



THE UNIVERSITY OF
WESTERN AUSTRALIA
Achieving International Excellence

Education Centre

2007/2008 Biennial Report



FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

2007/2008

The University of Western Australia

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Education Centre

2007/2008 Annual Report

Education Centre Head



Professor Jeffrey Hamdorf

Preamble

It gives me great pleasure to provide a preamble to the Education Centre's Biennial Report for the years 2007 to 2008.

This report represents the energy demonstrated within the Education Centre's discipline of academic education and elegantly displays the way in which the centre has aligned its activities to match the Operational Priorities Plan and strategic vision of both the Faculty and the University more broadly. Pertinent to this the Education Centre has sought to provide support to each of the Schools and principally this has been delivered through a presence on the Schools' various Teaching and Learning Committees. At the broader academic level, the activities have been through collaborative involvement in research through academic endeavour and I commend to the reader the activity reported in Pages 7 and 8.

Of particular importance are the projects which have been undertaken during this period including the mapping of the curriculum and outcomes data base (MappEdOut) which for the first time allows Faculty and students to access a comprehensive centralised resource.

Also of note is the energy with which the academic educational discipline has provided administrative and educational expertise to the various Curriculum Committees, on which the Faculty relies so heavily for driving educational endeavour.

It gives me very great pleasure to present this Biennial Report for consideration by the friends of Academic Education.

Professor Jeffrey M Hamdorf

Winthrop Professor of Surgical Education
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Education Centre's Mission

To undertake teaching, research and professional service to the highest international standards thus contributing to the promotion of health, to the understanding, prevention and effective management of disease; and to the development of knowledge in the biological sciences.

Teaching and Learning Priorities

- Plan effective and innovative educational strategies based on the best standards available internationally;
- Promote and support quality teaching and learning practices;
- Coordinate integrated teaching and learning programs;
- Support quality assessment throughout all the curriculum in the Faculty of Medicine, Dentistry and Health Sciences;
- Support a range of evaluation methods; and,
- Feedback outcomes of evaluation to curricula committees and other groups to improve the quality of teaching and learning in the Faculty

Achieved By

- Supporting curricula committees, academic and general staff;
- Communicating with staff on all educational matters;
- Fostering collaboration and partnerships with schools, academic staff, service providers and teachers;
- Providing staff development programs for academic and non academic teachers;
- Conducting and disseminating quality research in the area of medical, dental and health science education; and,
- Facilitating the requirements of Australian Medical Council and Australian Dental Council;

We value:

- Collaboration and partnerships that lead to high quality learning;
- Learning environments with a focus on student needs; and,
- Communication between the Ed Centre and the academic, general, and teaching staff

Successful Alignment of the Centre's Teaching and Learning Priorities to the Faculty's and University's Operational Priorities Plans and Strategic Plans

TABLE 1. ALIGNMENT OF UWA PRIORITY OBJECTIVES WITH STRATEGIES UNDERTAKEN BY THE EDUCATION CENTRE

UWA Priority Objectives	Performance Indicators/Targets	UWA Strategies Undertaken in EdCentre
<p><i>Strategic Objective:</i> To improve the quality of the student learning experience</p>	<p><i>General Indicators:</i></p> <p>Improvement in the teaching and learning indicators</p> <ul style="list-style-type: none"> • Student Satisfaction (SURF, CEQ) • Course completion rates • Student retention and progression rates • Graduate Outcomes (GDS) • National Survey of Student Engagements (NSSE) 	<p><i>General Indicators:</i></p> <p>Improvement in the teaching and learning indicators</p> <ul style="list-style-type: none"> • Student Satisfaction (SURF, CEQ) • Graduate Outcomes (GDS)

TABLE 2. ALIGNMENT OF UWA'S OPERATIONAL OBJECTIVES WITH STRATEGIES UNDERTAKEN BY THE EDUCATION CENTRE

UWA Operational Objectives	Specific Indicators	UWA Strategies Undertaken in EdCentre
<p><i>Maintain, and where possible improve, the staff / student ratio in the face of rapidly increasing medical student numbers</i></p>	<p><i>Improve teaching indices in the</i></p> <p>CEQ Overall Satisfaction Index</p> <p>CEQ Good Teaching Scale</p> <p>CEQ Generic Skills Scale</p> <p>Peer review model developed and implemented</p>	<p>Maintain and improve the student experience through delivery of the highest quality of teaching across the Faculty</p> <p>Introduce peer review of teaching in the schools and faculty through School Teaching and Learning Committees</p> <p>Education Centre to foster and promote models in consultation with each school</p> <p>Identify and respond to issues arising from CEQ and SURF and other evaluations</p> <p>Work with the Evaluation Committee and others to plan,</p>

		<p>conduct and report evaluation</p> <p>Implement recommendations based on evaluation data</p> <p>Develop professional standards by correlating medical student UG performance to PG performance</p> <p>Engage regularly with the Postgraduate Medical Education Committee</p> <p>Representation and advocacy with Postgraduate Medical Education co-ordinators between hospitals/health department</p>
<i>Embed a research culture in undergraduate teaching so that research is given high priority by health professionals</i>	Curriculum mapped	Review research method teaching by mapping the current curricula and developing a proposal of what is feasible
<i>To extend good teaching approaches and improve learning outcomes</i>	<p>Improvement in CEQ results on:</p> <ul style="list-style-type: none"> • Overall satisfaction index • Good Teaching Scale • Generic Skills Scale • Learning Communities Scale 	<p>Contribute to</p> <p>Implement an eLearning Strategy to increase the availability of online learning materials for students in UWA courses, including postgraduate research.</p> <p>Increase opportunities for teaching development, including</p> <ul style="list-style-type: none"> • Develop an approach for peer observation of teaching
<i>Professional Development Review) in the University</i>	Performance development review	100% of staff to undergo PDR annually
<i>To embed performance management (the To support the ongoing development of staff</i>	Succession planning	<p>Each School / Centre to identify a Deputy Head</p> <p>Participation in Heads Up programme by all heads and deputies</p>

Teaching

Teaching Activity Highlights

Masters, Certificate and Diploma

Sandra Carr and Margaret Potter

Many educators involved in the delivery of the existing curricula were first and foremost, practising clinicians rather than teachers, with little or no formal training in the principles of teaching and learning and student supervision. This highlighted the need for postgraduate courses in health professional education. This perceived need was supported by local consultation in the WA marketplace with individuals and professional groups including clinicians and academic staff from across the health professions, as well as a survey of current UWA final year medical students.

Given that at the time there were no postgraduate courses being offered in Health Professional Education by Western Australian Universities, the following suite of course were developed and commenced in 2007:

Graduate Certificate in Health Professional Education

Graduate Diploma in Health Professional Education

Masters of Health Professional Education (coursework and dissertation)

Masters of Health Professional Education (thesis and coursework).

These courses have been taught through the Education Centre, thereby tapping into the existing infrastructure and building on the success of the clinical staff development programmes (Teaching on the Run) developed by staff in the Faculty. As the courses were designed to suit a range of health professionals including; doctors, dentists, nurses, physiotherapists, occupational therapists, social workers and public health workers, this has fostered opportunities for interdisciplinary discussion and collaboration and has made the long-term sustainability of the courses more likely. Furthermore, it was envisaged that the interdisciplinary makeup of courses would be beneficial in producing educators with the knowledge, skills and academic foundation necessary to work both independently and collaboratively within the varied settings of health professional education.

Further information on these courses is available at <http://edcent.meddent.uwa.edu.au>

Supervision of Students Involved in Research

Undergraduate

Year 4 Medicine Projects

Supervisors: **Ms Diana Jonas-Dwyer** and A/Professor Sally Sandover

Students: Graeme Fitzclarence, Timothy Unsworth-Smith and Timothy Marr

Topic: Learning styles, coping mechanisms and stress levels of undergraduate and graduate entry medical students: do these vary with modes of entry and do they change over time?

Supervisors: Professor Marc Tennant, **Dr Annette Mercer** and Mrs Sue Pournault

Students: Jasmine Williams, Sarah Hurley and Ashleigh Emery

Topic: A seven year retrospective analysis of students entering a medical and dental school via the Rural Student Recruitment Programme of Western Australia

Postgraduate

Masters of Health Professional Education Projects

Supervisors: **Ms Diana Jonas-Dwyer**, A/Professor Tony Celenza,

Student: Ms Gillian Cleary

Topic: An analysis of resuscitation education within undergraduate medical curricula in Australia and selected South East Asian and South Pacific nations.

Supervisors: **Dr Annette Mercer, Dr Margaret Potter.**

Student: Ms Karen Shuttleworth

Topic: An investigation of the reliability and validity of an accredited advanced life support course.

Supervisors: **Dr Annette Mercer, A/Professor Beverley McNamara**

Student: Ms Christine Smith

Topic: What is the impact of Non English Speaking Background (NESB) female Overseas Qualified Nurses (OQNs) sociolinguistic background on their integration in to the Western Australian hospital workforce.

Supervisors: **Professor Jeff Hamdorf**, Professor Karen Simmer.

Student: Dr Jean Du Plessis

Topic: Advanced Training in Neonatology: The Western Australian Curriculum.

Supervisors: **Dr Zarrin Siddiqui**, Dr Daniel Rock.

Student: Mr Sam DaCosta

Topic: A study to evaluate mental health professionals' perceptions of the competencies required of beginning registered nurses in mental health nursing.

Supervisors: Professor Fiona Woods, **Dr Adrienne Huber**

Student: Ms Alwena Willis

Procedural and Clinical Skills

Sandra Carr

In 2006, all 162 students rotated through the Ed Centre coordinated Year 4 Procedural Skills Training Programme. At the end of the training the students were expected to describe and demonstrate their ability to perform correctly phlebotomy, IV cannulation; urinary catheter insertion; injections and CPR and airway management while under direct supervision. The process evaluation results were very positive. Significant shifts had occurred in student perception of their ability to perform these practical skill areas pre- and post training and all students adequately completed formative assessments at the end of the training sessions. By the end of 2006 the vast majority of students had obtained some ward based clinical experience in these skills. The challenge in subsequent years was the increasing numbers of students: in 2007 there were 230 Year 4 medical students and in 2008 this number rose to 200.

In 2007, the Ed Centre also coordinated resuscitation training for Year 5 and 6 medical students in collaboration with the disciplines of Emergency Medicine and Paediatrics. Further information about skills training in the Faculty and evaluation results can be sought from Sandra Carr at sandra.carr@uwa.edu.au



FIGURE . SKILLS WORKSHOP
CATHERIZATION

Research

Grants Awarded

Student Experience Fund \$60,000

(Funded from the 2008 Learning and Teaching Performance Fund)

The primary objective for these funds was to develop personal and professional development skills necessary for the transition from secondary to tertiary studies for first year Medical, Dental and Health Science students. It was also envisaged that the programme would be developed into an online format, which would have several benefits.

The second goal of this proposal was to develop a “Buddy-Mentor” system to enhance further the transition period for students. Under this system, a senior year student would be allocated to each commencing student, on a one to one basis, to help first year students adapt more quickly to the University environment.

Enhancing the Managed Learning Environment (MLE) \$194,000

(Funded from the 2006 University Strategic Fund)

These funds were used to create a curriculum and outcomes Ddtabase, for the design and development of a curriculum map using the outcomes of the MBBS course to:

- Provide a visual representation of the outcomes and skills students were expected to achieve by the end of each year. This assisted students in gaining a clearer understanding of what they were expected to learn, how they could learn it and how they would be assessed.
- Further improve the University’s practice of flexible teaching and learning including collaboration and computer assisted learning
- Make maximum use of modern computing and communications technology to increase the University’s capacity to respond to changing patterns of access to and delivery of educational services.
- Implement across the University the outcomes based approach to teaching and learning and assessment.

Skills Equipment Library \$100,000

(Funded from the 2005 University Infrastructure Fund)

These funds were used to establish an equipment library to assist groups involved in the clinical teaching of students and the training of doctors, dentists, scientists and other health professionals. Under the expert guidance of teaching staff this resource assisted students in gaining the appropriate knowledge, skills and attitudes to perform to their maximum potential and meet the requirements of local, national and international communities.

Course Experience Questionnaire (CEQ) \$8,000

(Funded from the 2006 University Fund Enhancing Feedback for Students)

This project focused on student perceptions of the adequacy of feedback and on preferred models of feedback in order to use the results obtained to develop, implement and evaluate an enhanced feedback system across the Faculty in 2007.

The project comprised three phases:

1. Data gathering
2. Development of an action plan

3. Implementation and evaluation of the change.

The first phase revealed the complex nature of student feedback. Factors requiring consideration for the subsequent phase included: the models and modes of feedback; the feedback environment; the timing of feedback, and the skills and abilities -required by staff and students- to be able to provide and receive effective feedback. This was followed by the development of several pilot projects for units and areas keen to improve their feedback processes in 2007 based on suggested models.

UWA Improving Student Learning Grants

Towards Authentic Assessment

\$ 2,500

The objective of this UWA Student Learning Grant was to introduce learning contracts at level 5 in the medical course (IMED 5601 & 5602). The use of learning contracts provided students with the flexibility to design their own two week options and with the opportunity to negotiate learning outcomes and assessment with the potential supervisors.

Faculty Teaching and Learning Grants

Promoting Reliable Assessment in Student-Centred Environments (PRAiSE)

\$10,500

This project was funded through the Faculty Teaching and Learning Grants and promotes the use of innovative assessment strategies with a focus on e-assessment, and formative assessment. This project promoted better teaching practices among academics, promoted the development of generic skills, including learning skills among students, and provided more opportunities for feedback and out of class learning.

Improving Formative Feedback for Students (with CATLysts)

\$ 5000

In 2007 an 'Improving Student Satisfaction Grant' was awarded for a collaborative project involving other Faculty CATLysts.

Promoting Reflective Skills for Dental Students (with School of Dentistry)

\$12,800

In 2007 an 'Improving Student Satisfaction Grant' was awarded for a collaborative project with the School of Dentistry, focusing on the development of reflective practice skills in third year dentistry students.

Learning to Learn in the Clinical Setting (with School of Medicine and Pharmacology)

\$36 000

In 2007 this Faculty Teaching and Learning Grant was awarded for a collaborative project with the School of Medicine and Pharmacology.

Publications

The Education Centre's Newsletter can be found on line at: <http://www.meddent.uwa.edu.au/news>

Peer Reviewed Publications

Mills C, Heywoth J, Rosenwax L, Carr S, Rosenberg M. Factors associated with the success of first year health sciences students. *Adv Health Sci Educ Theory Pract* (Internet). 2008 Feb 14 (cited 2009 Jun 16); 14(2):205-207. Available from: <http://dx.doi.org/10.1007/s10459-008-9103-9>.

Siddiqui ZS. Quality Assurance in Higher Education: A Global Perspective. Islamabad (Pakistan): Higher Education Commission Pakistan; 2008. Professional development of academics: a need assessment; p. 107 – 114.

Nowak A, Jacobs I, Lake F, Jonas-Dwyer D, Ryan G, Carr S. Evidence based medicine – teaching with clinical relevance in an undergraduate medical curriculum. Submitted for review to *Focus on Health Professional Education*; 2008 Jul 28.

Siddiqui ZS, Jonas-Dwyer D, Carr SE. Twelve tips for peer observation of teaching. *Med Teach* (Internet) 2007 May 1 (cited 2009 Jun 16); 29(4):297-300. Available from: Informaworld.

Jonas-Dwyer D, Sudweeks F. The impact of virtual microscopes on students' approach to learning: an exploratory study. In: Lloyd SJ, Cohen E, editors. *Proceedings of the 2007 Informing Science and Information Technology Education (InSITE) Conference* (Internet); 2007 June 22-25; Ljubljana, Slovenia: Informing Science Institute, USA; 2007 (cited 2009 Jun 16); 61-70. Available from: <http://inform.nu/Articles/Vol10/ISJv10p061-070Dwyer395.pdf>.

Jonas-Dwyer D, Sudweeks F, Nicholls PK, McGill T. Enhancing the students learning experience: a comparison of optical and virtual microscope use in histopathology laboratories. In: *Proceedings from the 8th International Conference on Computer Based Learning in Science*; 2007 Jun 30-Jul 6; Heraklion, Crete, Greece.

Jonas-Dwyer D, Sudweeks F. Informing students using virtual microscopes and their impact on students approach to learning. *Informing Science: The International Journal of an Emerging Transdiscipline*. 2007; 10:64-70.

Siddiqui ZS. Continuous professional development of medical doctors in Pakistan: practices, motivation and barriers, research impacts: proving or improving? (Internet). *The Australian Association for Research in Education (AARE)*: Fremantle; 2007 (cited 2009 Jun 16). Available from: <http://www.aare.edu.au/07pap/sid07623.pdf>.

Siddiqui ZS. Creativity in higher education: great expectations. In: *2nd International Conference on Assessing Quality in Higher Education*, Punjab University; Lahore; 2008. p. 226-236.

Siddiqui ZS, Siddiqui TK, Emran M, Bashir T. Generic attributes: the case of missed perception and links. In: *Sufficiency and Sustainability in Higher Education - An Agenda*; South East Asian Association for Institutional Research (SEAAIR), Thailand, SEAAIR and Assumption University; 2007. p. 50-55.

Siddiqui ZS. Higher education reforms in Pakistan: issue of access and equity. In: *Sufficiency and Sustainability in Higher Education - An Agenda*; South East Asian Association for Institutional Research (SEAAIR), Thailand, SEAAIR and Assumption University; 2007. p. 112-121.

Peer Reviewed Conference Presentations

Clarke C, Cluett L, Jonas-Dwyer D, Yeh E, Lake F. Enhancing first year medical students' learning skills via online modules through BRAIN (Beginner Research and Information Network). ANZAME Conference; 2007 Sep 12-15; Canberra, Australia.

Jonas-Dwyer D, Carr S, Scott R, Browne R. Building transparency into the curriculum with an outcomes database and curriculum map. 13th Ottawa International Conference on Clinical Competence; 2008 Mar 5-8; Melbourne, Australia; c2007.

Siddiqui ZS, Bryant A, Foley L. Evaluation of clinical skills in podiatry: all that matters is not size. 22nd Australasian Podiatric Conference; 2007; Hobart, Australia.

Siddiqui ZS, Cleary G. Student wish list: an analysis of comments from student evaluation in dentistry. Australian New Zealand International Association for Dental Research Conference; 2008 Oct; Perth, Australia.

Siddiqui ZS, Taylor M. Performance based assessment in dentistry. Australian New Zealand International Association for Dental Research Conference; 2008 Oct; Perth, Australia.

Siddiqui ZS, Mercer A, Taylor M. Manual dexterity skills in dentistry. ANZAME Conference; 2008 Jul; Sydney, Australia.

Siddiqui ZS, Cleary G. Global rating in performance based assessment. 13th Ottawa International Conference on Clinical Competence; 2008 Mar; Melbourne, Australia.

Siddiqui ZS, Bowman J, Jonas-Dwyer D, Carr SE. Incorporating feedback in operative dentistry. Asia Pacific Medical Education Conference; 2008; Singapore.

Conference Presentations by Invitation

Siddiqui ZS. Medical education: changes and challenges invited speaker. Hamdard University Annual International Symposium; 2008 Dec.

Siddiqui ZS. Assessment and evaluation in higher education. Faculty Development Course arranged by the National Academy of Higher Education at Karachi University; 2007 Jan; Pakistan.

Siddiqui ZS. Learning environment. Faculty Development Course arranged by the National Academy of Higher Education at Karachi University; 2007; Pakistan.

Siddiqui ZS. Innovations in assessment. Punjab University; 2007; Pakistan.

Siddiqui ZS. Ingredients of assessment policy. Isra University and Pakistan Medical Association; 2007 Jan; Hyderabad, Pakistan.

Siddiqui ZS. CPD: developing a framework. Pakistan Medical Association & Liaquat University of Medical and Health Sciences; 2007 Jan; Jamshoro, Pakistan.

Siddiqui ZS. Creativity in health professions education. Second International Conference on Medical Education, Al Khartoum University; 2007 Mar; Sudan.

Siddiqui ZS. Assessment: issues and challenges. Second International Conference on Medical Education, AlKhartoum University; 2007 Mar; Sudan.

Siddiqui ZS. Innovative teaching: first international symposium. Shaheed Benazir Bhutto University; 2008 Dec.

Siddiqui ZS. Item writing and analysis. Liaquat University of Health Sciences; 2008 Dec; Jamshoro, Pakistan.

Siddiqui ZS. Aligning research with teaching. Workshop organized by the Higher Education Commission; 2008 Jan; Pakistan.

Siddiqui ZS. Active learning in higher education. Organized by the Higher Education Commission; 2008 Jan; Pakistan.

Siddiqui ZS. Integrated curriculum and assessment. Liaquat University of Medical and Helath Science; 2008 Jan; Jamshoro, Pakistan.

Siddiqui ZS. Group dynamics and team development. Pakistan Navy (PNS Rahnuma), Human Resource Development Course; 2008 Jan.

Book Chapters

Siddiqui ZS. Professional development of academics: a need assessment. In: Raouf A, Ahmed N, editors. Quality Assurance in Higher Education: A Global Perspective. Islamabad (Pakistan): Higher Education Commission Pakistan; 2008; p. 107-114.

Reports

Playford D, Siddiqui ZS, Durey A. Supporting International Medical Graduates in Rural Western Australia: Training, Assessment & Mentoring. Report for WA Rural Outreach Vocational Education (ROVE) Project; 2007 Nov.

Service

In the Faculty

The Education Centre provided a diverse array of services to the Faculty: curriculum development support constituted one key area and included innovations with information and communication technologies, innovation with evaluation at course level and innovation with development and/or evaluation assessment practices. Further key areas included the provision of teaching and learning support, administrative support to committees, ongoing staff development for teaching staff through seminars and workshops, such as Talking about Teaching, and the development of collaborative projects with schools. Several recent projects are highlighted below.

- Staff development
- Talking about Teaching
- Provision of student support including on-line learning environments
- Participating in and publication of research related to medical, dental, health science and Podiatric medicine education.



Curriculum Data Base (MappEdOut)

Diana Jonas-Dwyer

This project was funded by a University Strategic Fund grant, and was developed over two years. For the first time, staff and students of the Faculty of Medicine, Dentistry and Health Sciences have had easy access to a comprehensive, centralised resource capable of answering virtually all course and learning outcome queries. In 2008 the Faculty launched 'MappEdOut', an innovative, highly detailed curriculum map and outcomes database. This enabled staff and students in the undergraduate

courses of Medicine, Dentistry, Podiatric Medicine and Health Science to view their course, years, units and graduate outcomes through the database. MappEdOut also fostered an understanding of the generic outcomes, or skills and abilities, which students were required to develop across all four undergraduate courses.

In addition, students could 'drill down' to each unit's outcomes, teaching and learning experiences and assessments. This was considered to be especially useful to our first year students in helping them to understand what and how they will be taught and assessed.

From Orientation Day 2009, all first year students will receive an introduction to 'MappEdOut'. It is a key resource to optimise their learning during their undergraduate years in the Faculty of Medicine, Dentistry and Health Sciences.

The database will also help staff with curriculum development by providing a 'big picture' view of the curriculum, coupled with the ability to view smaller sections of a course such as individual units. The database contains several maps, such as course maps and unit maps structured by either unit outcome or by year outcome.

The scale and detail of MappEdOut's extensive medical thesaurus has already set a national benchmark in tertiary medical schools, arousing significant interest in other medical schools at the recent Ottawa International Conference on Clinical Competence Conference (Ozzawa) in Melbourne.

Faculty staff and undergraduate students can access MappEdOut at:

<https://mappedout.meddent.uwa.edu.au>

Assessment – Development, Implementation and Reporting

Zarrin Siddiqui

Support and services related to all aspects of assessment was provided to individuals, groups and schools within the faculty in the form of:

- ❖ Evaluating assessment within the Faculty and conducting research for further developments
- ❖ Facilitating the development of appropriate assessment methods within the Faculty including innovative methods
- ❖ Providing expert advice re appropriate assessment tools to assess learning outcomes.
- ❖ Revising and approving Assessment Policy
- ❖ Conducting research on assessment methods with a view to keeping the Faculty informed of the latest developments in this area
- ❖ Contributing to staff development in assessment
- ❖ Initiating pre- and post examination reviews
- ❖ Preparing reports and publications re assessment as directed by the various committees and the Education Centre
- ❖ Assisting the year committees in the coordination, planning and evaluation process of various summative and formative assessments
- ❖ Facilitating the compilation of data and generating reports re the reliability and validity of individual assessment items, generic assessment methods and assessor protocols
- ❖ Providing administrative support for the Clinical Assessment Working Group and its Chair
- ❖ Liaising with the Faculty Office regarding University regulations pertaining to assessment.

Evaluation

Gillian Cleary, Adrienne Huber and Sandra Carr

Much of the programme evaluation of the medical, dental, podiatric medicine and health science undergraduate curricula was conducted by the Evaluation Committee with significant support from Ed Centre staff.

The Ed Centre carried out process, impact and outcome evaluation with two objectives in mind: firstly, to facilitate the administrative decision-making surrounding curricula design, and secondly, to monitor and evaluate the effect of curricular change on student experience of learning and attainment of learning outcomes.

In addition, the Ed Centre facilitated and promoted the process of evaluation at individual unit level to increase understanding of teaching and learning.

Another evaluation project undertaken by Ed Centre staff in 2007 focused on first reviewing the adequacy of feedback for students. The results were subsequently used to develop, implement and evaluate models for providing feedback.

Administrative Support

The Centre's professional staff provided administrative support for:

- ❖ Faculty Teaching and Learning Awards
- ❖ Faculty Teaching and Learning Grants
- ❖ Student orientation programmes for:
 - ❖ Medicine - yrs 1 - 6
 - ❖ Dentistry - yr 1
 - ❖ Podiatric Medicine - all
- ❖ Coordination of Personal and Professional Development for
 - ❖ Medicine - Years 1, 3, 4, 5 & 6
 - ❖ Dentistry – Year 1
 - ❖ Podiatric Medicine – Year 1
- ❖ Curriculum retreats- participation in Medicine retreat
- ❖ Guidebooks – Coordination of material for Medicine
- ❖ Curriculum Committee participation, supporting Medicine, Dentistry, Health Science and Podiatric Medicine
- ❖ Participation and contribution to University wide teaching and learning strategies through the CATLyst network
- ❖ Disseminating information related to teaching and learning
- ❖ Preparing accreditation documentation for the medical course (AMC documents)
- ❖ Strategic planning
- ❖ Coordinating the clinical skills programme

The Managed Learning Environment (MLE)

Diana Jonas Dwyer

In 2005 the Education Centre commenced the transfer of Medicine, Dentistry, Podiatric Medicine and Health Science units (including teaching and learning materials and redevelopment of assessments) from FlyingFish to WebCT, the centrally provided University Learning Management System. Following on from there, during 2007/2008 Medicine, years 4, 5 and 6, Dentistry year 4, Podiatric Medicine years 2 and 3 and individual units in Health Science were transferred to WebCT.

Group and 1:1 staff development sessions were held for academic and general staff on how to modify the Faculty of Medicine, Dentistry and Health Sciences WebCT unit templates. Student orientation sessions were also held for 1st year Medicine, Graduate Entry Medicine, Dentistry and Podiatric Medicine students.

FLYING FISH SYSTEM

During 2007 support and maintenance continued for the Medicine, Dentistry and Health Science 'Flying Fish' and a new backup system was implemented, together with 'just in time' support for continuing staff. New staff were provided with orientation and training sessions. Assessments continued to be supported and developed in Fish with marking and reports produced for staff and released back to students.

Flying Fish was decommissioned at the end of 2007.

SPECIALIST ASSESSMENT SOFTWARE

The Education Centre also explored assessment systems with direct feedback capabilities to support online case based learning and related assessments. Questionmark Perception was chosen and implemented in 2007.

Collaboration with eLearning staff at the University of Birmingham to adapt and use their connector for Perception and WebCT has been expected to provide a seamless environment for students, to enable them to access Questionmark assessments via WebCT. Furthermore, students' total grade would be stored in the WebCT gradebook thereby allowing teachers to release grades individually to students. This system would allow immediate feedback on individual questions, and could accommodate more than 20 different question types. Development of case based learning assessments has been underway for Year 3 Infectious Diseases.

Within the University

Staff from the Education Centre were involved in the following committees or groups:

UWA

- ❖ Academic Board
- ❖ ASCILITE Campus Representative
- ❖ Faculty CATLyst
- ❖ Faculty Outcome Based Education Representative
- ❖ Faculty ALLY
- ❖ HERDSA WA Faculty Representative
- ❖ Library Resources System (LRS) - User Group and LRS Steering Committee
- ❖ Teaching and Learning Forum – UWA Organising Committee
- ❖ UWA Standing Committee on Assessment

Faculty of Medicine Dentistry and Health Sciences

- ❖ Clinical Attachment Review Group (CARG)
- ❖ Curriculum Map and Outcomes Database Reference Group
- ❖ Dental Assessment Committee
- ❖ Dental Curriculum Committee
- ❖ Evaluation Committee
- ❖ Evidence Based Medicine Working Party
- ❖ Extra Places Strategic Management Committee
- ❖ Faculty Selection Committee
- ❖ Medical Curriculum Committee
- ❖ PPD Units, MBBS Yrs 4--6
- ❖ School of Medicine and Pharmacology - Undergraduate Committee
- ❖ School of Psychiatry: Undergraduate Teaching & Learning Committee
- ❖ School of Surgery and Pathology -Teaching and Learning Committee
- ❖ Teaching and Learning Committee
- ❖ Years 1 & 2 Medical Curriculum Committee
- ❖ Year 4 Medical Curriculum Committee
- ❖ Year 5 Medical Curriculum Committee
- ❖ Year 6 Medical Curriculum Committee

Outside the University

External Bodies

- ❖ Department of Education, Science and Training (DEST)
- ❖ Department of Health and Aging (DHA)
- ❖ Post Graduate Medical Council of Western Australia (PMCWA)
- ❖ Committee of Deans of Australian Medical Schools (CDAMS)
- ❖ UMAT Test Management Committee (UMAT TMC)
- ❖ UMAT Technical Sub-committee (UMAT TSC)
- ❖ GAMSAT Policy Committee

Reviews for Journals

- ❖ Advances in Health Sciences Education
- ❖ Annals of Saudi Medicine
- ❖ Asia Pacific Journal of Education
- ❖ Australasian Journal of Educational Technology
- ❖ British Medical Journal
- ❖ Focus on Health Professional Education: A Multidisciplinary Journal
- ❖ Journal for Health Professional Education
- ❖ Journal of College of Physicians & Surgeons Pakistan
- ❖ Journal of Liaquat University of Medical and Health Sciences
- ❖ Informing Science: the International Journal of an Emerging Transdiscipline
- ❖ Medical Education Journal
- ❖ Medical Education Online
- ❖ Medical Journal of Australia
- ❖ Medical Teacher Journal
- ❖ Pakistan Journal of Medical Sciences
- ❖ Saudi Medical Journal

Reviews for Conferences

- ❖ Teaching and Learning Forum 2008, Curtin University Australia
- ❖ ASCILITE Conference 2008 Melbourne Nov 30 – 3 December 2008.
- ❖ HERDSA 2007 International Conference, Adelaide, 8 – 11 July 2007.
- ❖ ASCILITE Conference 2007 Singapore, 2-5 December 2007.

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Ms Erica Yeh

Teaching and Learning Administrator

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Senior Lecturer, Medical Education (Managed Learning Environment)

Dr Adrienne Huber

Lecturer, Medical Education (Evaluation)

Dr Annette Mercer

Senior Lecturer (Peer Observation of Teaching)

Ms Fiona McHarg

Project Officer (IT)

Dr Margaret Potter

Senior Lecturer

Ms Sharon Hyde

Administrative Officer

Dr Rowena Scott

Lecturer, Medical Education (Curriculum Design)

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Associate Lecturer in Medical Education (Evaluation)

Ms Marisa Gulluni

Administrative Officer

Ms Thritty Bhanja

Administrative Officer / Assistant to Head of Education Centre

Mr Steven Choy

Project Officer (IT)

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Faculty of Medicine, Dentistry and Health Sciences
Associate Dean, 2007 (Teaching and Learning)

Dr Naomi Trengove
Faculty of Medicine, Dentistry and Health Sciences
Associate Dean, 2008 (Teaching and Learning)

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Ms Carol Newton-Smith
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Ms Monique Fountain
Librarian

Ms Catherine Clark
Senior Librarian