



DEPARTMENT OF LEARNING, INFORMATICS, MANAGEMENT AND ETHICS

C7F5725, Introduction to Medical Education Research, 4.5 credits (hec)

Introduktion till forskning i medicinsk pedagogik, 4,5 högskolepoäng

Third-cycle level / Forskarnivå

Approval

This syllabus is approved by the The Committee for Doctoral Education on 2023-12-27, and is valid from Spring semester 2024.

Responsible department

Department of Learning, informatics, Management and Ethics, Faculty of Medicine

Prerequisite courses, or equivalent

No prerequisite courses, or equivalent, demanded for this course.

Purpose & Intended learning outcomes

Purpose

The participants should develop their understanding of what kind of issues/phenomena that are researched in medical education and get familiar with qualitative and quantitative approaches and methods used in the research field.

Intended learning outcomes

After the course the student is expected to be able to:

1. Reason and argue about the significance of the Medical Education research field in relation to the Higher Educational field.
2. Identify, analyse and describe different kinds of issues and phenomena that are researched in Medical Education.
3. Reflect on and express strengths and limitations of different research approaches and methods used in Medical Education Research.

Course content

The course content includes studies of the Medical Education field especially:

- * Significance of professional educational programmes, disciplines and subjects in the medical and health care field.
- * Researching different areas within medical education - student learning, teaching, course/curriculum design, assessment and evaluation.
- * Researching learning and teaching in clinical education and the health care field - supervision, professional development and patient education.
- * Qualitative and quantitative approaches and methods in Medical Education research.
- * Characteristics of high-quality Medical Education research.

Forms of teaching and learning

The course is situated within the framework of blended learning with face-to-face meetings combined with web seminars. This means that the course works well for distance learners.

The course opens with introductory work conducted in the learning platform Canvas, followed by two mandatory campus days. The rest of the course is primarily conducted via Canvas through web seminars, individual written assignments, as well as group discussions and peer feedback.

Participants need to be able to attend the campus days as well as the scheduled web seminars and group discussions through the learning platform Canvas. The course design is based on the student's active participation in his/her own learning process.

Language of instruction

The course is given in English

Grading scale

Pass (G) /Fail (U)

Compulsory components & forms of assessment

Compulsory components

Assignments, web seminars, campus days and group work are compulsory. In order to compensate for absence, students can submit a written report based on the topics discussed during the missed opportunities no later than 1 week after the course.

Forms of assessment

The examination assessment consists of two main parts:

- * A reflective paper based on an analysis of a self-chosen doctoral thesis within Medical Education. The analysis and reflection are expected to relate to the learning outcomes.
- * Written and oral self and peer assessment related to assignments and web seminars.

The assessment criteria (correspondence, coherence, capacity and critical appraisal) must be fulfilled to pass the course.

Course literature

Mandatory literature:

Extracts from the following two books:

Swanwick, Tim (ed). Understanding medical education: evidence, theory and practice (3rd edition). Chichester: John Wiley & Sons, 2018 - 580 pages.

Cleland, Jennifer; Durning, Steven J. Researching Medical Education. Chichester: John Wiley & Sons, 2022 – 386 pages.

Doctoral dissertations in Medical Education and Health Sciences education will be studied (choices will be made in the study group together with the course director and lectures, a minimum of one dissertation will be read, analysed and discussed).

Articles published in Medical Education, Health Sciences and Higher Education Journals will be studied (choices will be made in the study group together with the course director and lectures, a minimum of four articles will be read, analysed and discussed).