

| | |
|---|--------------------------------|
| NAME | Dr Alexandra Webb |
| UNIVERSITY | Australian National University |
| NAME OF AWARD | Symington Bequest Award |
| PURPOSE OF AWARD <i>conference attended (full name) with city and dates</i> | |
| Participation in the Association for Medical Education in Europe (AMEE) 2014 Conference 30th August to 3rd September 2014, Milan, Italy | |
| REPORT: What were your anticipated benefits? | |
| <p>The theme of the AMEE 2014 Conference was "Excellence in Education - the 21st Century Teacher". Attended by approximately 3500 delegates from all over the world, the conference was held at the MiCo: Milano Congressi Centre. AMEE organises an inspirational and stimulating conference. The conference encompasses a wide variety of sessions including plenaries, masterclasses, workshops, symposia, fringe, posters, short communications and meet the experts covering a wide range of topics relevant to medical and health profession education. During many parts of the programme, there may be more than 30 parallel sessions to choose from!</p> <p>The anticipated benefits of my participation at the AMEE 2014 Conference included:</p> <ol style="list-style-type: none"> 1. Presentation of accepted abstract "If you want them to learn, ask them how" 2. Hear and discuss the views of acknowledged experts in a wide range of topical issues in medical and health care professions education relevant to the teaching and learning of anatomy. 3. Participate in workshops, masterclasses and courses, delivered by experts in a variety of practical educational topics. 4. Meet and network with anatomists and educators involved in medical and health care professions education. 5. Access to current textbooks, journals and teaching resources, relevant to teachers in medicine and the healthcare professions, exhibited at the conference. | |
| COMMENTS: Describe your experience at the conference / lab visit / course / seminar. | |
| <p>Specific 'Anatomy' short communication and 'Teaching and Learning Anatomy' poster sessions dedicated to anatomy education were scheduled during the programme. Common themes that emerged from presentations during these sessions included: initiatives to integrate and apply anatomy to facilitate the transition to clinical practice; student-led schemes to organise, develop and deliver anatomy courses; the development of programmes to support students and junior doctors to consolidate their anatomy knowledge and skills in their roles as anatomy teachers and facilitate their development as future educators; and the development of technology enhanced learning and teaching, drawing and model construction strategies to engage students and promote interaction and active learning.</p> <p>My presentation "If you want them to learn, ask them how" was delivered during the anatomy poster session, chaired by Dr Michael Battistone, and consisted of an oral introduction of the poster followed by questions and discussion. The poster and presentation described our use and evaluation of assignments to contextualise student study of musculoskeletal anatomy. We had observed that students often utilise rote learning to study musculoskeletal anatomy, with little understanding of its functional relevance. We designed group-based assignments that facilitated the establishment of a dynamic active learning environment for the creation of anatomy learning resources. Students were evaluated during two academic years to investigate the educational impact of this new initiative. Students reported that the incorporation of these assignments improved their knowledge and application of anatomy and provided an opportunity to experience different approaches to learning anatomy. The majority of students enjoyed undertaking the assignment and appreciated the opportunity to gain deeper knowledge of anatomy, and skills and proficiencies beyond the discipline (e.g. team work, communication, problem-solving). A small number of students viewed the assignment as a hurdle to course completion. Thus we found that assignments can be used as a vehicle to create fun learning opportunities that consolidate and contextualise the study of anatomy and can result in the creation of novel student-led anatomy teaching and learning resources.</p> <p>In addition to the anatomy-specific presentations scheduled during the AMEE 2014 conference programme, there were a wide range of sessions applicable and relevant to the anatomy educator including assessment and competency, technology enhanced teaching and learning, educational research methods, curriculum and course design, evaluation and feedback, students as teachers, professionalism and team-based, problem-based and flipped classroom learning. A wide range of exhibitors were present including 3B Scientific GmbH, Anatomage, Elsevier Education, Primal Pictures, Sectra, Wiley, Wolters Kluwer Health.</p> | |
| REPORT: In relation to skills, what were the most important things you gained? <i>(does not apply to equipment grant)</i> | |

Awardee Report Form

The most important things that I gained were a number of new skills and perspectives relevant to the delivery and application of anatomical education and research, especially in relation to team-based and problem-based learning, technology enhanced learning and teaching and experimental research methods. I also gained greatly from the opportunity to obtain wider appreciation of current medical and health profession education and the role of anatomy within that. The conference also provided a stimulating environment in which to catch up with old and new anatomy colleagues from many different institutions and countries.

REPORT: How do you think you will put this learning experience into practice in the future?

I have been able to put this learning experience into practice immediately for current anatomy education and research projects and it has informed my development of new projects planned for the new academic year. The experience has also been of great benefit in my role as a supervisor of anatomy demonstrators and research students as well as valuable for sharing knowledge and skills with colleagues and the wider medical school and university community.

Thank you to the Trustees of the Symington Bequest Fund for this opportunity to attend and participate in the AMEE 2014 conference. It was a very stimulating experience that has contributed to the ongoing development of my teaching and research in anatomy education.

SIGNATURE

Alexandra L Webb

DATE

24.09.2014

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