



**Karolinska
Institutet**

Course syllabus for

Scholarship of Medical Education, 7.5 credits

Scholarship i medicinsk pedagogik, 7.5 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Please note that the course syllabus is available in the following versions:

Autumn2013 , Autumn2015

Course code	3ME000
Course name	Scholarship of Medical Education
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Medical Education
Level	AV - Second cycle
Grading scale	Fail (U), pass (G) or pass with distinction (VG)
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Programnämnd 9
Decision date	2013-04-26
Revised by	Programme Committee 9
Last revision	2015-05-06
Course syllabus valid from	Autumn 2015

Specific entry requirements

Bachelor's degree or vocational degree worth at least 180 higher education credits and at least two years' professional experience within medicine, care or behavioural science and/or at least two years' teaching experience (at a minimum of upper-secondary level).

English-language skills equivalent to English B (with a minimum grade of Pass) are also required.

Objectives

The aim of the course is for the participants to develop a reflective approach and an understanding for how the process of scholarship as a model can be a way to support own development. By working scholarly during the terms of the course the participants will gain an understanding for how scholarship of medical education characterizes the Master's programme.

By the end of the course participants should be able to:

- identify and describe pedagogical encounters in own context,
- show understanding of the concept of Scholarship of Medical Education by identifying and describing an area of development within a specific context within university or health care practice,

- identify and discuss structural and organisational factors that impact teaching and learning at individual and organisational level within a specific context with a scientific approach,
- create search strategies for relevant medical educational information and be able to compare, evaluate and handle the result of different search strategies,
- with the support of scientific literature be able to problematize and suggest strategies for development of teaching and learning in university, health and medical contexts.

Content

The course will consist of four areas:

Module 1

To have a scholarly approach to teaching and learning:

Basic concepts and a definition of Scholarship of Medical Education is introduced. Participants will start working according to the scholarship process, a process that will continue throughout the course.

Participants understanding of a system perspective on an organisation is emphasised.

Module 2

Information literacy:

In a multifaceted world of information there is a need for conscious strategies to be able to localise, value and effectively handle information. Seeking evidence in the available literature can give support, but also challenge own thinking and claims about practice. Except searching relevant information, we will during this part of the course reflect over the process of searching information.

Module 3

Different perspectives on knowledge:

To create an understanding for different perspectives on teaching and learning that is inherent in different organisations, this part of the course will ask questions about how knowledge is created and look into different perspectives for how to define science. This is a central area of the course that leads into what choices of research methods, and also methods of developmental work, are made. Participants will during this part of the course get acquainted with different methods of investigation.

Module4

To work with change in education and learning:

Participants will oscillate between the study of structure, regulations, process and praxis in their own organisations and that of peer course participants'. Working on this area is a way to find general principles for how this area could be identified, described and relate to relevant literature.

Teaching methods

Teaching is based on a problem-oriented and collaborative approach to learning in which forms of work provide opportunities for the student to take active responsibility for their learning.

The course is divided into four different areas. Interaction among course participants and course director and tutors is carried out via the learning platform PingPong. Each course participant will during the course take part of a smaller group lead by a tutor. Studies of literature, lectures and group discussions and group assignments will create the basis for the completion of an individual assignment to be handed in. The assignments will be reviewed by other course participants and/ or the course director and provide opportunity for feedback and the completion of an individual piece of assessment.

Participation in the course require Internet availability. The course will result in the presentation of a mini project, where the course participant has studied and described their own organisation.

Different forms for communication and interaction via Internet will be tried during the course. There is room for the participants to apply innovative forms to present their mini-project.

The course participants will through this first course of the Master's Programme get acquainted with the learning platform PingPong, and the different functionalities available such as discussion forum, chat, uploading of documents.

The literature will consist of parts of books and articles, where those articles central for all course participants are listed in the literature list. However, since each participant will work on an individual mini-project, a large part of the literature will be searched and discussed in smaller groups to be as relevant as possible for each individual's project.

Examination

The assessment consists of an individual assignment where the participant writes a plan for an educational development project. The assignment is reviewed by course participants and finally assessed by the teacher. Also, each course participant will review project plans of others.

All assignments during the course are mandatory. To pass the course, it is required by each participant to show activity on the learning platform Ping Pong and follow the agreement for level of activity that will be made between the course participants and the course leaders. Individual assignments will replace not fulfilled tasks.

A course evaluation will be pursued in alignment with the requirements established by the Board of Education at Karolinska Institutet and with an individual reflection.

Students who have not passed the regular examination are entitled to participate in five examinations. Students without approved results after three examinations can be offered to retake parts or the whole course once more. This is subject to availability in the course.

If the student has failed six in examinations, no more opportunities will be offered.

Submission of a blank assignment is regarded as an examination. Registration for an examination without participation does not count as an examination.

Assignments submitted too late will not be considered. Participants who have not submitted on time refers to re-examination.

Literature and other teaching aids

Bell, J.

Doing your research project, a guide for first-time researchers in education, health and social science

4th ed. : Maidenhead, Berkshire, England : Open University Press, 2006. - xv, 267 p.

LIBRIS-ID:10956538

URL: <http://miman.bib.bth.se/login?url=http://site.ebrary.com/lib/bthbib/Doc?id=10161347z> Online access for BTH

D'Andrea, V-M.; Gosling, D.

Improving teaching and learning in higher education : a whole institution approach

Maidenhead, UK : Society for Research into Higher Education & Open University Press, 2005 - xiv, 245 p.

ISBN:0-335-21068-6 (pb ; ISBN-10) LIBRIS-ID:9990728

[Library search](#)

Barman, Linda

Striving for autonomy : health sciences teachers' enactment of policy

Stockholm : Karolinska Institutet, 2015 - 1 PDF-fil (88s.

LIBRIS-ID:17637311

URL: [Online](#)

Biggs, John B.; Tang, Catherine So-Kum

Teaching for quality learning at university : what the student does

4., [rev.] ed. : Maidenhead : Open University Press, 2011. - xii, 389 s.

ISBN:978-0-335-24275-7 (pbk.) LIBRIS-ID:12404838

[Library search](#)

Haig, A.; Dozier, M.

BEME Guide No 3 : systematic searching for evidence in medical education--Part 1: Sources of information.

2003 Ingår i:

Medical teacher h

London : Taylor & Francis, 1998-

ISSN:1466-187X LIBRIS-ID:4383100

URL: <http://search.epnet.com/direct.asp?db=aph&jid=%22MCH%22&scope=site z Prenumeration erfodras>

(2003) s. 352-63

Haig, A.; Dozier, M.

BEME Guide No 3 : systematic searching for evidence in medical education--part 2: constructing searches.

2005 Ingår i:

Medical teacher h

London : Taylor & Francis, 1998-

ISSN:1466-187X LIBRIS-ID:4383100

URL: <http://search.epnet.com/direct.asp?db=aph&jid=%22MCH%22&scope=site z Prenumeration erfodras>

(2005) s. 463-84

Trigwell, K; Shale, S

Student learning and the scholarship of university teaching. Studies in Higher Education 29(4).

Institutionen för lärande, informatik, management och etik, 2004

Trowler, P.R.

Teaching and learning regimes: Implicit theories and recurrent practices in the enhancement of teaching and learning through educational development programmes

Cooper, A.

2002 Ingår i:

Higher education research & development

Sydney, Australia : Carfax Publishing Company,

ISSN:1469-8366z 0729-4360 (Print) LIBRIS-ID:11241369

URL: [Full text version on-line](#)

(2002) s. 323-339