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AWARDEE REPORT FORM

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| NAME | | Iain Keenan | | |
| UNIVERSITY | | Newcastle University | | |
| NAME OF AWARD | | Symington Bequest | | |
| PURPOSE OF AWARD *conference attended (full name) with city and dates* | | | | |
| To facilitate a workshop entitled “*Life Sciences in an integrated medical curriculum*”  Association for the Study of Medical Education (ASME) Annual Scientific Meeting 2017, Exeter, 22nd June 2017. | | | | |
| REPORT: What were your anticipated benefits? | | | | |
| **Benefits to workshop participants:**  We aimed that the workshop would provide participants with an awareness of innovative as well as established approaches to learning and teaching in Life Sciences education within other curricula and institutions; knowledge of practical solutions for introducing effective approaches into their own Life Sciences teaching sessions and medical curricula; an appreciation of the importance of research-led and evidence-based educational strategies in integrated Life Sciences education; an awareness of the current availability and quality of literature surrounding learning and teaching approaches in Life Sciences education; an awareness of the methods, methodologies and analysis techniques that are used to evaluate Life Sciences learning and teaching approaches. We also aimed to provide participants with the valuable opportunity to connect, network and collaborate with a wide range of individuals who will have varying experiences in integrated Life Sciences educational strategies and roles within other institutions and curricula. We also intended that participants would experience the value of utilising social media strategies in a professional capacity for both engagement and dissemination. We also aimed to provide participants with an awareness of the MedEdPublish journal and the innovative post-publication peer-review process that this journal employs  **Benefits to myself:**  The workshop provided an opportunity to present a summary of my work as guest co-editor on the *Life Sciences in an Integrated Curriculum* theme issue of MedEdPublish that has run for three months between April and July 2017: <https://www.mededpublish.org/browse/issues?issue=10> . This work has involved editing and reviewing submissions to theme issues, as well as preparing and writing opening and concluding editorials with my co-editor Dr Barbara Jennings (Norwich Medical School, UEA).  The Anatomical Society has been acknowledged in our closing editorial that was published in MedEdPublish <https://www.mededpublish.org/manuscripts/1058> for funding not only this award, but also the recent Departmental Seminar award to Dr Jennings which provided me with the opportunity to meet with Dr Jennings and her colleagues in Norwich. The workshop itself provided a further opportunity for Dr Jennings and me to continue our successful collaborative work. It also allowed me an opportunity to develop skills in workshop design and facilitation. | | | | |
| COMMENTS: Describe your experience at the conference / lab visit / course / seminar. | | | | |
| The workshop *Life Sciences in an integrated medical curriculum* was held as part of the programme on the second day of the ASME Annual Scientific Meeting at Exeter University and ran between 1:45 and 3:45pm as a parallel workshop session. Due to the number of other parallel sessions occurring simultaneously, including several workshops on technology enhanced learning and other topics, and a chaired poster session, the attendance at our workshop was perhaps not as high as we had hoped. However, we still had a number of enthusiastic participants from both Life Sciences and clinical disciplines, in attendance. We successfully advertised our workshop through the use of the Twitter hashtag #LifeSciencesMedEd, which we used in tandem with the conference hashtag #ASMEASM2017. We also utilised the workshop hashtag to promote interactivity and networking in the session by posting updates and using Twitter polls of questions related to the content of the workshop. A Storify account of the tweets relating to the workshop can be found here: <https://storify.com/dr_keenan/lifesciencesmeded>.  During the workshop, we used a structured but flexible approach to facilitate interactive, team-based activities in order to encourage the participants to consider, describe and develop innovative ideas for improving the delivery of Life Sciences teaching in medical curricula, in both general terms and within the specific context of their own curricula and institutions. Some selected approaches to Life Sciences teaching were presented using examples of papers published in our MedEdPublish theme, and also through our presentation of case studies of particular strategies such as flipped learning. The groups however chose to base their approach on examples from their own practice including surface anatomy learning and strategies for integration of Life Sciences into the clinical years.  Once an approach had been selected, we asked each group to consider the following questions in turn with respect to their allocated topic: 1) What research is available to support this approach? 2) Why is this approach relevant, important or valuable within integrated Life Sciences education? 3) What are the facilitators and barriers to utilising this approach? 4) How could this approach be theoretically and practically incorporated into your curriculum? 5) How would you evaluate the effectiveness of this approach in your curriculum? The groups were asked to brainstorm ideas on flip charts, before generating a summary list of key suggestions that they then presented to the other groups. Dr Jennings and I then facilitated each activity through discussing the question with each group. Each activity was interspersed with our presentation of case studies and examples relating to each question. For question 1, we encouraged the participants to visit web links to published literature on their topic and we provided iPads for them to do this. We aimed to encourage a scholarly, research-led approach to decision-making in this area. Each group then provided a summary of the availability and quality of the literature on their chosen topic, in addition to their own ideas and opinions.  From workshop discussions and activities that concluded with the final summary activity, it was clear that we had achieved our intended outcomes of raising the awareness of workshop participants in terms of the areas outlined above. | | | | |
| REPORT: In relation to skills, what were the most important things you gained? *(does not apply to equipment grant)* | | | | |
| I have gained skills in interactive workshop preparation and facilitation that will allow me to develop and facilitate similar sessions in the future at other conferences and also at internal events with my colleagues. I am planning on facilitating such workshops on learning and teaching approaches in the near future and so this experience will be beneficial for me. Although I am an experienced teacher, I have limited experience of seminar-based teaching as most of my teaching involves lecture-based and dissecting room-based sessions. This experience will therefore allow me to develop my delivery of teaching in this context, which is especially important as the medical curriculum at Newcastle is planned to become less-lecture based and more seminar-based in the near future. I have also developed skills in collaboration through working with Dr Jennings to design, propose, develop and deliver this workshop. | | | | |
| REPORT: How do you think you will put this learning experience into practice in the future? | | | | |
| This experience has provided the opportunity for Dr Jennings and myself to work together in the future. We will carry out similar activities and further work. Based on our collaboration we have invited Dr Jennings to speak in Newcastle in the near future about one of her novel learning and teaching approaches. From the skills I have gained in workshop development and facilitation, I hope to be able to facilitate further, perhaps larger workshops on other topics and at other conferences in the future. The experience will also allow me to disseminate some of the ideas we have generated within the workshop on the integration of Life Science teaching into medical curricula, and some of the novel and innovative approaches discussed, to both colleagues and collaborators and potentially incorporate such ideas into my own teaching. | | | | |
| SIGNATURE | Iain Keenan | | DATE | 23.06.17 |

*If submitted electronically, a type-written name is acceptable in place of a hand-written signature*

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