

UNIVERSITY
of
OTAGO
Te Whare Wānanga o Otāgo
NEW ZEALAND

Otago Medical School
Te Kura Hauora o Ōtākou

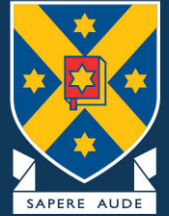
Core Teaching and Staff
Development Workshop
*Turning Teaching Innovation
into Research*

Wednesday 15th September 2021

Megan Anakin & guest facilitator: Tim Wilkinson

with: Anthony Ali, Jon Cornwall, Tehmina Gladman, & Joy Rudland

1875-2021



OTAGO
MEDICAL
SCHOOL

146
YEARS

Welcome and Introductions



Learning Outcomes

You will be able to:

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

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

Over to Tim ...



Ice Breaker 1- Go to www.menti.com and use the code provided

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
- e) All of the above

Ice Breaker 2 - Go to www.menti.com and
use the code provided

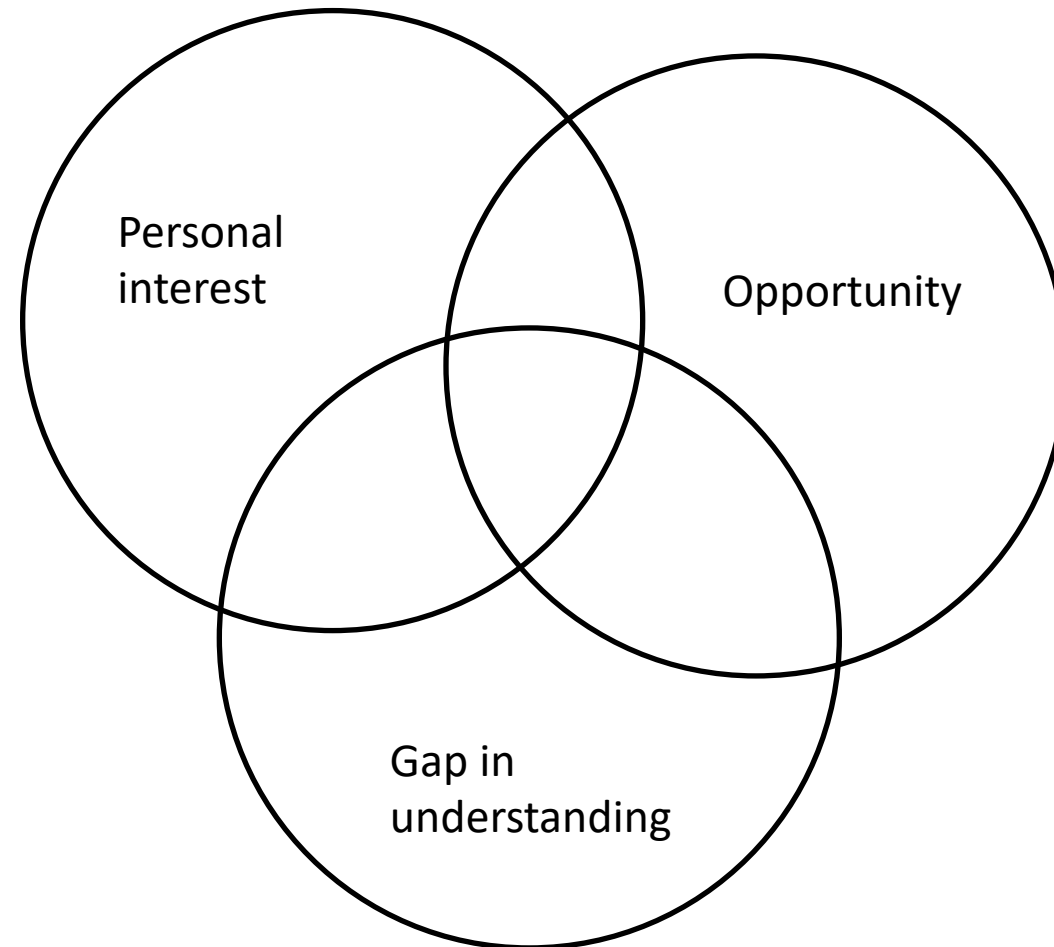
What are you thinking about researching?

More from Tim ...

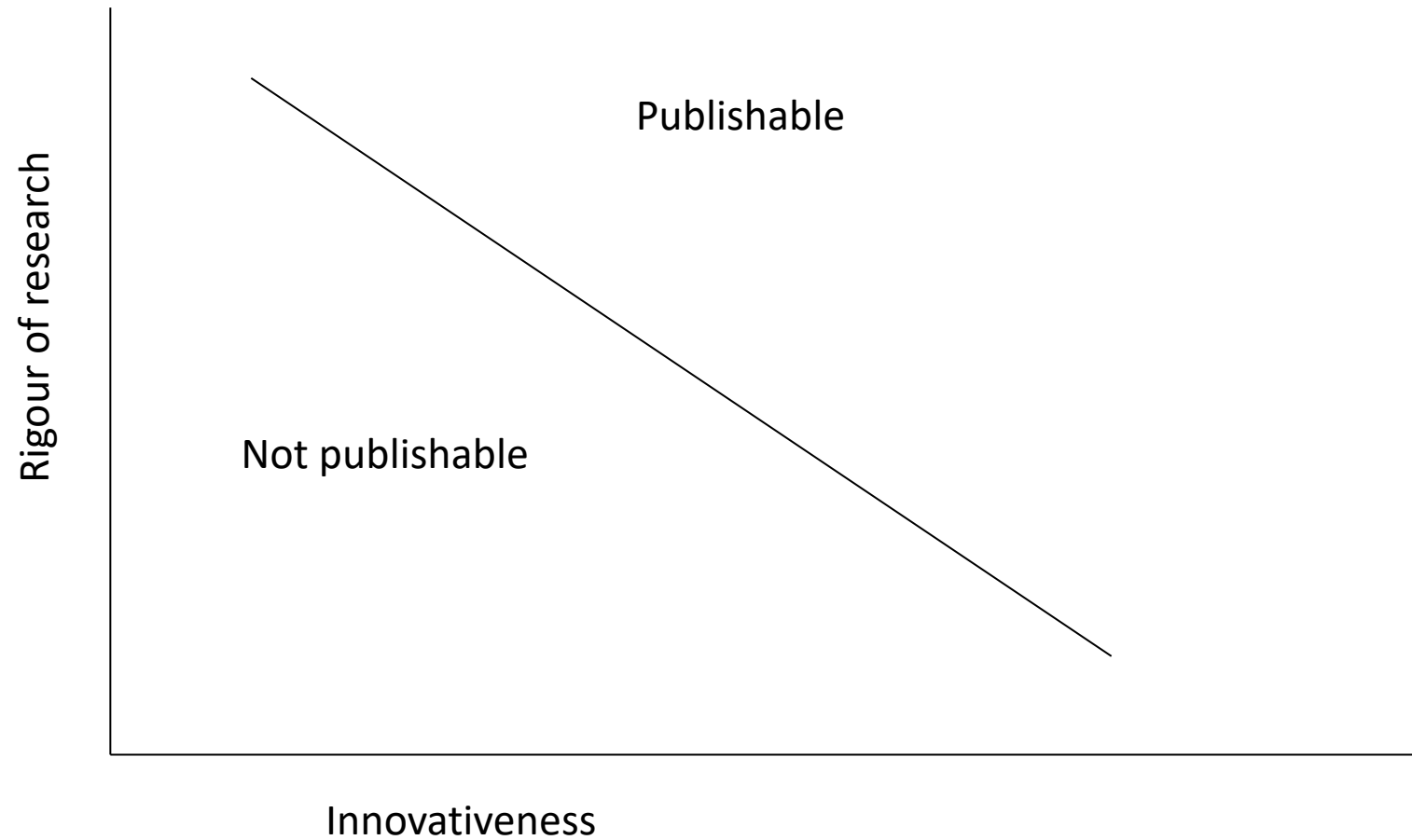


The peculiarities
of research in
health professions
education

Ideas for education research



Ideas for education research

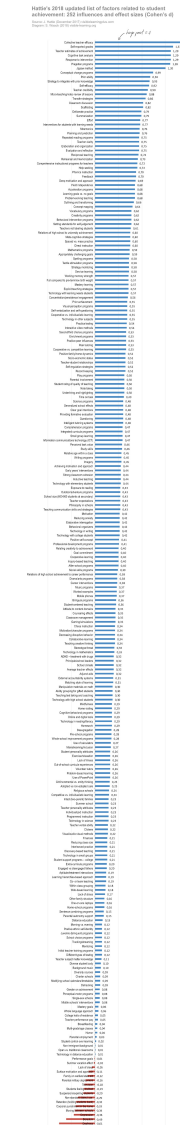
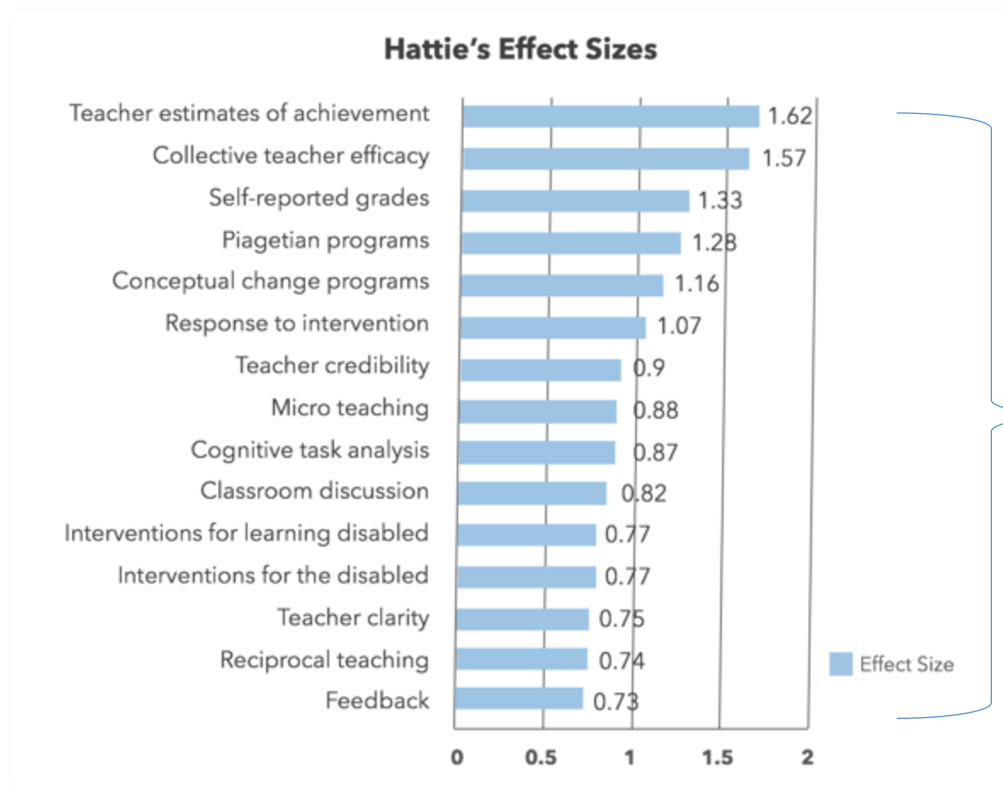


Learning



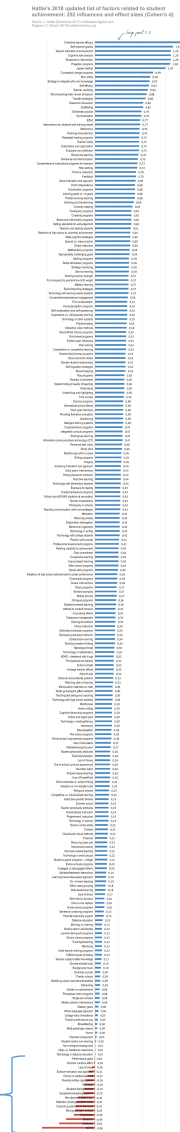
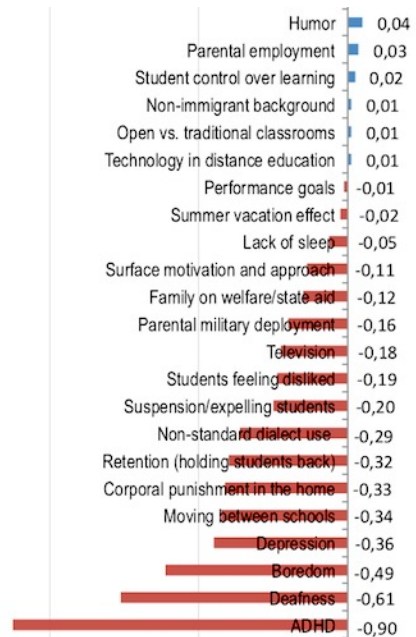
Hattie JAC. Visible learning: a synthesis of meta-analyses relating to achievement. Oxford: Routledge; 2009.

Learning



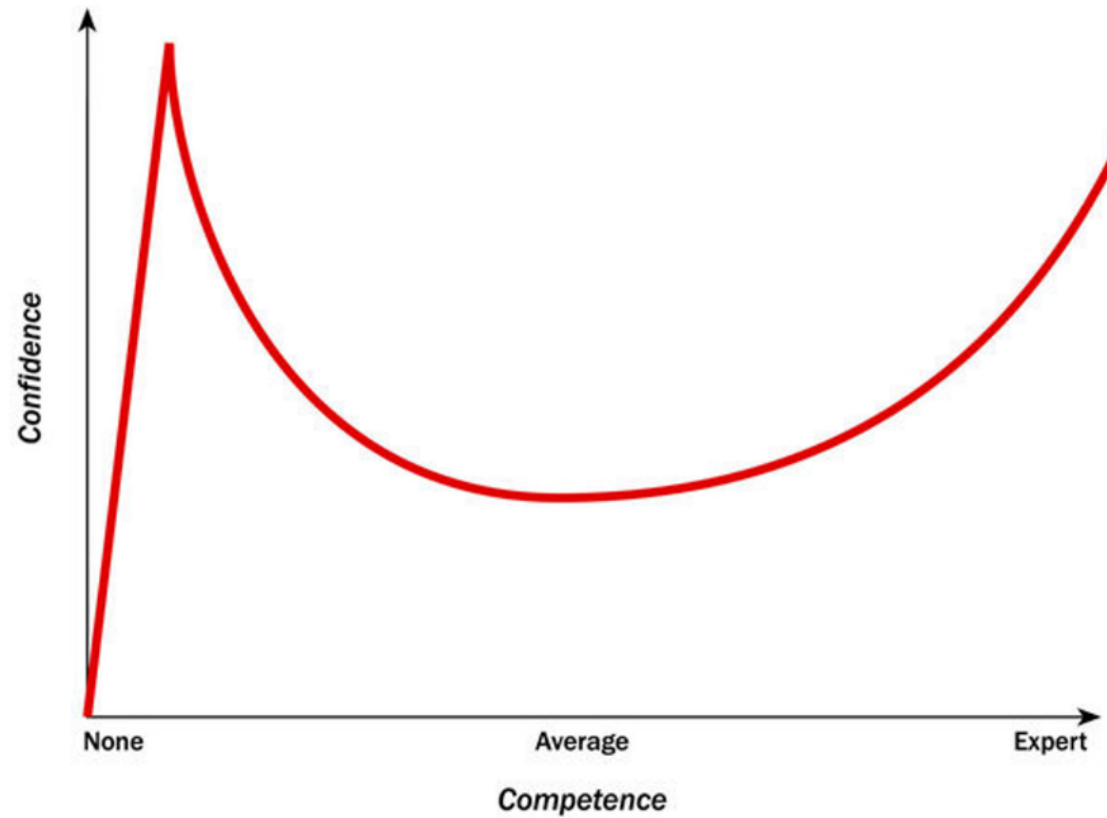
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Learning



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

Competence vs confidence



Competence vs confidence



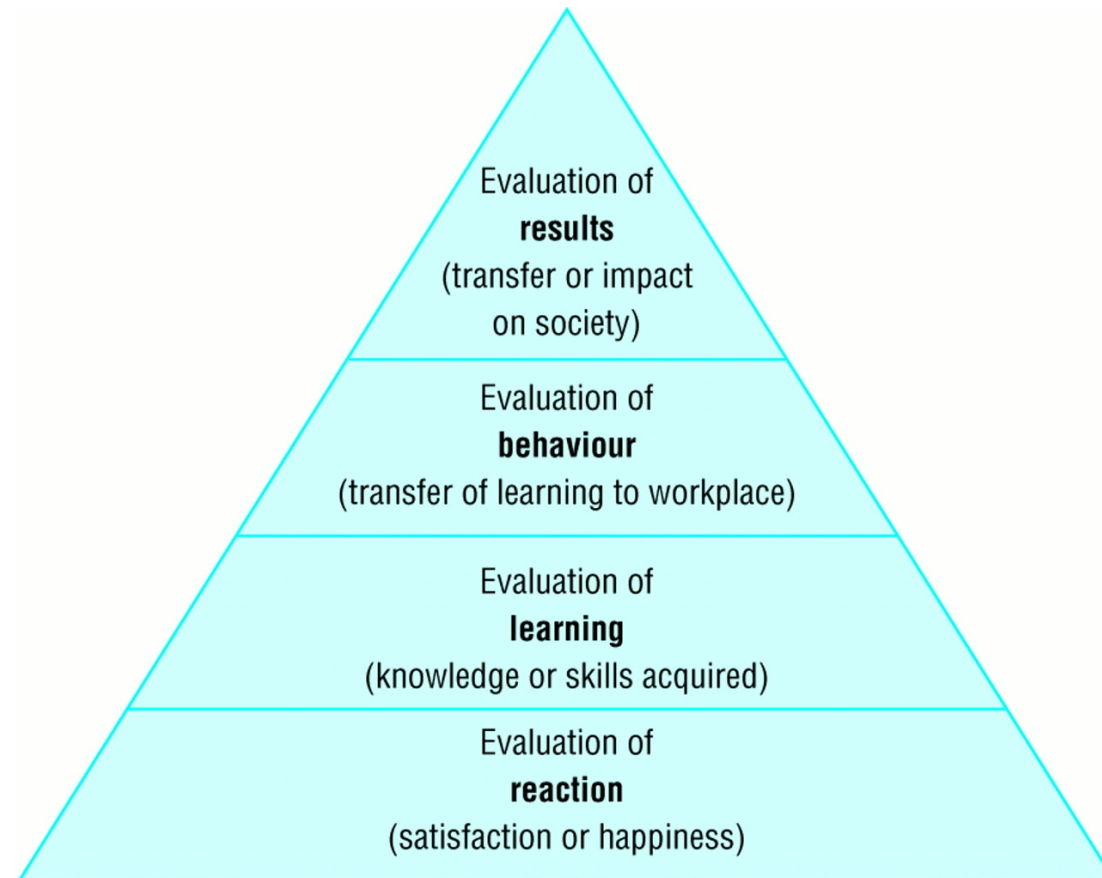
Dr Fox

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

- What might be stopping you from turning your teaching innovation into research?

And when you come back, we will discuss possible solutions.

Whole group discussion

- Generating Solutions

Closure: Goal-setting and action planning



OMS Profession Development
 Session: Turning teaching innovation into research
 Wednesday 15 September 2021

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.

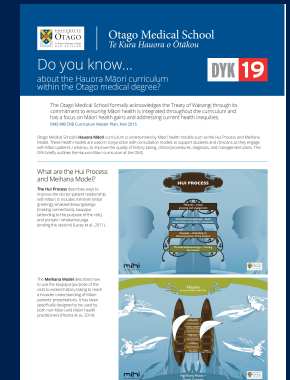
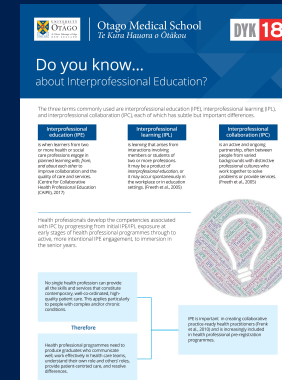
Further support

(Expect a DYK on this topic in early 2022)

Read and discuss: Cleland, J. A., Jamieson, S., Kusrurkar, R. A., Ramani, S., Wilkinson, T. J., & van Schalkwyk, S. (2021). Redefining scholarship for health professions education: AMEE Guide No. 142. *Medical Teacher*, 1-15. <https://doi.org/10.1080/0142159X.2021.1900555>

Join: *OMS Health Professions Education Group* for monthly conversations about hot topics in research in health professions education (contact megan.anakin@otago.ac.nz)

Participate: *OMS Health Professions Education Group Symposium – 2-3 December 2021* (contact megan.anakin@otago.ac.nz)



Thank you

megan.anakin@otago.ac.nz

tim.wilkinson@otago.ac.nz

Next workshop:

Effective feedback in a clinical setting

Wednesday 20 October

12-1 pm Via Zoom

Guest facilitator: Sierra Beck

Register at: <https://www.otago.ac.nz/oms/education/mbchb/staff/support/pd/index.html>