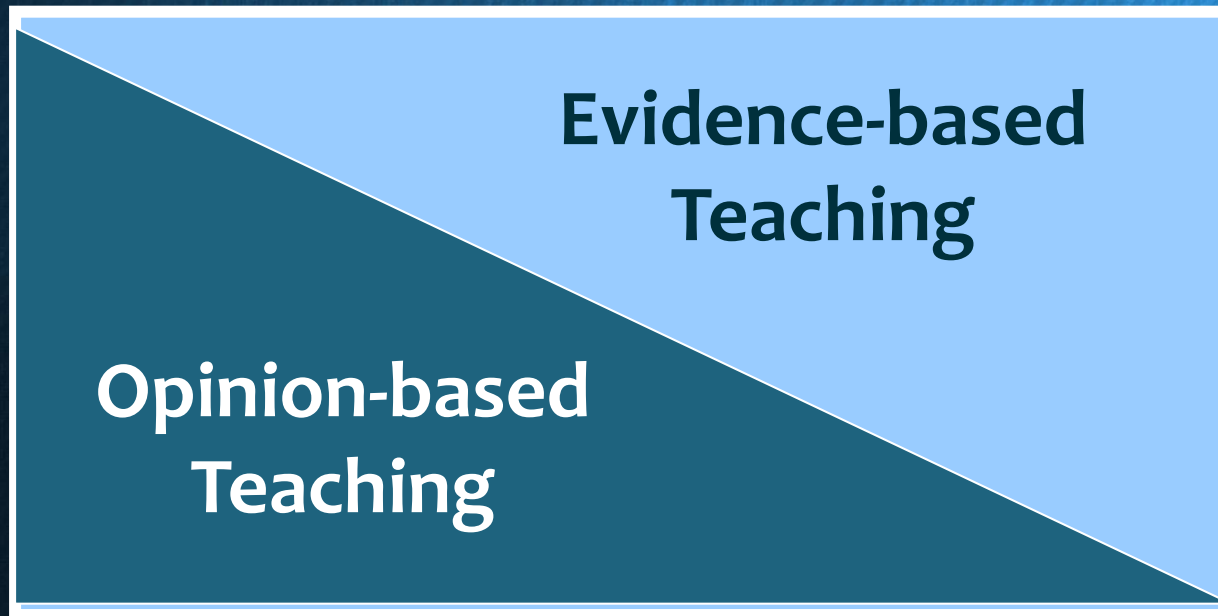
Scholar



**How does the
teacher demonstrate
scholarship in teaching?**

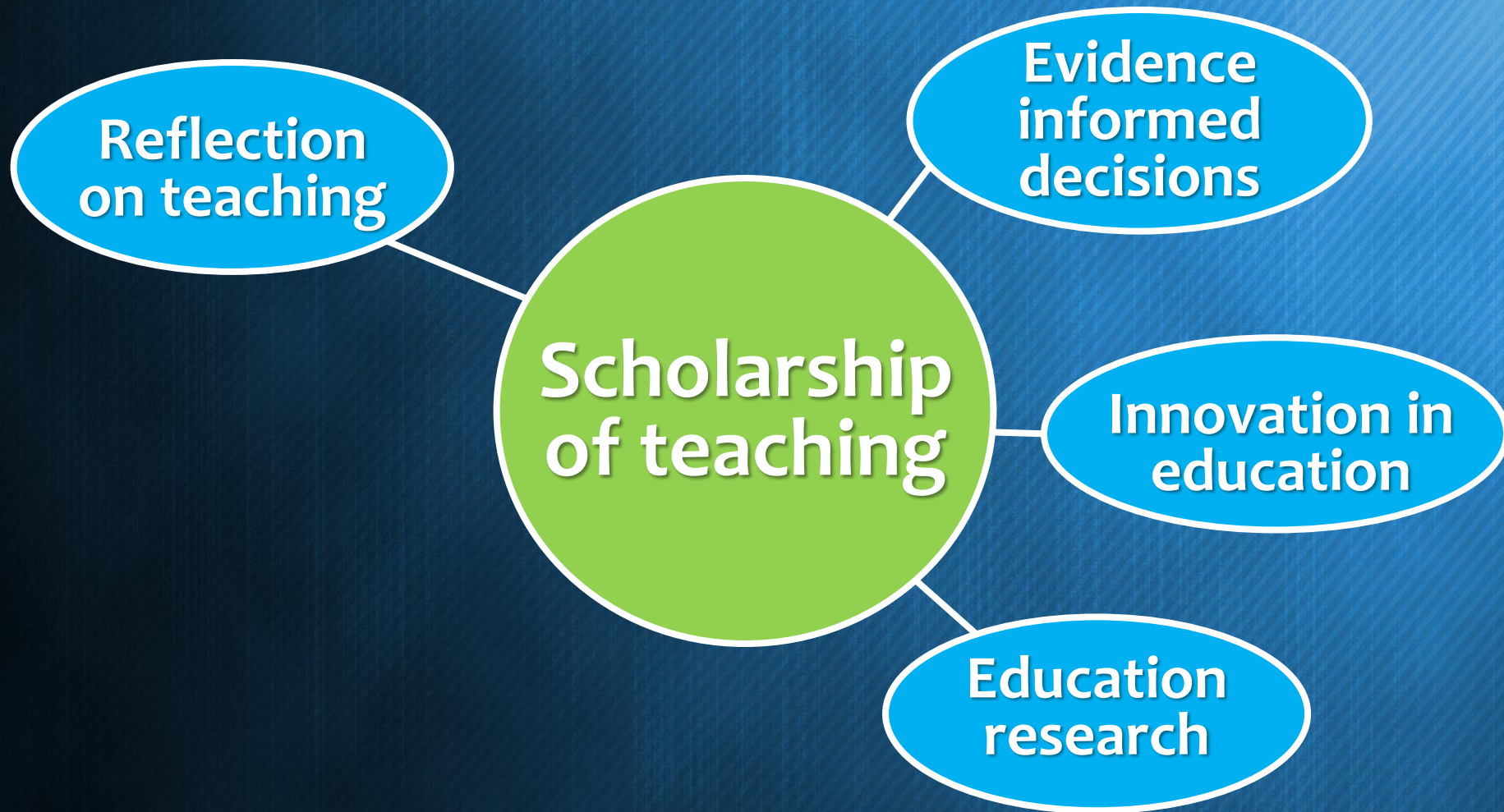


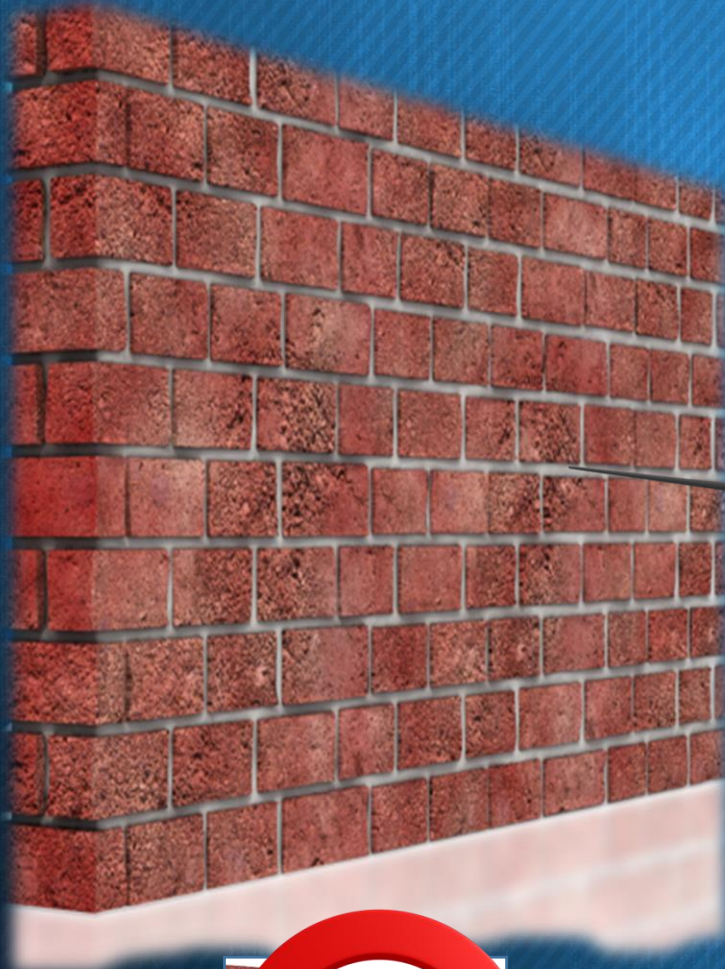
Best Evidence Medical Education



beme

www.bemecollaboration.org





**Medical Education
Researcher**

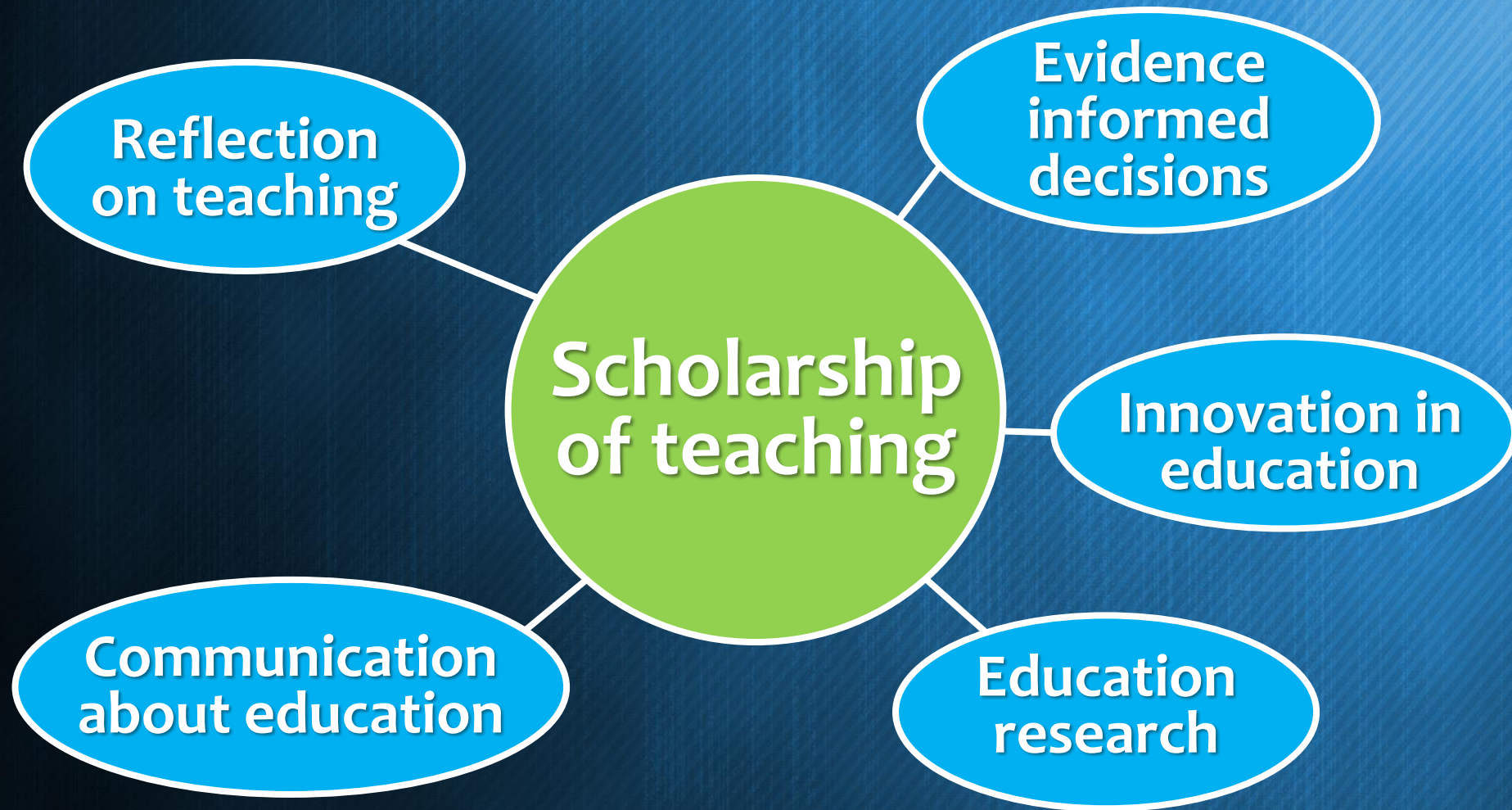


**Medical Education
Teacher**

**Research
FOR
teachers**

**Research
BY
teachers**

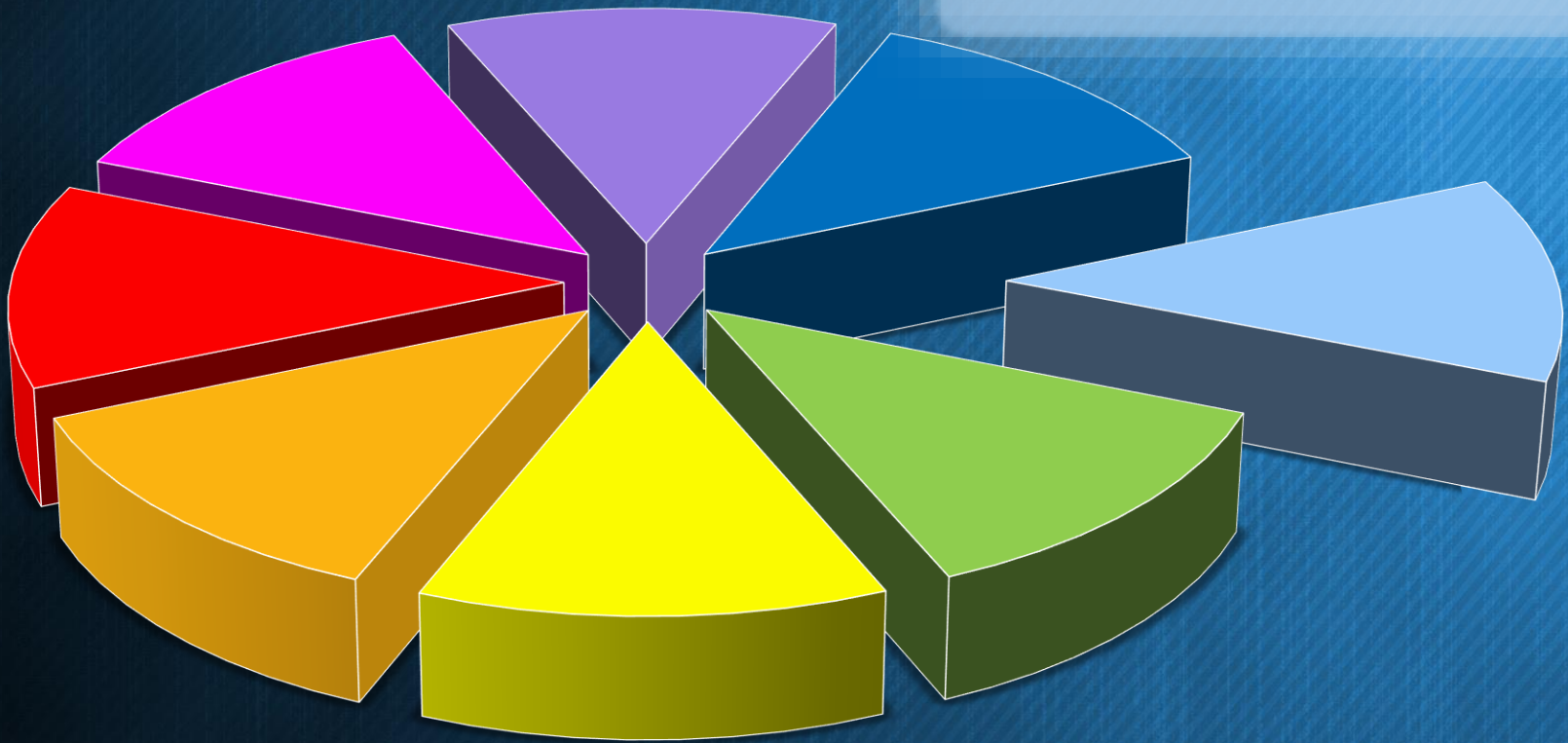






Dr Sue Jones
Lecturer in Surgery

Professional



A recognised
standard of behaviour
and meeting professional
responsibilities

Acquisition of necessary
competencies and
keeping up-to-date

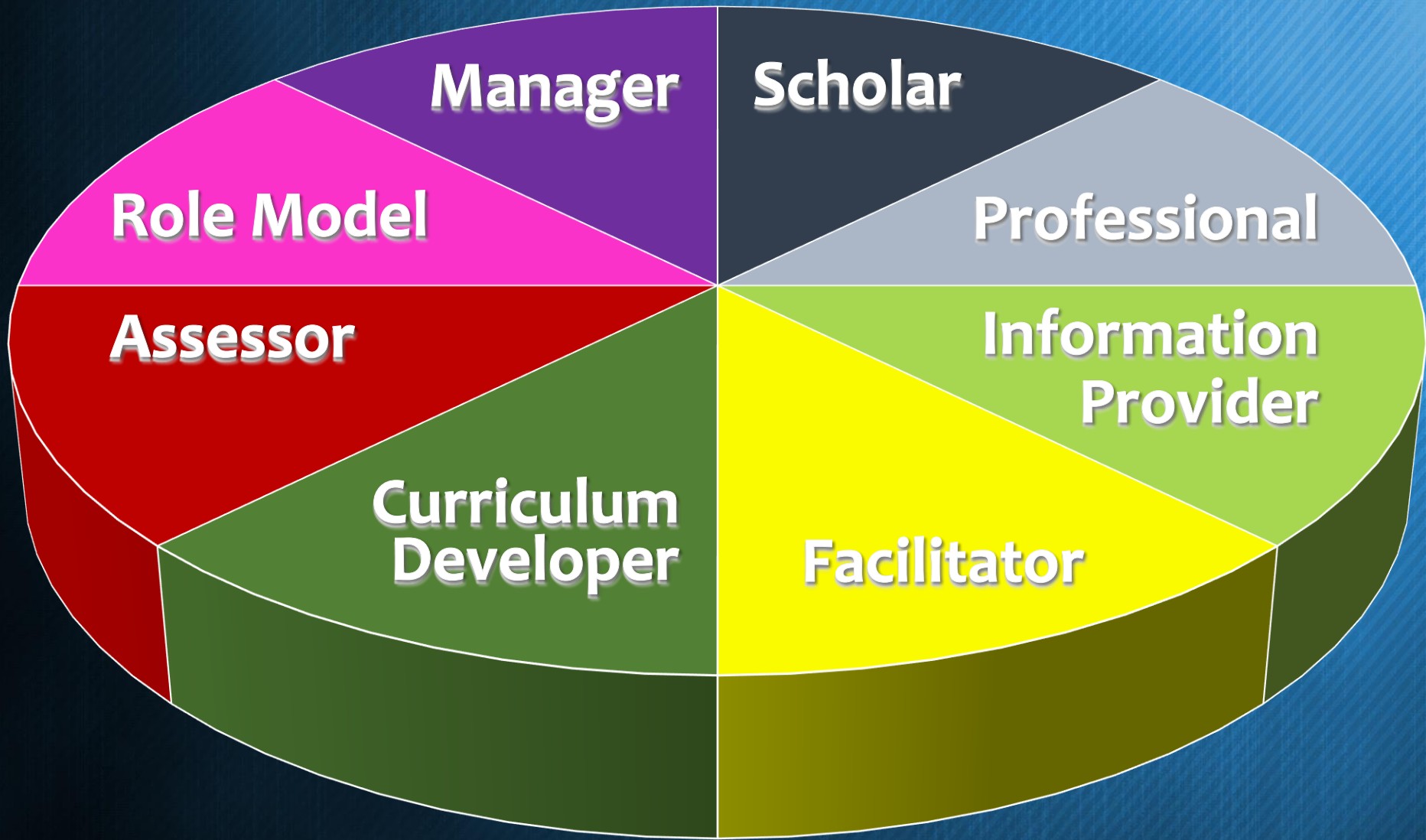
The teacher as a Professional

Civic
professionalism

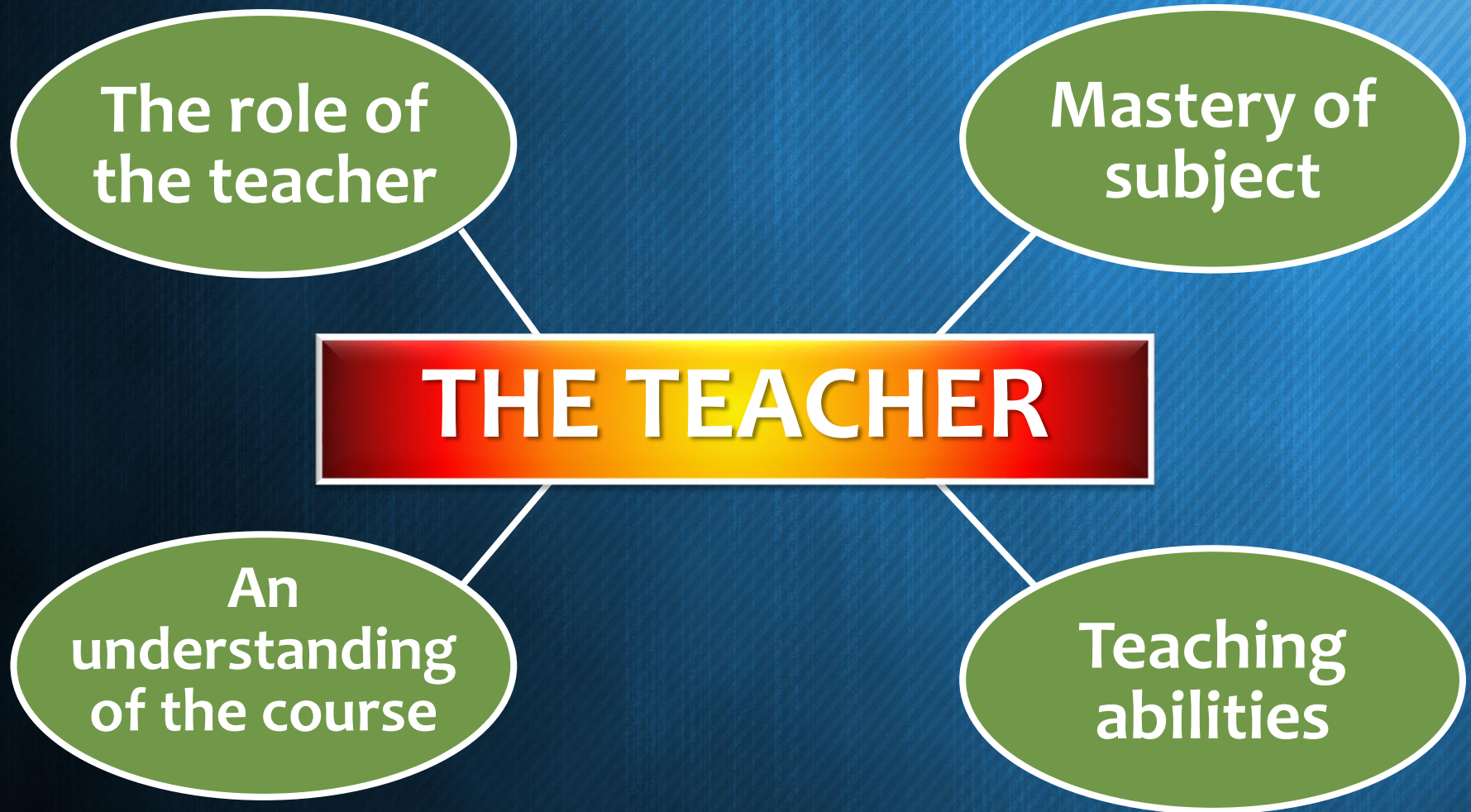
Enquiring into
and evaluating
competence as
a teacher

Supporting
personal wellbeing

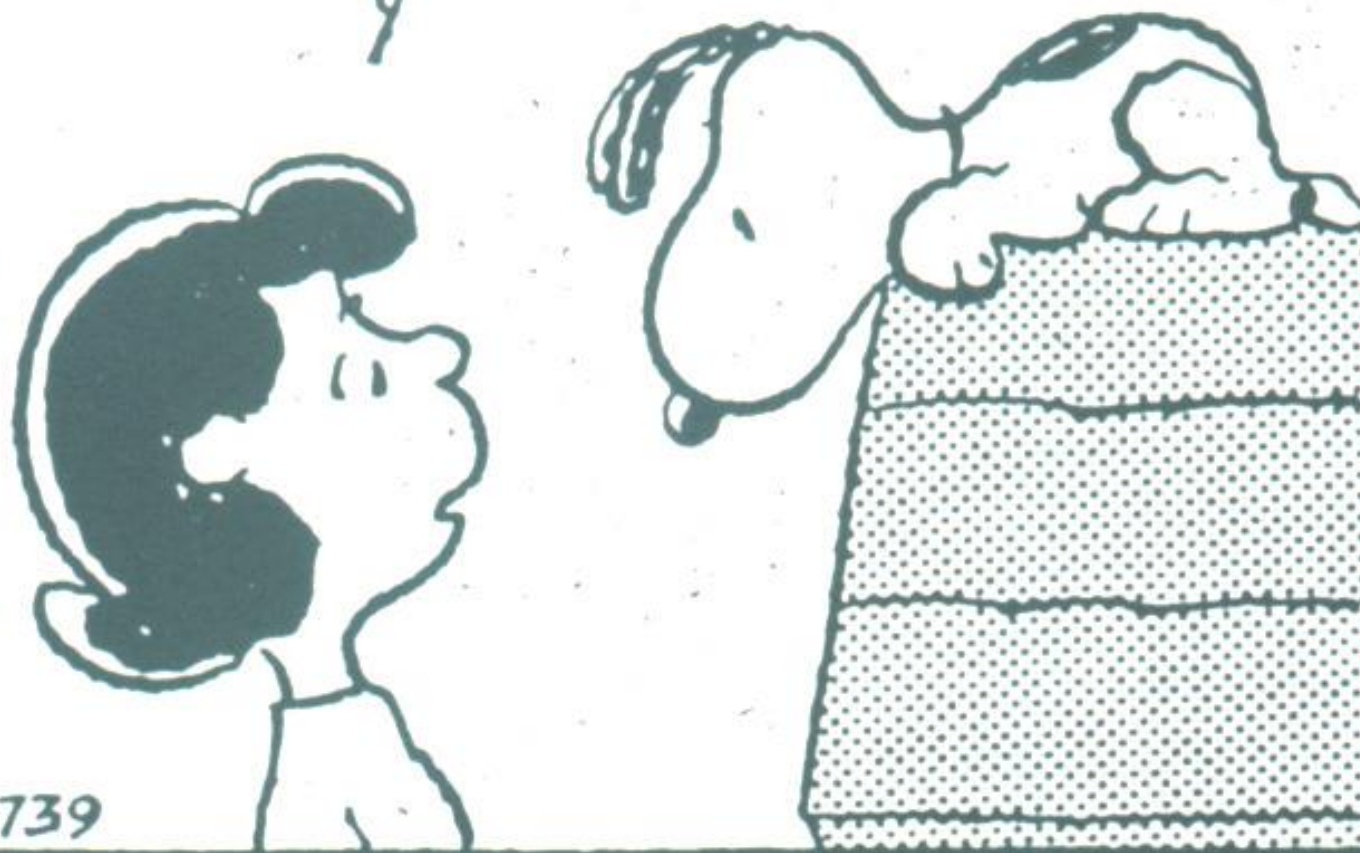
The roles of the teacher



What is expected of the teacher?



YOU'VE BEEN A DOG ALL
YOUR LIFE, HAVEN'T YOU?

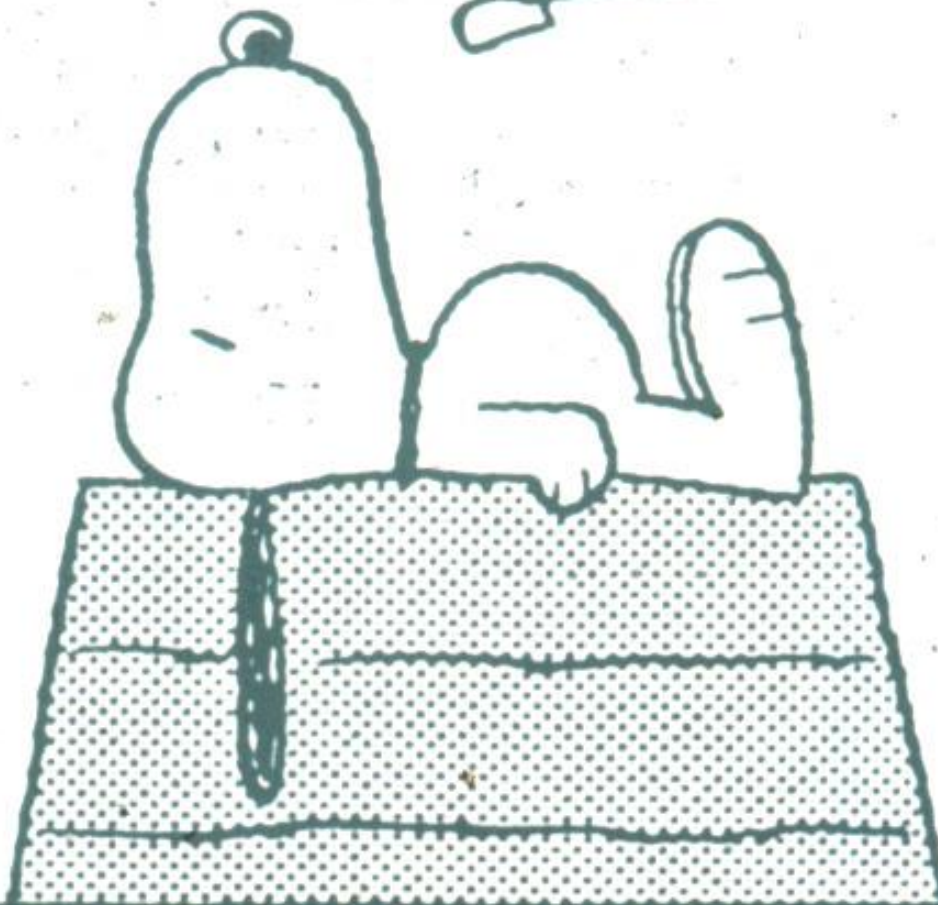


5739

I'VE OFTEN WONDERED
WHAT MADE YOU DECIDE
TO BECOME A DOG..



I WAS FOOLED BY
THE JOB DESCRIPTION

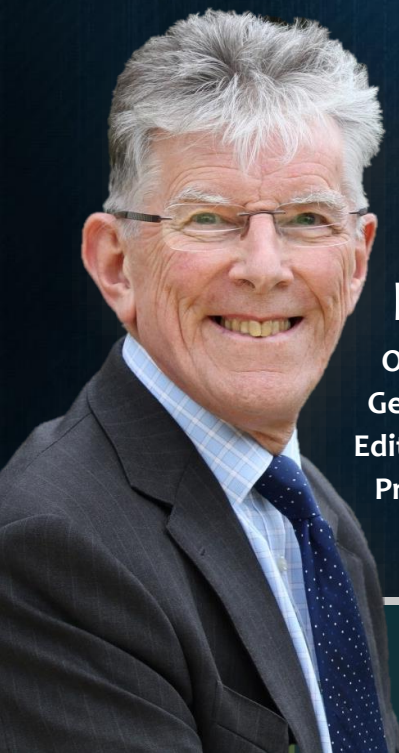


SCHULZ

Spring Webinar Series

7 March 2019

The Changing Roles of the Basic Science Educator



Ronald M Harden

OBE MD FRCP(Glas) FRCS(Ed) FRCPC
General Secretary, AMEE
Editor of Medical Teacher
Professor of Medical Education,
University of Dundee, United Kingdom

