A word from the Associate Dean, Teaching and Learning

A/Prof. Naomi Trengove

As you are all aware the University is about to undergo the most significant change of degree structure in its almost 100 year history. This will mean enormous changes for the Faculty and how it delivers its teaching. The University is now awaiting the VC’s official announcement in August as to the exact timetable for implementation.

In the meantime preparation has been underway in our Faculty for these momentous changes. In February, a retreat was held to discuss the future of the MBBS. A large number of academic staff involved in teaching within the medical degree from the Science faculties were involved in the discussions and as a result a number of key decisions were made. The new medical degree will be a 4yr postgraduate degree, a Doctorate of Medicine (MD), which will be fully integrated and have clinical contact throughout. Working parties with broad representation will be formed later this year to commence work on the new curriculum.

Similarly a Dental Retreat has been held and was attended by the new Head of School designate, Prof. Andrew Smith, and the newly appointed Professor of Undergraduate Programs, Prof. Paul Ichim, as well as all academic staff from the School of Dentistry, who engaged in resolving many of the major issues. The new Dental degree will also be a 4yr post graduate degree, a Doctorate of Dental Medicine (DMD) and representative working parties will be formed very soon.

The discipline of Podiatric Medicine will advise on their deliberations on the new degree structure shortly.

In addition to changes to the undergraduate courses, there will also be changes to how a number of schools deliver their undergraduate units. Many schools are now developing outlines of majors that will be delivered within the new BSc and these outlines will be submitted to the new Interim Board of Course Work Studies (BSc) in November. The submission process will be announced once these committees have convened in the coming weeks. Regular updates about the course restructuring will be included in the Education Centre Newsletter. For further information on the upcoming changes, you can contact me, at naomi.trengove@uwa.edu.au

Cutting edge assessment practices in Dentistry

Ully Fritsch interviews A/Prof. Millicent Taylor

A desire to improve assessment practices in her dentistry units led Associate Professor Millicent Taylor, to contact the Education Centre. With the support and customized feedback she received, her interest evolved into several research projects and she is now enrolled as a post graduate student in Health Professional Education.

A/Prof. Taylor reflects: “My initial contact with the EdCentre was prompted by a concern that assessment was having a detrimental effect on student learning. I was interested in alternatives and innovations and recognised a need for formative assessment and for giving students timely and appropriate feedback.”

“I was impressed with the collegiality and genuine interest the EdCentre had in improving teaching and student learning. Their generosity in sharing information and providing help enabled me to introduce changes in my units, which were Operative Dentistry (at the time); Integrated Dental Practice for year 4 students; Fundamentals of Clinical Dentistry for year 2 students; Fundamentals of Clinical Dentistry for year 2 students; Integrated Dental Practice for year 4 students; the EdCentre gave me practical guidelines, for example when to use self and peer assessment and assessment of procedural skills and using online modified essay questions.”

A/Professor Millicent Taylor

Professional development activities

Teach smarter not harder:

For a calendar of upcoming seminars in the ‘Talking about Teaching’ series, refer to the back of this issue.
Using Case Based methods in teaching the Health Sciences

A/Prof. Sandra Carr

What is Case Based Learning?
Case-based learning (CBL) is an instructional design model that uses factually-based, complex problems written in a narrative style. Using methods of inquiry, the class (small or large groups) explores a scenario presented to them. Professional practice is integrated with theoretical information making the content directly relevant to the students as professionals-in-training and provides them with a framework that makes immediate sense in a real context. Several faculties of health science in Australia are currently using CBL in this ‘post’ PBL era including the Universities of Adelaide, Tasmania and Flinders University.

How do CBL and PBL differ?
Generally speaking CBL, in the Health Science context, is centred on a specific patient’s case history. Problem-based learning (PBL) is more generally based on an issue: it can be a medical condition, a public health concern, or anything that presents issues for investigation. See Table 1 below.

Benefits of CBL
The main advantages of CBL are that students:
(i) trigger and acquire knowledge when they analyse the case;
(ii) actively discuss their learning and articulate understanding through discussion with peers;
(iii) develop analytical and creative skills;
(iv) develop ways of organising and understanding complex situations;
(v) establish explicit links between theoretical work and practice in the profession or workplace; and
(vi) develop attitudes appropriate to the workforce and profession. The context of the case may also aid recall when the case is encountered later in the curriculum or in practice.

How can CBL be used in the classroom?
Cases can be used as the catalyst for class discussions from small groups and in large group lectures. In very large classes cases could be a short introductory experience that lead into additional learning experiences in a laboratory or tutorial. In smaller classes mini-cases may be used. Designed to be used in a single class meeting, their content is usually tightly focused. Useful for introducing and grounding a new topic in lectures, for pre-assessing student knowledge, for helping students apply concepts, for introducing practical applications in lab settings, or as a pre-activity exercise designed to make the work more meaningful. In virtual classes cases are introduced electronically with student groups working together online.

Where to start
As with all teaching methods, the first step is to determine the learning objectives or outcomes of a session/unit: What is the content that needs to be covered and what are the outcomes the students need to achieve? Cases themselves do not teach content knowledge and skills, but they do link them directly to applications. To find out more about Case Based Learning refer to the resources below which have been used to develop this short introductory article or refer to the ‘Talking about Teaching’ series for second semester 2009, published under ‘Calendar of events’ on page 4.

References:
Case-Based & Problem-Based Teaching & Learning University of Southern California accessed on 2nd June 2009 at http://www.usc.edu/programs/cet/resources/casebased/

<table>
<thead>
<tr>
<th>Table 1. Characteristics of PBL and CBL</th>
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<tbody>
<tr>
<td>Feature</td>
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<tr>
<td>Principle</td>
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<tr>
<td>Strategy</td>
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<tr>
<td>Sources</td>
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<tr>
<td>Group Size</td>
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<tr>
<td>Expertise primarily needed</td>
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<td>Facilitation/teacher role</td>
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Adapted from Tarnik A, 2007:e33
Cutting edge assessment practices in Dentistry

continued from page 1

When asked whether her (style of) teaching had undergone any changes since her interaction with the EdCentre, A/Prof. Taylor replies: “My teaching has definitely made a shift from teacher- to student-centred: I have introduced small group tutorials as well as interactive large group discussions in Integrated Dental Practice.”

“The new teaching and assessment methods to which I was introduced have had a significant impact”, acknowledges A/Prof. Taylor, “and I continue to re-evaluate my methods to stay current and improve student learning.”

It seems that A/Prof. Taylor has been successful in her mission: students nominated her for a faculty teaching award in 2008 in the category ‘individual teaching’, which she won.

For information on how to improve your assessment please contact Assistant Professor Zarrin Siddiqui.

Email: zarrin.siddiqui@uwa.edu.au
Tel: 9346 4862
Calendar of events

ANZAME 09 conference (30th June – 3rd July), Launceston, Tasmania

Local contributions:

Using an interview in the selection of Medical and Dental students
Associate Professor Annette Mercer

Emotional Intelligence in Medical students: does it correlate with academic success?
Associate Professor Sandra Carr

Medical student scenario based resuscitation skills training – are skills retained into internship?
Associate Professor Sandra Carr, Associate Professor Pam Nicol, Ms Gill Cleary, Professor T Celenza

Performance based assessment in Dentistry
Assistant Professor Zarrin Siddiqi, Associate Professor Millicent Taylor

‘Talking about Teaching’ series: Staff Development Workshops
Held at the Faculty Conference Room, ‘N’ Block, QEII Medical Centre

<table>
<thead>
<tr>
<th>Seminar/Workshop</th>
<th>Facilitator</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Assessment workshop 1: Defining learning outcomes and their alignment with assessment</td>
<td>Assistant Professor Zarrin Siddiqi</td>
<td>Mon 20th July</td>
<td>11.30am – 1pm</td>
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<td>Assessment workshop 2: Characteristics of an effective assessment</td>
<td>Assistant Professor Zarrin Siddiqi</td>
<td>Tues 21st July</td>
<td>11.30am – 1pm</td>
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<td>Assessment workshop 3: Writing test items and use of item shells</td>
<td>Assistant Professor Zarrin Siddiqi</td>
<td>Wed 22nd July</td>
<td>11.30am – 1pm</td>
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<td>Assessment workshop 4: Developing tables of specification for an examination</td>
<td>Assistant Professor Zarrin Siddiqi</td>
<td>Thu 23rd July</td>
<td>11.30am – 1pm</td>
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<td>Assessment workshop 5: An introduction to feedback models PRIME &amp; SPRAT in performance based assessment</td>
<td>Assistant Professor Zarrin Siddiqi</td>
<td>Fri 24th July</td>
<td>11.30am – 1pm</td>
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<td>Unravelling curriculum development and course design: &quot;re-designing your unit&quot;</td>
<td>Associate Professor Annette Mercer</td>
<td>Mon 10th August</td>
<td>2pm – 3.30pm</td>
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<td>Developing your teaching portfolio using UWA’s new criteria which underpin PDR and promotion applications</td>
<td>Professor Denise Chalmers Director, Centre for CATL</td>
<td>Tue 11th August</td>
<td>10.30am – 1pm</td>
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<td>Assessment and feedback for sessional teachers</td>
<td>Assistant Professor Sue Miller</td>
<td>Wed 12th August</td>
<td>12noon – 1pm</td>
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<td>Peer Observation of Teaching (POT): How to get started</td>
<td>Associate Professor Annette Mercer</td>
<td>Mon 17th August</td>
<td>11.30am – 1pm</td>
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<td>Case Based Learning (CBL) and case writing made easy</td>
<td>Associate Professor Sandra Carr</td>
<td>Wed 23rd September</td>
<td>9.30am – 12noon</td>
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To register for a workshop, please email Marisa Gulluni at marisa.gulluni@uwa.edu.au