Increasing defensibility of assessment: how to minimise losing appeals
Richard Hays, Bond University, Australia

Decisions to slow down or halt progress of medical students appear to be subject to increasing scrutiny and appeals, sometimes involving legal representation. The reasons for this are unclear, although in an era of increasing student fees, many such decisions involve expensive delays. Many current medical students belong to a generation said to be characterised by a propensity to pay close attention to 'the fine print' and to challenge interpretation (Borges et al, 2010). It may not however be unreasonable to question just how accurate decisions based on assessment results might be. It is unfair to candidates to make wrong decisions based on flawed or insufficient information and patient safety may not be served well by allowing candidates to proceed with critical weaknesses that become hidden in borderline scores. There are inherent errors in all assessment methods in classic measurement theory, resulting in a 'grey zone' at the borderline between 'satisfactory' and 'unsatisfactory' achievement, sometimes labelled 'cause for concern'. Recent evidence suggests that candidates in this zone are likely to continue to demonstrate poor performance and to consume substantial education resources (Pell et al, 2012). The most important objective in assessment is therefore to narrow this 'grey zone', such that as many candidates as possible are clearly above or below this uncertainty. During this webinar we will discuss ways of increasing the precision of assessment decisions. One important side effect should be fewer successful challenges to decisions.
**WEDNESDAY 12 MARCH**

1300 & 1700 UK/GMT

**Effective Faculty Leadership in Organisational Change**

Elza Mylona, Eastern Virginia Medical School, USA

The last decade has been marked by a world-wide process of change in medical education that includes significant curricular reforms, technological advancements, establishment of new schools, and complex accreditation requirements. The challenges posed by such changes are formidable, but so are the opportunities for leadership. Becoming an effective change agent requires an awareness of one's own strengths and shortcomings, an understanding of the institutional culture (its history, structures of relationships and expectations) and an appreciation of the change process and its complexity. At the end of the session participants will be able to: 1) explain the concept of change and its stages, 2) examine principles of how institutions work and why change fails, 3) appreciate the effect of their own attitude and behavior on the success of the change process.

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**WEDNESDAY 26 MARCH**

0800 UK/GMT

**Using design-based research to underpin the ongoing improvement of a hybrid mobile-web learning environment in health professional education**

Frank Bate & Carole Steketee, University of Notre Dame, Australia

In 2012, the University of Notre Dame Australia began developing a hybrid mobile-web learning environment in health professional education using a combination of e-books, online tools and a learning management system. Nine principles underpin the design of the learning environment: flexible access, flexible design, integration of prior knowledge, authentic activities, community interaction, facilitation, scaffolding, purposeful assessment and reflection. The presenters will discuss how these principles have evolved over the period of implementation, sharing their insights into what has worked and what compromises have been made in order to ensure that health professionals are supported in developing sophisticated pedagogical knowledge and skills. This webinar will be of interest to health professional educators who are developing or implementing technology-rich, flexible learning environments.

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**Advance notice**

**Spring 2014 dates to be confirmed**

- **How to overcome resistance in faculty in giving feedback**
  - Monica van de Ridder, Albert Schweitzer Hospital, Netherlands

- **Critical thinking**
  - Geoff Norman, McMaster University, Canada

- **360 Feedback**
  - Joan Sargeant, Dalhousie University, Canada

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Those wishing to attend are encouraged to register 24 hours in advance.

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