



**Karolinska
Institutet**

Course syllabus for

Degree Project in Medical Education, 15 credits

Examensarbete i medicinsk pedagogik, 15 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:

Spring2015 , Spring2017

Course code	3ME006
Course name	Degree Project in Medical Education
Credits	15 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Medical Education
Level	AV - Second cycle
Grading scale	Pass with distinction, Pass, Fail
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Programme Committee 9
Decision date	2014-11-12
Course syllabus valid from	Spring 2015

Specific entry requirements

Participants must have completed courses Scholarship in Medical Education, Learning Processes, Integration of Theory and Practice, Design and assessment of learning, Interprofessional learning and Leading Change and Learning.

Objectives

Aim

Degree project aims that participants should develop the abilities to independently implement a project with a systematic and scientific approach that clearly demonstrates scholarship in medical teaching and learning. The participants should in accordance with the scholarship model carry out, document and spread knowledge of a project that connects to their own practice and one or more of the main emphases of the Master's programme: academic leadership, educational development work, professional development or subject didactics within medicine/the field of health care

Learning outcomes

After the course, the participants should be able to

- discuss about the aim and the implications of the scholarship model in relation to own project
- be analytical when discussing one's own and others' projects related to the main subject medical

teaching and learning

- be able to identify, explain and examine relevant problems in relation to one's own practice
- show ability to systematically seek knowledge and review relevance in relation to facts/theory and apply the knowledge in the project
- be able to discuss and assess strengths and weaknesses in research design and methodology in own and others' projects
- be able to discuss and argue for how knowledge from the project can be spread and contribute to development

Content

The participants choose a specific field for implementation of a scholarship project within medicine/the field of health care. Starting point for the project is one's own practice or a field where the course participant has an interest for educational development. Emphasis in the project in terms of the Scholarship process is the systematic study of existing knowledge, preparation of and possible implementation of a small scale empirical study and documentation of the project. Peer review and transmission of knowledge will take place continuously via PingPong during the course and through the presentation of the project. The participants will decide how transmission of the results and influence on the practice can take place. Choice of field, design and methodology are made in consultation with supervisor. The participants deepen in relation to his project his/her knowledge in medical teaching and learning and appropriate scholarly methodology.

Studies about the scholarship process and different systematic ways to examine the practice will be examined through individual work and will also be discussed jointly between course participant and course directors. The course is brought to an end with the participants publicly discussing one another's work.

Teaching methods

The teaching is based on a problem-oriented and collaborative approach to learning in which the tasks provide opportunities for the student to take active responsibility for their learning. The participants will work individually and will be appointed a supervisor. Interaction between participant and supervisors will take place via the learning management system PingPong and possibly agreed physical meetings. The supervisor supports the process to structure and formulate the project and decide together with the participant relevant literature in relation to chosen contents and methodology in the project.

Discussion forum during the course will be available on PingPong for participant and supervisors. Joint seminars will be carried on-line and also on campus. Showing activity on the learning platform PingPong and participation in the seminars are obligatory. The course coordinator decides whether, and if so how, absence from compulsory course elements can be compensated. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory course element could mean that the student cannot retake the element until the next time the course is offered. The participant has to take responsibility in following the agreements that are made with the supervisor and course group

Examination

The examination consists of documentation, presentation and opposition/defence of one's own and other projects. In the examination, critical oral reviews of another participant's project are included. The examination is assessed with a view on written content and also active participation in the opposition/defence of the projects in relation to the intended learning outcomes.

Students who do not pass the project examination will receive a list of requirements to be carried out in order to obtain the grade Pass. Submission dates for revised degree projects - follow dates for announced

re-examinations. A degree project that have not passed the regular examination can be re-submitted a maximum of five times. Each time the student submits the degree project to the examiner for assessment counts as an examination. If the student has failed six examinations, no additional examination is given.

To pass the course participants are also required to participate actively in the learning management system PingPong, in seminars and take responsibility to follow the agreements that are made with supervisor and course group.

Other directives

Course evaluation will be carried out according to the guidelines that are established by the Board of education and the supervisor.

Literature and other teaching aids

Recommended literature

Bell, Judith

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

5. ed. : Maidenhead : Open University Press, 2010 - 290 s.

ISBN:978-0-335-23582-7 LIBRIS-ID:11863981

[Library search](#)

Understanding medical education : evidence, theory, and practice

Swanwick, Tim

1. ed. : Chichester, West Sussex : Blackwell Pub., 2010. - xviii, 446 s.

ISBN:978-1-4051-9680-2 (pbk.) LIBRIS-ID:11897227

[Library search](#)

Kvale, Steinar; Brinkmann, Svend

InterViews : learning the craft of qualitative research interviewing

2. ed. : Los Angeles : Sage Publications, cop. 2009 - 354 s.

ISBN:978-0-7619-2542-2 (pbk.) LIBRIS-ID:10957812

[Library search](#)

Creswell, John W.

Qualitative inquiry & research design : choosing among five approaches

2. ed. : London : SAGE, cop. 2007 - xvii, 395 s.

ISBN:1-4129-1607-0 (hft.) LIBRIS-ID:10417096

[Library search](#)

Bolander Laksov, Klara; McGrath, Cormac; Silén, Charlotte

CME guide nr 6 - Scholarship of Teaching and Learning the road to an academic perspective on teaching.

Institutionen för lärande, informatik, management och etik, 2010

Will be provided in the course.