71 SHORT COMMUNICATIONS: Student Engagement

Location: Amber 2, Level +2, MiCo

711 (21640)
Students’ role in endocrinology curricular development

Cristina Biehl*, Universidad del Desarrollo, Santiago, Chile
Janet Bloomfield, Universidad del Desarrollo, Medical Education Office, Santiago, Chile
Carla Benaglio, Universidad del Desarrollo, Medical Education Office, Santiago, Chile

Background: In recent years, medical students’ input has enriched curricular development. They have a significant role in defining content and methodology.

Summary of Work: In our School of Medicine, there is formal course evaluation from students. Curricular and Medical Education Office looked at endocrinology course for three years, given it had some specific issues to be changed. Personalized follow up was made to staff involved. Endocrinology Staff made changes in the course.

Summary of Results: After three years of follow up, the endocrinology course evaluation improved significantly. Staff was involved in formal medical education program, changing course contents and methodology. Interventions were made and the course showed marked improvement in satisfaction, grades and acceptance, generating a working team for the whole transversal medical curricula, with involvement of teachers and students in further analysis and improvement strategies. Students’ input in course development associated with an evaluating team, as generator of feedback for groups, encourages staff and student development and compromise.

Discussion and Conclusions: We recommend it is included in a regular basis for curricular development. We need to develop formal research for further evaluation.

Take-home messages: Students should be consider as an expert view in the curricular development.

712 (21344)
How can students act as ‘change agents’ in curricular reform in post-soviet contexts?

Anne-Marie Reid*, University of Leeds, School of Medicine, Leeds, United Kingdom
Daniel Kandola, University of Leeds, School of Medicine, Leeds, United Kingdom

Background: The Modernising Medical Education in Eastern Europe (MUMEENA) project aims to support partners in Ukraine, Georgia and Azerbaijan to develop more integrated curriculum underpinned by learner-centred approaches. To date, the project has focused on faculty development supported by a model of organisational change (Kotter 1995). The focus now is on encouraging students as ‘change agents’ (Friedman 2007), a new concept in the post soviet countries involved in this project.

Summary of Work: This qualitative study involves a survey of students in the MUMEENA partner medical schools, followed by semi-structured (Skype) interviews exploring students’ perceptions of curricular reform and their role in supporting and stimulating further change. Interviews were transcribed and thematically analysed in the light of a theoretical model of students as change agents (Dunne and Zandstra 2011), recognising the difference in contexts.

Summary of Results: Initial survey results indicated high levels of interest but varying levels of awareness of the project aims. Interview data illustrated clear examples of students contributing to the fostering of a culture of change which drives innovation.

Discussion and Conclusions: Engaging and empowering students is more challenging in a post-soviet context where democratic values may still be contested. Students are very motivated to stimulate and support change which they perceive will bring their curriculum more in line with European peers and increase their mobility.

Take-home messages: The student voice is both necessary and powerful in effective curricular change. Promoting students as change agents in partnership with faculty should be encouraged.
The student voice in evaluation: Different stage – different timbre

Anders Sonesson*, Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, Sweden
Bibbi Thomé, Lund University, Integrative Health Research, Lund, Sweden
Sten Erici, Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, Sweden
Gudrun Edgren, Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, Sweden

Background: The quality and relevance of the information gathered is paramount when using the student voice to improve study programmes.

Summary of Work: In an on-going project we follow three cohorts of nursing students through their three-year programme. Methods used are two validated inventories (DREEM and CLES+T), written “free” comments, focus groups, semester meetings, and interviews with individual students. The purpose is twofold: to improve the programme and to better understand methods of evaluation. Here we report on the latter.

Summary of Results: Compared, the different methods paint quite different and sometimes conflicting pictures of the programme. This can partly be attributed to limitations inherent to the methods used, e.g. closed or open questions, anonymity or not, written views or discussions. However, preliminary results suggest that the way in which a particular evaluation or method is framed, along with the inter- and intragroup dynamics it helps to create, will bring certain experiences or agendas to the foreground while pushing others to the side.

Discussion and Conclusions: In order to better make use of the student voice in programme development we need to improve our understanding of evaluation methods and framing from the students’ point of view.

Take-home messages: The quality and usefulness of data from evaluations depends not only on the questions and techniques used to collect student views. Important is also how the stage for evaluation is set and how students perceive the situation
715 (21113)
«Do it yourself» questionnaire – giving medical students the opportunity to design their own study curriculum

Tilemachos Zaimis*, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece
Anthoula Efstatiadou, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece
Despina Elvira Karakitsiou, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece
Ioannis Dimoliatis, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece

Background: The most important factor for learning is learner's enthusiasm. To keep it alive during all 6 year medical curriculum is crucial. Should we give them the opportunity to select their own course program according to their needs, placing each course on the semester they prefer? In the era of personalized medicine, should not a personalized curriculum be available today for tomorrow's doctors?

Summary of Work: An online questionnaire was piloted and asked medical students and graduates to place all courses in the semester they would like to be taught. Each year had its own questionnaire for statistical analysis reasons. The questionnaire consists of a main board with all 60 obligatory courses and questions for any feedback.

Summary of Results: 79 (8%) of all 993 Ioannina University Medical students participated. 46 (58%) were positive on deciding their own curriculum from the first year. The vast majority wish to study Biology and Histology in the first year, contrary to the current curriculum. In all courses there were at least 7% of students who would like to study them in a different semester (7%–85% for core courses, 24%–95% for electives).

Discussion and Conclusions: The sample size is small, but the idea of studying with a personalized curriculum was something welcomed by the majority of participants, many of which would like to study all courses in a different semester than the current official curriculum predicts. To quote an open answer, “If I could form my own curriculum I would show more desire”.

Take-home messages: It's important to give students the opportunity to carve their own course curriculum, in order to keep and increase their enthusiasm.

716 (22396)
Students' contribution to a major curricular revision of an integrated, outcome-based medical undergraduate education program

Asja Maaz*, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany
Tanja Hitzblech, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany
Peter Arends, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany
Ronja Mothes, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany
Lennart Milles, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany
Harm Peters, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany

Background: Students face a unique and most valuable perspective for curricular evaluation in terms of comprehensibility, work load and transparency of assessment. They represent virtual experts in the actually taught and in the spiral nature of the entire curriculum. Aim of this study was to involve them broadly in the large curricular revisions process at our institution.

Summary of Work: Object of major curricular revision was a six year, modular competency-based undergraduate medical education program that was introduced term-wise at the Charité-Universitätsmedizin Berlin in 2010. For the revision phase of the entire curriculum medical students were active players in the curricular planning committees. In their role, committee students analyzed content-related redundancies, gaps and needs and the structure of the existing curriculum. They introduced revision concepts to focus on essential outcomes, to concentrate specific learning content and to optimize the assessment program.

Summary of Results: Involvement of students as experts in the taught curriculum was highly accepted by the faculty. Due to the students' institutional and financial independency, their proposals were often appreciated and accepted by the curricular revision committee. In addition, they played an important part in mediating conflicts and to solve problems.

Discussion and Conclusions: Engaging students as active players in a major curricular revisions process is feasible and appreciated. The students' curricular expertise adds an important perspective and yields often highly useful concepts for curricular revisions.

Take-home messages: Openness to medical students' curricular expertise offers valuable opportunities to advance the revision process and outcome of a curriculum.
A video communication on ASPIRE, an AMEE initiative to promote student engagement in the curriculum and in the medical school, presented by medical students

Ramon Bulto*, Universitat Rovira i Virgili, Facultat de Medicina, AECS, Reus, Spain
Antonio Domínguez, Universitat Rovira i Virgili, Facultat de Medicina, AECS, Reus, Spain
Isabel Dolz, Universitat Rovira i Virgili, Facultat de Medicina, Reus, Spain
Carmen Beltran, Universitat Rovira i Virgili, Facultat de Medicina, Reus, Spain
Paula Romero, Universitat Rovira i Virgili, Facultat de Medicina, Reus, Spain
Maria Rosa Fenoll-Brunet, Universitat Rovira i Virgili, Facultat de Medicina, Dtt. Ciències Mèdiques Bàsiques (Histologia), Reus, Spain

Background: Medical students can be involved in any aspect of the university life. As medical students we enjoyed discovering the existence of ASPIRE and we want to specially thank ASPIRE project promoters to have taken this AMEE initiative (http://www.amee.org/amee-initiatives/aspire).

Summary of Work: We participated in a course on “medical photography and audiovisual communication” coordinated by Maria Rosa Fenoll-Brunet at the University Rovira i Virgili (Catalonia, Spain). Since one of the learning outcomes of this course is to produce a short film clip, and the existence of ASPIRE surprised us very much we are delighted to dedicate our videos to ASPIRE. Specially, to the area of excellence in students’ engagement in the curriculum and in the medical school.

Summary of Results: Effective collaborative teamwork between three small groups of seven medical students resulted in three short film productions. First video is entitled “Do you know ASPIRE?” It introduces the context and promoters of the project. The second video is entitled “Student engagement criteria”. It shows criterion for ASPIRE applicants into the specific context of students’ engagement. The third video is multilingual and presents the first Winners of ASPIRE Awards on student engagement.

Discussion and Conclusions: As medical students we enjoy being involved in creating innovative materials to disseminate this AMEE initiative. We are really inspired by discovering how the Awarded medical schools implemented successful strategies for student engagement.

Take-home messages: We encourage among medical students worldwide the dissemination of ASPIRE as an initiative to obtain recognition internationally of their engagement into their Medical Schools.