



**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:

Autumn2009 , Autumn2011

Course code	4ME000
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	Pass with distinction, Pass, Fail
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Styrelsen för utbildning
Decision date	2009-06-16
Revised by	Programme Committee 9
Last revision	2016-06-10
Course syllabus valid from	Autumn 2011

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 is an underlying in the Master program. By the end of the course participants should be able to:

1. 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.
2. 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.

3. Create search strategies for relevant medical educational information and be able to compare, evaluate and handle the result of different search strategies.
4. With the support of scientific literature be able to analyse how teaching and learning is situated in a disciplinary and professional context, and how underlying assumptions can affect teaching and learning in university, health and medical contexts.

Content

The course will consist of four areas:

1. To have a scholarly approach to teaching and learning
2. Information literacy
3. Paradigm, epistemology and methodology
4. To work with change in education and learning

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.

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.

Paradigm, epistemology and methodology: 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 two methods of investigation. They will also discuss how this is related to paradigm and epistemology, and what it means for the methods of analysis used to interpret data.

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

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 requires 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 meaning of forms of communication in relation to how it is interpreted are discussed based on relevant theory.

The course participants will through this first course of the Master Program 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 consist of an individual assignment where the participant write and hand in an assignment that is reviewed by two other course participants and finally assessed by the teacher. Also, each course participant will review two assignments.

To pass the course, it is required by each participant to show activity on the learning platform Ping Pong and take responsibility of following the agreement for level of activity that will be made on the campus-based days. If the agreement is broken, individual assignments will replace the activity.

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.

Transitional provisions

The course has been cancelled. It was given for the last time autumn 2011.

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](#)

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:

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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

Kreber, Carolin

Teaching excellence, teaching expertise, and the Scholarship of Teaching and Learning

2002 Ingår i:

Innovative Higher Education

[S.l.] : Kluwer Journals Online,

LIBRIS-ID:8856301

URL: <http://www.kluweronline.com/issn/0742-5627/contentsz Tillgänglig för användare inom Uppsala universitet>

(2002) s. 5-23

Lindblom Ylänne, S.

How approaches to teaching are affected by discipline and teaching context

Trigwell, K.; Nevgi, A.; Ashwin, P.

2006 Ingår i:

Studies in higher education.

Dorchester-on-Thames : Carfax Publ.-co., 1976-

ISSN:0307-5079 LIBRIS-ID:8260984

(2006) s. 285-298

Stensaker, B.

Governmental policy, organisational ideals and institutional adaptation in Norweigan Higher Education Ingår i:

Studies in higher education.

Dorchester-on-Thames : Carfax Publ.-co., 1976-

ISSN:0307-5079 LIBRIS-ID:8260984

s. 43-56

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