

OMS Staff Professional Development Workshop

# Turning Teaching Innovation into Research

16 November 2022

Lead facilitator: Megan Anakin and guest: Tim Wilkinson

Co facilitators: Anthony Ali, Louise Beckingsale, Jon Cornwall,  
Tehmina Gladman, & Joy Rudland

# Karakia

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou i te rangi nei

Aroha atu

Aroha mai

Tātou i a tātou katoa.

May peace be widespread.

May the sea be like greenstone;  
a pathway for all of us this day.

Let us show respect for each other,  
for one another.

Bind us all together.

# Learning Outcomes

The background features a stylized illustration of a person with long hair reading a book. The scene is framed by a large, light blue circular arc. To the right, there are decorative, flame-like or leaf-like shapes. The entire background is a solid blue color.

You will be able to:

1. Describe your interest in education research.
2. Identify next steps to turn your teaching into research.

# Welcome and Introductions



# Session Overview

1. Ice breaker activity
2. Presentation from Tim
3. Small group discussions
4. Whole group discussion
5. Closure: Goal-setting and action planning

# Ice Breaker 1- Poll in Zoom

With educational research, where are you at?

- a) I'm looking for ideas
- b) I have ideas (but no plan yet)
- c) I have a plan (but no action yet)
- d) I doing a research project right now

# Ice Breaker 2 – Using chat function of Zoom

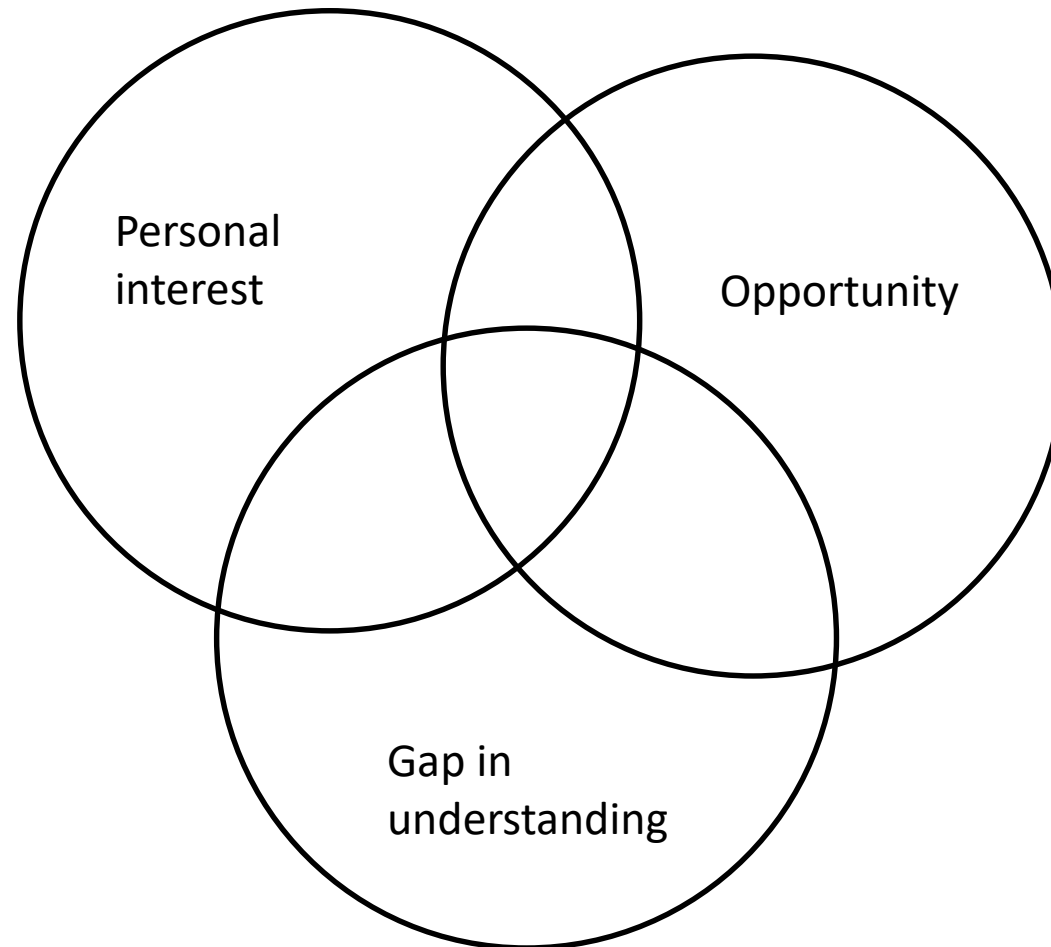
What are you thinking about researching?

# More from Tim ...

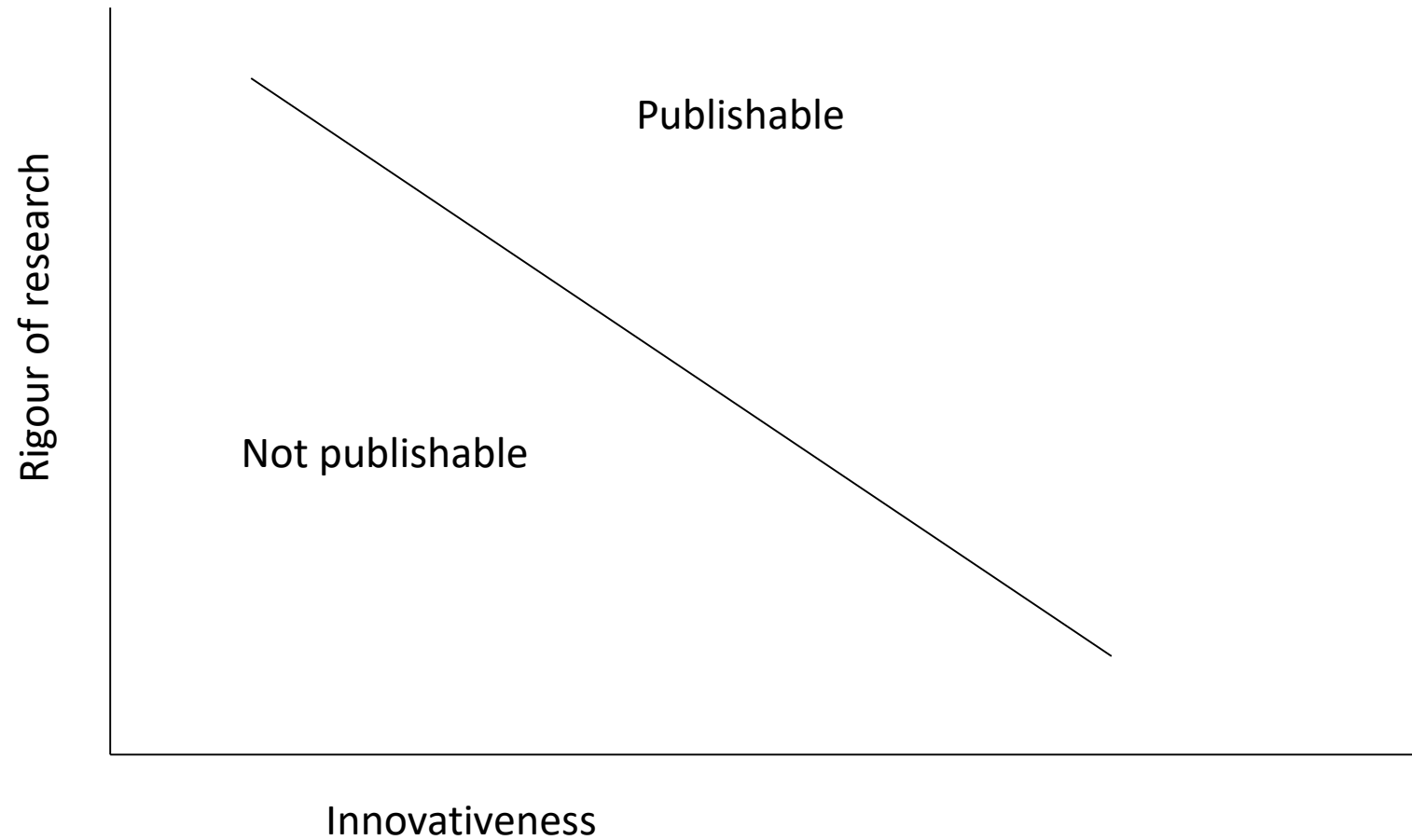


The peculiarities  
of research in  
health professions  
education

# Ideas for education research



# Ideas for education research

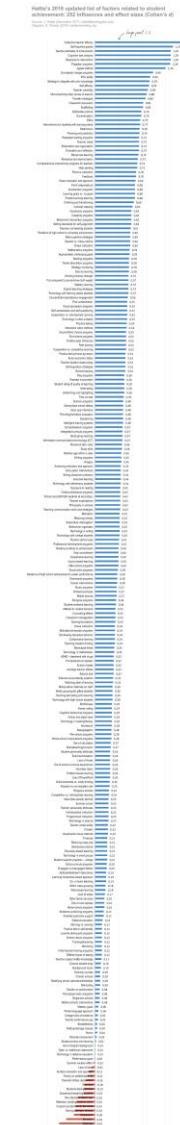
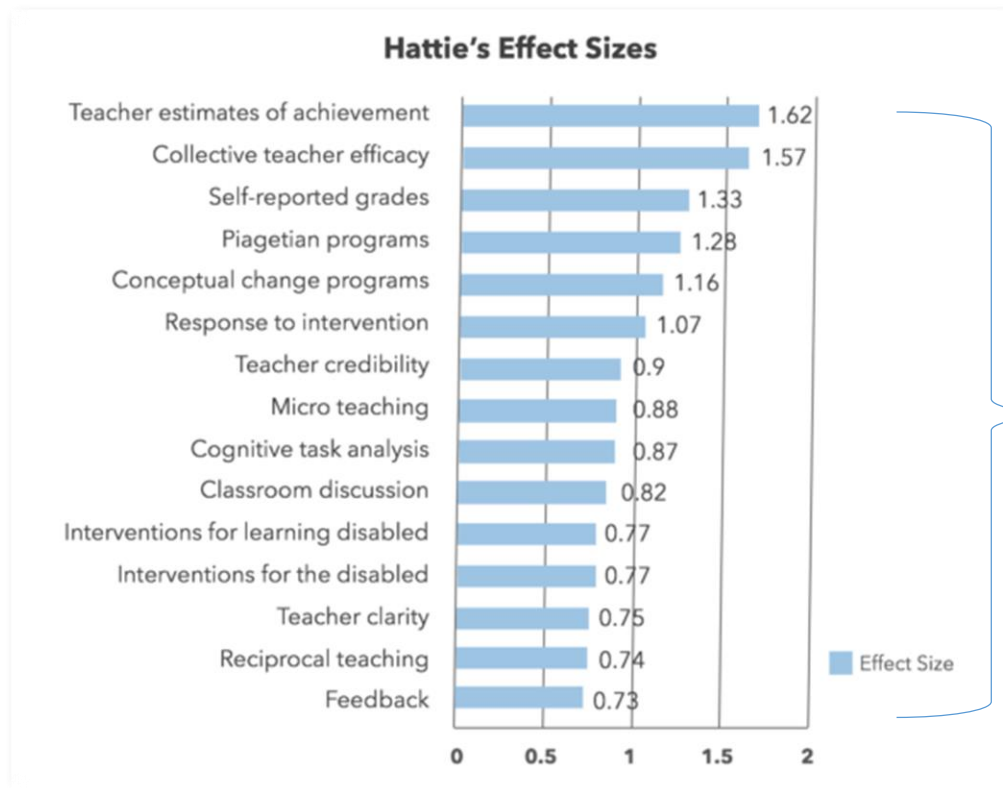


# Learning



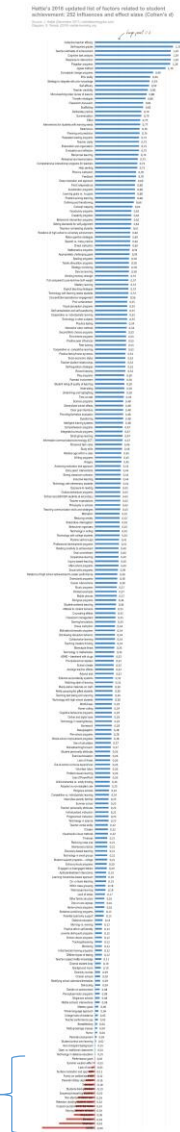
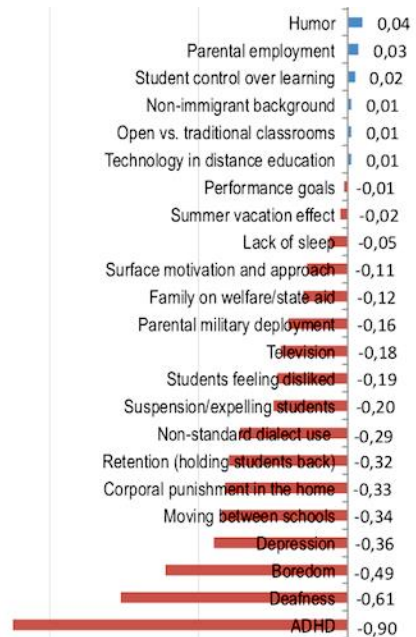
Hattie JAC. Visible learning: a synthesis of meta-analyses relating to achievement. Oxford: Routledge; 2009.

# Learning



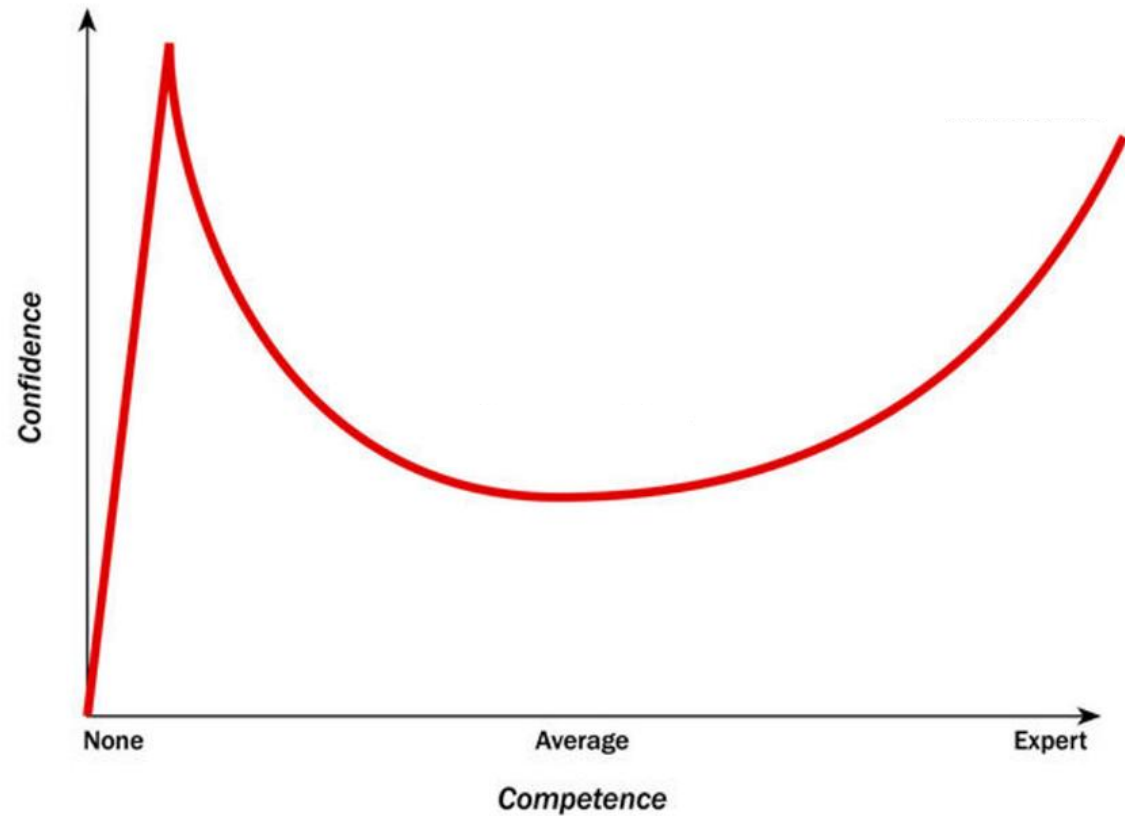
Hattie JAC. Visible learning: a synthesis of meta-analyses relating to achievement. Oxford: Routledge; 2009.

# Learning



Hattie JAC. Visible learning: a synthesis of meta-analyses relating to achievement. Oxford: Routledge; 2009.

# Competence vs confidence



# Competence vs confidence



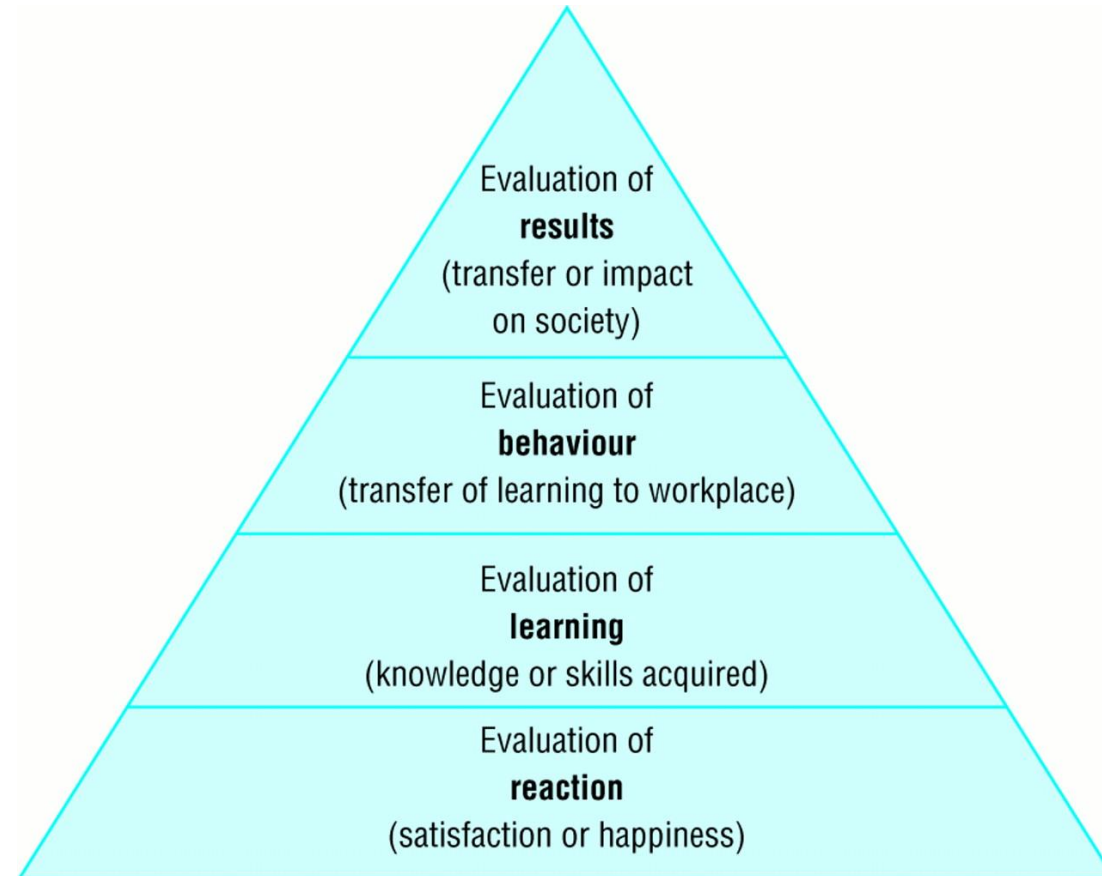
# Dr Fox

## The Doctor Fox Lecture: A Paradigm of Educational Seduction

*Donald H. Naftulin, M.D., John E. Ware, Jr., and Frank A. Donnelly*



# Outcomes



# Before vs after tests

- The before test is an intervention

# Ideas for education research

- Why are they not learning this?
- Why are some learning it and not others?
- How is this intervention working?
- Why do people choose some specialties and not others?
- How can we make learners more independent?

# Small group discussions – using breakout rooms

- Describe your teaching practice.
- Discuss how you might turn your teaching practice into research.

And when you come back, we will share ideas.

# Whole group discussion

- Sharing ideas

# Closure: Goal-setting and action planning



Otago University  
 OMS Profession Development  
 Session: Turning teaching innovation into research  
 Wednesday 16<sup>th</sup> October 2022

## SMART Action Plan

Goal:

Specific	
Measureable	
Achievable	
Relevant	
Timely	

## Project Action Plan

Goal/Task:

Action Step Description	Person Responsible	Date to Begin	Date Due	Resources Required	Desired Outcome	Notes
1.						
Update/Progress						
•						
2.						
Update/Progress						
•						
3.						
Update/Progress						
•						
4.						
Update/Progress						
•						

Look in the chat for the links to Google Docs to download and use.



# Tēnā koutou Thank you

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Next workshop:

TBC

Wednesday 15<sup>th</sup> February 2023 TBC

12-1 pm Via Zoom

Guest facilitator: TBC

Register at:

<https://www.otago.ac.nz/oms/education/mbchb/staff/support/pd/index.html#online-professional-development>



Otago Medical School  
Te Kura Hauora o Ōtākou



## Do you know...

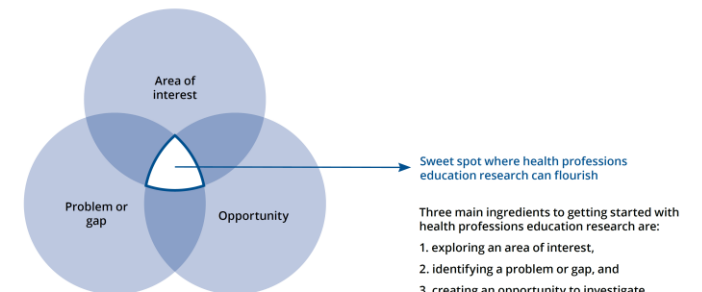
how to get started with research in health professional education

Are you curious about understanding more about education in a way that will have an impact on your practice as a teacher? Did something work surprisingly well or surprisingly badly? Did something unexpected happen? Figuring out why that might have happened can be a great way to think about a research question. Research will allow you to build on your local interest in education while making a difference to how others understand education more generally.

### What is health professions education research?

Health professions education (HPE) research encompasses the systematic study of everything that relates to helping people become effective health professionals. This may occur in a variety of different contexts such as undergraduate education, postgraduate training, and continuing professional development. Common topics studied include teaching and learning on clinical placements or in simulation, curriculum design, assessment, professionalism, transitions and career development, and well-being.

### How do I get started?



### Strategies to help find the sweet spot:

- Reflect on your experiences as an educator. Ask yourself, "What interests me?" "What concerns me?" "What puzzles me?"
- Have a conversation with an expert. Notice what they are talking about. They might have suggestions for a research project.
- Join a key HPE organisation and/or read education journals to notice hot topics and current debates that need answers. Identify what is known about your topic of interest and where the gaps in knowledge might be.
- Attend an education research presentation and notice what theory or conceptual framework they might be using. You might be interested in seeing how a theory or concept might apply to your educational context.
- Discuss possible research questions with a colleague. Your research question identifies a problem about an education topic or a gap in our knowledge about education so it can be addressed using systematic methods of investigation.