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

I gained a lot from listening & plan to participate in other webinar in the series.

The session was very thought provoking & well worth listening to.

I cannot think of a better way to spend an hour!

A marvellous opportunity to listen to someone who is both passionate and knowledgeable about their subject & to engage in a discussion with them.

Thursday 2 March 2017

1400 UK/GMT

William B. Jeffries, Ph.D.
Larner College of Medicine at the University of Vermont

Kathryn N. Huggett, Ph.D.
Larner College of Medicine at the University of Vermont

Developing Questionnaires for Educational Research: You Can’t Fix by Analysis What You’ve Spoiled by Design

Anthony R. Artino, Jr., Ph.D.
Uniformed Services University of the Health Sciences, Bethesda, Maryland, USA

Institutional Transformation to Evidence-Informed Pedagogy

Mounting evidence shows that passive learning methods produce inferior outcomes in science teaching vs. active learning. This webinar investigates methods for leading institutional change to ensure optimal pedagogy for teaching health science learners. Domains discussed include the curriculum, faculty development and the physical aspects of the learning environment.

WEBINAR THEME COLOUR CODING

Research in Medical Education
Teaching and Learning
Education Management
Curriculum Planning
Theories in Medical Education
Assessment
Learning across the professions: medical educators and teacher educators in dialogue

What is gained and lost in the translation of approaches to learning to promote evidence-based practice across the teacher education and medical education communities? Can inter-professional dialogue on the costs and benefits of curriculum development support the education of teachers and doctors now and in the future?

Medical educators report numerous challenges to providing feedback. Additionally, there is often a mismatch between the perceptions of providers and recipients on the quality of feedback. A specific area that warrants further discussion is the concept of bidirectional feedback which could enhance the quality of feedback overall.

Feedback can enhance mutual professional growth: But how can we promote bidirectional conversations?

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Clinical decision making as a special case of scientific reasoning? Theory and practical implications for medical education.

Every graduate leaving university should be able to make evidence-based decisions in practice and provide good reasons for these decisions. Medicine is a field that is characterized by multiple decisions with important and often immediate consequences for patients and society. This webinar focuses on an interdisciplinary model for scientific reasoning and argumentation. It will describe clinical decision making as a special case of reasoning and argumentation in various contexts. The aim of this webinar is to summarize important insights into how clinical decision making works and how it could better be fostered by medical educators. It is aiming at clinical teachers who are interested in a better understanding of clinical reasoning and how it could be taught better in the future.

Not your grandpa’s CME: what we know (and need to know) about the continuing professional development of physicians

CME, CPD and the effective care of patients: what we know, what we don’t know and – most importantly - why we should care.

Why do you care about that? The values that drive medical education scholarship and research

Understanding the values that drive our scholarly practices helps refine our research questions, target our educational efforts, and maintain our passion about our work. In this webinar, we will delineate different approaches to values in research, model outlining the values underpinning our own work, and challenge participants to articulate the values that drive their own work.

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