



**Karolinska
Institutet**

Course syllabus for

Research in Medical Education, 15 credits

Forskningsmetodologi 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:

Autumn2011 , Autumn2012

Course code	4ME008
Course name	Research 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	Programnämnd 9
Decision date	2011-05-05
Course syllabus valid from	Autumn 2011

Specific entry requirements

Candidate - or professional qualification of at least 180 higher education credits and at least two years of professional or vocational experience within medicine, care or behavioural science and/or at least two years teaching experience (on lowest upper-secondary level). Furthermore, knowledge in English equivalent to English B (with at least the Pass grade) is required. The participants should have attended the courses Scholarship in medical teaching and learning (4ME000), Learning processes (4ME001), Integration of theory and placement (4ME002), Design and assessment of learning (4ME003), Interprofessional learning (4ME004), Leading change and learning (4ME005), To lead change management and learning (4ME005).

Objectives

Course aims: participants should develop their scientific approach and understand the implications of current research fields in medical education. By building on the first year studies the participants preparedness for Scholarship in medical teaching and learning should develop into a preparedness towards research in medical education. After the course, the participants should be able to - identify issues and central concepts within medical education, and systematically search and evaluate information in different databases - develop analytical reasoning and compare different research approaches with a view on epistemology and ontology - discuss and reason theoretically how medical

education research questions can be examined using different research designs, data collection - and analytical methods and also take a stance with regards to the concepts of generalisability and credibility - explain and argue how medical educational issues/fields can be presented and founded in theoretical frameworks - develop analytical reasoning on how medical education relates to research in higher education

Content

The course addresses issues and fields that are examined in medical educational research including qualitative and quantitative research approaches within medical education. Current research fields within medical education are studied, based on central questions; what is the object of study in medical education research, how is the research carried out and which results emerge. In-depth literacy competency study with a view towards aspects of medical educational and higher educational research is included in the course. Research designs, data collection - and analytical methods and presentations of results will be analysed with a view on central concepts such as epistemology, ontology, generalisability and credibility. In the course the application of medical educational research and theoretical frameworks are also studied and discussed, further the course explores how these issues/fields relate to research in higher education. The course also contains in-depth study of a research approach that the participants choose. The research approach is studied and reviewed in relation to theoretical framework and choice of designs, data collection - and analytical methods and presentations and discussions of results.

Teaching methods

The interaction between participants, course directors and supervisors in the course take place mainly via PingPong. The working methods are based on the participants' self-directed learning. During the first part of the course, literature studies various types of internet-based resources, lectures, group discussions and own studies will create the basis for each participant to process and present individual assignments. Joint seminars will be carried on-line and also on campus. During the second part of the course, each participant will mainly have contact with a particularly appointed supervisor. To participate in the course requires access to Internet, microphone and web camera.

Examination

The examination consists of analysis of research within the field of medical education. Research documents as theses and articles will be analysed, evaluated and explained respect research design, data collection methods, data analyses and presentation of results. The examination includes a discussion about the theoretical founding of the research and its relation to concepts such as epistemology, ontology, generalisability and credibility. In the examination, a written reflection is also included concerning how the participants have developed their ability to self-direct their learning during the course. All assignments during the course are compulsory. To pass participants are required to show activity in the learning management system PingPong 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

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](#)

Medical education : theory and practice

Dornan, Tim

Edinburgh : Churchill Livingstone/Elsevier, 2011. - xxix, 364 p.

ISBN:978-0-7020-3522-7 LIBRIS-ID:12049553

[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](#)

Cohen, Louis; Manion, Lawrence; Morrison, Keith

Research methods in education

6. ed. : London : Routledge, 2007 - 638 s.

ISBN:978-0-415-37410-1 (inb.) LIBRIS-ID:10335854

[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](#)

Entwistle, Noel

Teaching for understanding at university : deep approaches and distinctive ways of thinking

Houndmills, Basingstoke : Palgrave Macmillan, 2009 - 203 s.

ISBN:978-0-230-59385-5 (inb.) LIBRIS-ID:11594881

[Library search](#)

Norman, Geoff R.; Newble, David I.; Vleuten, Cees P. M. van der

International handbook of research in medical education

Dordrecht : Kluwer, 2002 - 2 vol. (1106 s.)

ISBN:1-4020-0466-4 LIBRIS-ID:8465372

[Library search](#)

Major, Claire Howell; Savin-Baden, Maggi

An introduction to qualitative research synthesis : managing the information explosion in social science research

New York : Routledge, cop. 2010 - ix, 187 p.

ISBN:978-0-415-56285-0 (hardback) LIBRIS-ID:11817161

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