Edge Hill University

RAISING STANDARDS IN COURSE BASELINES USING THE ECP RUBRIC

Edge Hill University

COURSE DESIGN

INTERACTION & COLLABORATION

ASSESSMENT

LEARNER SUPPORT

Edge Hill University

ECP WINNER

Teaching and Learning in the Medical Workplace

New baseline

Essentials of Online Teaching
A Standards-Based Guide

Margaret Foley McCabe
Patricia González-Flores
Series Editor: Marjorie Vai

Instructional Design principles

Templates

Anthology Ally

Accessibility

Developmental Enquiry

Good practice
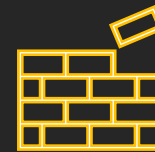
Design, structure, consistency

Edge Hill University

Content Composition and Structure	1.4 Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules).	5
	1.5 Content is enhanced with multimedia (e.g., video, audio, images).	4
	1.6 Navigation is user friendly. Students know what steps to take next and where to navigate.	3
Accessibility of Course Design	1.13 The design and delivery of content supports inclusive pedagogy by integrating alternative options (e.g., transcripts), enabling assistive processes (e.g., voice recognition), and inviting choice to support and engage students with diverse learning needs and preferences.	5
	1.14 Course files (e.g., documents, PDFs, presentations) use built-in accessibility formatting options to support assistive technologies (e.g., screen readers, screen magnification).	5

Books & Tools
View course & institution tools

Question Banks
Manage banks

Add course schedule

Skip
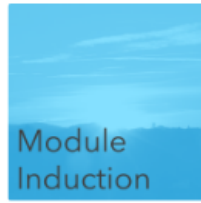
Module Induction
🔒 Release conditions ▾   **Date/time**

The resources in this area will help you make the best start to the module. You must work through this content before you attend Workshop 1. Please sign up for your workshops via the 'Groups > View Groups to Join' option in the left-hand side menu.

Module Induction

Module Information
👁 Visible to students ▾

Module Information contains various information and resources about the running of the module. This includes the Module Handbook, Weekly Planner and your Full Reading List.

Module Information

Block 1 & Workshop 1 - Understanding Learning
🔒 Release conditions ▾   **Date/time**

Block 1 is focused on Learning and will introduce you to some different models and theories of learning that are relevant to postgraduate medical education. Access to the discussion activities will be given once you have been allocated to a Learning Set at Workshop 1.

BLOCK 1

Block 2 & Workshop 2 - Enhancing Teaching (Part 1)
👁 Visible to students ▾

Having explored learning in Block 1, the next logical step is to consider approaches to enhancing your teaching within the clinical context. * Please note: The main content of Block 2 will be released on 3 October as set out in the Weekly Planner. The workshop 2 folder has been made available in advance of this date so that you can prepare for your attendance at the Workshop 2 session.

BLOCK 2

Conter

4. Sign-up for your workshop sessions

6. Frameworks for Reflection

This section

Part 1: Pers

Part 2: Pee

Please wat   ent.

Please note   will be on the
same page   ment dates for
your cohort

Download alternative formats

Selected item:

📄 5. Introduction to the Module Assessments

○ 📖 **ePub**
For reading as an e-book on an iPad and other e-book readers

○ 📄 **Electronic braille**
BRF version for consumption on electronic braille displays

◉ 🎵 **Audio**
MP3 version for listening

○ 📄 **BeeLine Reader**
Enhanced version for easier and faster on-screen reading

○ 📄 **Immersive Reader**
Aid reading comprehension and grammar skills. Internet required.

○ 🌐 **Translated version**
A machine translated version of the original document

❓ Help

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We would now like to to spend some time reading through the learning outcomes, assessment guidance and marking
criteria in the **Module Handbook.**

Development of Learning Community	2.4 Collaboration activities reinforce course content and learning outcomes, while building workplace-useful skills (e.g., teamwork, cooperation, negotiation, consensus-building).	4

Find Your Peer Observation Partner

← IMPORTANT READING: Assessment G...

Discussion Topic

Use this forum to find a partner(s) to match up with when carrying out your Peer Observation of Teaching activity.

It is useful to include your hospital or teaching location to help others to find someone close by. Before posting your message, check first to see if anyone else from your hospital is looking for a peer.

If you are delivering an online session, please include the date and time of your teaching so that your peer can be available to observe the session 'live'.

Please plan to conduct your peer observations of teaching in good time. We recommend that you aim to have the observations completed approximately 6 weeks prior to the submission deadline to allow adequate time for writing the essay and requesting formative feedback on the draft.

Assessment Design	3.5 Formative and summative assessments occur regularly throughout the course to gauge student success and inform learner progress toward course objectives.	5
	3.6 Multiple types of assessments are used (e.g., research project, objective test, discussions, etc.).	5
	3.7 Assessments are designed to mimic authentic environments to facilitate knowledge transfer (e.g., role-playing, scenario-based questions, clinical experience, practicum).	4
Learner Self-Assessment	3.8 Opportunities for learner self-assessment are provided (e.g., practice test/quiz, journal, self-reflection, knowledge check, etc.).	2

FINAL Submissions

Part 1 - Personal Approach to Teaching - Due by Monday 19th December 4pm
Due date: 19/12/2022, 16:00

Please ensure you have included your cover sheet before making you final submission. You can submit as many times as you require up until the due date. Feedback and marks will be released 4 weeks after the due date.

Part 2 - Peer Observation of Teaching - Due by Monday 19th December 4pm
Due date: 19/12/2022, 16:00

Please ensure you have included your cover sheet before making you final submission. You can submit as many times as you require up until the due date. Feedback and marks will be released 4 weeks after the due date.

Peer Observation Toolkit

The Peer Observation Toolkit contains links to:

· **Helpful tips on how to conduct the peer observations**
· **The peer observation of teaching forms**
· **A series of videos made by a former student (Dr Phuoc-Tan** **observation of teaching assessment.**
· **Academic references on peer observation of teaching whic**

Please access the toolkit here: Peer Observation Toolkit

Peer Observation Forms

During the peer observation process, we recommend that you use your preferred Peer Observation of Teaching form (below). You should agree with your peer *in advance of the observation* which form you will use. If you prefer, you can use a different form (for example, if one is provided by your employer or training programme). We have also provided a self-evaluation of teaching form to help you record your own thoughts on your performance.

📄 **Peer Observation of Teaching - Form 1.docx**

📄 **Peer Observation of Teaching - Form 2.docx**

📄 **Self-evaluation_reflection on POT session.docx**

Example Essays

You are strongly advised to read these examples in conjunction with the learning outcomes, assessment guidance and marking criteria, all of which can be found in the module handbook.

📄 **Examples from Personal Approach to Teaching Essays**

📄 **Examples of Peer Observation of Teaching essays**

| Feedback | 4.18 Learners have opportunity to give formative feedback to the instructor regarding course design, content, and presentation of course delivery. | 5 |
| | 4.19 Feedback mechanisms allow learners to participate anonymously in course evaluation (e.g., course evaluation information is listed in syllabus, via course announcement, link to institutional announcement, etc.). | 3 |

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| Interaction Logistics | 2.7 Learners are provided a rubric or scoring guidelines to evaluate participation and interaction. | 5 |

TEACHING & LEARNING IN THE MEDICAL WORKPLACE 2022

Content   Calendar   Announcements   Discussions   Gradebook   Messages   Analytics   Groups

Student Preview

Edge Hill
University

Royal College
of Physicians

ECP WINNER

AoME
ACADEMY OF
MEDICAL EDUCATORS

NHS

Health Education North West

Cohort 27

AdvanceHE

Course Staff

CAROL CHATTEN
PROGRAMME OR MODULE LEADER

Show more

De

Progress is active. Students can check
and see their progress through the
course.

Progress Tracking ⓘ
Turn off

Course Image
Edit display settings

Course is open
Students can access this course

Class Collaborate
Join session

Course Content

🔍   ⋯

📄 PLEASE READ: Welcome to Cohort 27 of CPD4706 Teaching and Learning in the Medical Workplace
   👁 Visible to students ▾   ⋯

Additionally, please click on the 'View Groups to Join' link on the left to sign up for the workshops.

📄 Venue information for campus-based workshop sessions (Workshops 1 and 3 ONLY)
   👁 Visible to students ▾   ⋯

📄 How to join online sessions with Collaborate (Workshops 2 and 4 ONLY)
   👁 Visible to students ▾   ⋯

📄 Module Contents List
   👁 Visible to students ▾   ⋯

This is a list of where every bit of content in this module can be found. Look through here if you are wondering where to find an item

Module Contents List

Content   Student Progress


CPD4706 Module Contents

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Module Induction:

- Module Introduction (Video)
- Professional Standards and CPD4706 (Interactive Package)
- Navigating the Module Area (Video)
- Sign up for your workshop sessions
- Introduction to the Module Assessments (Video)
- Frameworks for Reflection
- Introduction to Key Concepts in Feedback
- Confirmation of completing the Induction Package

Module Information:

- Module Handbook
- PG Student Handbook
- Weekly planner
- How to join online sessions (Blackboard Collaborate) (WORKSHOPS 2 and 4 ONLY)
- Getting started with Collaborate (Online Sessions)
- Tutor contacts
- Reading list link
- Discover More (Library Search)
- Language Centre Support
- UniSkillls
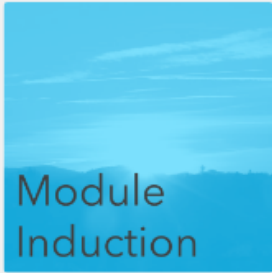
Module Induction

🔒 Release conditions ▾   **Date/time**

The resources in this area will help you make the best start to the module. You must work through this content before you attend Workshop 1. Please sign up for your workshops via the 'Groups > View Groups to Join' option in the left-hand side menu.

---

1. Module Introduction [Video]
👁 Visible to students ▾

This video is 23 minutes, 30 seconds long. This is a welcome and introduction from the module Leader, Helen McNeill, and takes you through the module and the programme and why it is useful to gain this qualification and gain accreditation.

---

2. Professional Standards in Medical Education [Online Interactive Package]
👁 Visible to students ▾

As professionals it is important that we adhere to professional standards. This online package takes you through what applies to your role as a clinical educator

---

3. How to Navigate the Module Area [VIDEO]
👁 Visible to students ▾

This video is 13 minutes long. If you can't access this video, please clear your cache/web history and try again. This video gives you a brief tour of this online module space.

---

4. Sign-up for your workshop sessions
👁 Visible to students ▾

This will just take you a few minutes. To allow for management of numbers, we ask you to indicate which date you intend to come to. You can always change this if circumstances change.

5. Introduction to the Module Assessments

👁 Visible to students ▾

Will take approximately 45 minutes to work through. This is a brief overview of what you will be expected to complete for your assessments in this module. More will be covered during the workshops

---

6. Frameworks for Reflection

👁 Visible to students ▾

Will take approximately 30 minutes to work through. We will be using and will refer to these frameworks in the first workshop

---

7. Introduction to Key Concepts in Feedback

👁 Visible to students ▾

This will take you about 30 minutes to read. Feedback is key to successful learning.

Confirmation of completing the Induction Package [Interactive or Text version]
Due date: 07/09/2022, 08:00

👁 Visible to students ▾

Please indicate that you have read through and understood the Induction Package (online or text version)

Confirmation of completing the Induction Package [Interactive or Text version]

👁 Visible to students ▾

Content and Settings   Submissions (0)   Student Activity   Question Analysis

Homework Content

Question 1   (100 points)   ⋯

I have read through the Interactive/Text Induction Package and understand what is expected from me on the module. I can ask any questions I have at the first workshop.

Ⓐ	Yes	Correct answer
Ⓑ	No	

Automated feedback   ↑

CORRECT ANSWER FEEDBACK

Thank you. Please familiarise yourself with the other materials available, in particular the Module Handbook (available in the Module Homepage section on the main screen).

INCORRECT ANSWER FEEDBACK

Please review the Induction Package - either the online interactive version or the PDF text version. Thank you

⊗ **Allow students to add content at end of assessment**
Add an editor for students to create their submissions or add comments and files to support their answers, such as a list of sources

Homework Settings   ⚙

📅 **Due date**
07/09/2022, 08:00 (UTC+1)

📄 **Mark category**
Homework

📊 **Marking**
Points | 100 maximum points
Post marks automatically when assessment has been marked.
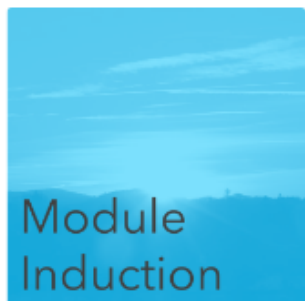Change mark posting setting.

☑ **Attempts allowed**
Unlimited

📋 **Originality Report**
Enable SafeAssign

Description
Please indicate that you have read through and understood the Induction Package (online or text version)

⦾

Module Induction

The resources in this area will help you make the best start to the module. You must work through this content before you attend Workshop 1. Please sign up for your workshops via the 'Groups > View Groups to Join' option in the left-hand side menu.

1 of 8 completed

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This video is 23 minutes, 30 seconds long. This is a welcome and introduction from the module Leader, Helen McNeill, and takes you through the module and the programme and why it is useful to gain this qualification and gain accreditation.

○ 2. Professional Standards in Medical Education [Online Interactive Package]

As professionals it is important that we adhere to professional standards. This online package takes you through what applies to your role as a clinical educator

⊖ 3. How to Navigate the Module Area [VIDEO]

This video is 13 minutes long. If you can't access this video, please clear your cache/web history and try again. This video gives you a brief tour of this online module

Module Information

👁 Visible to students ▾

Module Information contains various information and resources about the running of the module. This includes the Module Handbook, Weekly Planner and your Full Reading List.

Accessibility score: Perfect

Module Handbook [PDF]

👁 Visible to students ▾

This contains all the information about how this module is run, details about the activities and assessments and marking criteria

Weekly Planner [PDF]

👁 Visible to students ▾

This handy weekly planner helps you to pace your studies and allows you to see what is coming up over the next 16 weeks.

Postgraduate Student Handbook [PDF]

👁 Visible to students ▾

This handbook gives you a thorough overview of the entire programme and where this module fits into it

** NEW** 2022 Assessment Marking Criteria Level 7 [WORD DOC]

👁 Visible to students ▾

The new updated marking criteria to help you to see how to obtain the best mark

How to join online sessions (Blackboard Collaborate) - Workshops 2 and 4 ONLY

👁 Visible to students ▾

Block 1 & Workshop 1 - Understanding Learning

🔒 Release conditions ▾   **Date/time**

Block 1 is focused on Learning and will introduce you to some different models and theories of learning that are relevant to postgraduate medical education. Access to the discussion activities will be given once you have been allocated to a Learning Set at Workshop 1.

BLOCK 1

Block 2 & Workshop 2 - Enhancing Teaching (Part 1)

👁 Visible to students ▾

Having explored learning in Block 1, the next logical step is to consider approaches to enhancing your teaching within the clinical context. * Please note: The main content of Block 2 will be released on 3 October as set out in the Weekly Planner. The workshop 2 folder has been made available in advance of this date so that you can prepare for your attendance at the Workshop 2 session.

BLOCK 2

Block 3 & Workshop 3 - Enhancing Teaching (Part 2)

👁 Visible to students ▾

This Block builds on the previous Block about Enhancing Teaching and discusses Feedback in clinical teaching

BLOCK 3

Block 1 & Workshop 1 - Understanding Learning

🔒 Release conditions ▾   **Date/time**

Block 1 is focused on Learning and will introduce you to some different models and theories of learning that are relevant to postgraduate medical education. Access to the discussion activities will be given once you have been allocated to a Learning Set at Workshop 1.

BLOCK 1

TASK 1: COMPULSORY READING - Understanding Learning
👁 Visible to students ▾

This initial content will give you an overview of the principles of learning with some supportive reading to work through

---

TASK 2: OLA 1 - Learning Theories
👥 **10 groups**

👁 Visible to students ▾

You have read about a number of different learning theories in the Taylor and Hamdy article. These will form an important component of your Personal Approach to Teaching essay as you explore the educational principles and theories that inform your practice as a clinician educator. We would now like you to discuss the following with your learning set: Choose one of these learning theories that informs your own personal approach to teaching trainees and explain why this is relevant for you. Please provide an example of how you apply this theory in practice as an educator. Your ideas may be informed by your own experiences as a learner – if so, you might like to comment on this. Note: This OLA also links to the Task 5 activity you have …

TASK 3: OLA2 - Learning Styles
👥 **10 groups**

👁 Visible to students ▾

In the Taylor and Hamdy article, you will have seen that one of the areas of learning theory that is often debated is the concept of learning styles. This is a

TASK 1: COMPULSORY READING - Understanding Learning

Content   Student Progress

Block 1 - Understanding Learning

Block 1 relates to ADVANCE HE UKPSF: A1, A2, A5, K1, K2, K3, V3 ⋯

Before we consider our practice as teachers, we need to understand our primary objective – which is for learning to take place.

But how do people learn?

To help you begin to understand this, Block 1 is focused on *Learning* and will introduce you to some different models and theories of learning that are relevant to postgraduate medical education.

Postgraduate medical education is necessarily informed by two distinct academic disciplines - medicine and education - and understanding learning theories will make a significant contribution to your study of education. We hope this Block will help you bring these two disciplines together in a meaningful way that informs your educational practice and equips you to deal with future developments in medical education.
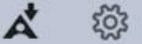
The compulsory reading for this Block consists of a journal article, the details of which are provided below.

TASK 1: COMPULSORY READING - U

Content   Student Progress

Visible to students ▾

Download alternative formats ▾   ✕

Selected item:

📄 TASK 1: COMPULSORY READING - Understanding Learning

🔘 📖 **ePub**
For reading as an e-book on an iPad and other e-book readers

⚪ 📄 **Electronic braille**
BRF version for consumption on electronic braille displays

⚪ 🎵 **Audio**
MP3 version for listening

⚪ 🅱 **BeeLine Reader**
Enhanced version for easier and faster on-screen reading

⚪ 🔊 **Immersive Reader**
Aid reading comprehension and grammar skills. Internet required.

⚪ 🌐 **Translated version**
A machine translated version of the original document

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Block 1 - Un

Block 1 r   V3 ...

Before we cons
learning to tak

To help you beg
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Postgraduate m   n. We
education - and   tional
hope this Block
practice and eq

The compulsory reading for this Block consists of a journal article, the details of which are provided below.

TASK 3: OLA2 - Learning Styles

🕸 [10 groups](#)

👁 Visible to students ▾

In the Taylor and Hamdy article, you will have seen that one of the areas of learning theory that is often debated is the concept of learning styles. This is a contested area of learning theory and there are both proponents and critics of the concept. This OLA has 4 stages (do, reflect, read and discuss) and it will guide you though some of the key issues: Stage 1: Carry out the Honey and Mumford Questionnaire so you can see what the results show about your own learning style. Stage 2: Take a few minutes to reflect on your learning style questionnaire results - Think about the following questions: To what extent do these results inform the way you prefer to teach? To what extent could you tailor your approach to teaching to the learning ...

TASK 4: SUGGESTIONS FOR FURTHER READING

👁 Visible to students ▾

Task 5A: PERSONAL APPROACH TO TEACHING PARAGRAPH - Due by 7th October

👁 Visible to students ▾

This takes you through what you need to include in your formative paragraph

Task 5B: Personal Approach to Teaching paragraph (SUBMIT HERE)

Due date: 14/10/2022, 16:00

🔒 Release conditions ▾   [Date/time](#)

Submission dropbox for Task 5A - Personal Approach to Teaching paragraph. This uses Turnitin so you can check your referencing.

Workshop 1

👁 Visible to students ▾

Please note this workshop is delivered at the Ormskirk campus in classroom Hub 1. Please see module Home Page for more details.

Workshop 1

👁 Visible to students ▾

Please note this workshop is delivered at the Ormskirk campus in classroom Hub 1. Please see module Home Page for more details.

⋯

Workshop Register

👁 Visible to students ▾

This register tool will be used to record attendance. 'Check In' will be started when the workshop begins. Please use your personal device to register your attendance.

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Resources used on the day

👁 Visible to students ▾

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Follow-up Reading

👁 Visible to students ▾

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Workshop 2
👁 Visible to students ▾

Please note this workshop is delivered online using Blackboard Collaborate. Please see module Home Page for more details.

Workshop 2 Preparation
👁 Visible to students ▾

Workshop 2 Student Resource pack [PDF]
👁 Visible to students ▾

Workshop Register
👁 Visible to students ▾

This register tool will be used to record attendance. 'Check In' will be started when the workshop begins. Please use your personal device to register your attendance.

Presentations
🔒 Release conditions ▾   Date/time

Workshop 2 Videos
🔒 Release conditions ▾   Date/time

Workshop 2 Follow-up Activities
🔒 Release conditions ▾   Date/time

Workshop 2 Recording
👁 Visible to students ▾

Workshop 2 Videos

Content   Student Progress

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6 Step Microskill pt1 (C24)_default

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Well. Yes, absolutely. Great. Okay. So I'll be along in 10 minutes to see how you do.

2:37 / 2:41   1x

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6 Step Microskill pt2 (C24)_default

Extensions and Exceptional Mitigating Circumstances
👁 Visible to students ▾

•••

Guidance for submitting online assessments
👁 Visible to students ▾

•••

DRAFT Submissions
👁 Visible to students ▾

••• ⌃

Part 1 - Personal Approach to Teaching - DRAFT
Due date: 05/12/2022, 16:00

🔒 Release conditions ▾   Date/time

Drafts only

•••

Part 2 - Peer Observation of Teaching - DRAFT
Due date: 05/12/2022, 16:00

🔒 Release conditions ▾   Date/time
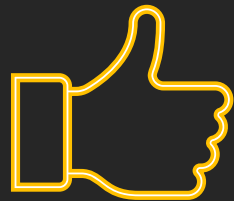
Draft only

•••

FINAL Submissions
👁 Visible to students ▾

••• ⌄

THANKS FOR LISTENING
CAROL CHATTEN
CHATTENC@EDGEHILL.AC.UK