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AWARDEE REPORT FORM

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| NAME | | Eva Sweeney, Alexandra Mawhinney | | |
| UNIVERSITY | | Queen’s University Belfast | | |
| NAME OF AWARD | | Departmental Seminar Grant | | |
| PURPOSE OF AWARD *conference/event attended/organised (full name) with city and dates.* | | | | |
| “*Informed Practice as a Tool for Educational Interventions*”  **A departmental seminar** delivered by Dr James Pickering  Associate Professor  Student Education Academic Lead  Division of Anatomy, School of Medicine  University of Leeds  1-2pm Friday 1st March 2019  Lecture Theatre 2  Medical Biology Centre  Queen’s University Belfast  The seminar focused on Dr Pickering’s research into the learning gain (or lack thereof in some cases) achieved by technology enhanced educational interventions. He also delineated his holistic TEL evaluation framework which may be used to evaluate the impact of an intervention on student’s learning and satisfaction as well as the institution as a whole. | | | | |
| REPORT: What were your anticipated benefits? | | | | |
| The Centre for Biomedical Sciences Education at Queen’s University Belfast is an education-focused centre, with most of its members involved in aspects of educational research. We are keen to employ new methods of teaching, especially the flipped lecture approach, but believe that the benefits of any new implementation should be quantifiable and quantified appropriately. We feel that Prof Pickering would be able to inspire the use of new methods of teaching as well as exploring educational intervention validation. | | | | |
| COMMENTS: Describe your experience at the conference / lab visit / course / seminar/ event. | | | | |
| Dr Pickering was given a tour of the anatomy facilities at Queen’s University including our dissection lab, mortuary, histology lab, pathological specimen collection and our very own Egyptian mummy.    The seminar consisted of a 1 hour lecture followed by question, it had a broad appeal evinced by its varied audience, 15 academics, 4 undergraduates, 3 postgraduates, 1 technician, and 3 clinical colleagues. It stirred quite a few questions and interesting dialog among colleagues regarding how and what we should quantify when considering a new educational intervention, including “how do we quantify *fun*, and should we bother?”  Following the seminar we took Dr Pickering to Lunch and a short tour of the Leonardo DaVinci anatomical illustrations currently exhibited in the Ulster Museum. We also viewed the Game of Thrones Tapestry on display in the Museum where anatomical themes were also evident. | | | | |
| REPORT: In relation to skills, what were the most important things you gained? *(does not apply to equipment grant.* For public engagement/outreach awards what did your audience gain and how did you evaluate success? | | | | |
| Dr Pickering spoke about educational screencasts, this was one of the interventions he had trialled and validated against his TEL framework. This sparked interest among colleagues and we are now considering purchase of Camtasia software to generate screencasts ourselves.  One of our MSc Anatomy students is hoping to research the potential benefits of introducing primary level students to anatomy and how to go about quantifying interest in this unfamiliar cohort. He no doubt will have gained valuable insight from the talk and his discussion with Dr Pickering after the talk.  The talk also emphasised the need for application of the same scientific rigour that we would apply to our anatomical research as we would to education research. | | | | |
| REPORT: How do you think you will put this learning experience into practice in the future? For public engagement/outreach awards how with the materials/knowledge generated by this activity be used in the future? | | | | |
| At Queen’s University Belfast, with the advent of a new virtual learning environment, Canvas, we have many more options for integration of webapps and varied technology into our curricula. Dr Pickering’s talk highlighted the importance of not merely hopping on the technology bandwagon for the sake of it, we should take a step back and consider which interventions have proven effects on learning or consider assessing this ourselves.  Several interesting discussions have arisen from the seminar regarding the myths of “learning styles” and “digital natives”. Also discussed was the necessity of dissection at undergraduate medical education. Dr Pickering demonstrated an intervention (an e-book) exhibiting a positive effect on students, but only those students in the lowest quartile for exam performance. This is an interesting analysis, suggesting that it is worth examining whether using a certain intervention makes the difference between a fail and a pass mark for some students. These discussions may influence and inspire our own practice at QUB. | | | | |
| Data Protection/GDPR: I consent to the data included in this submission being collected, processed and stored by the Anatomical Society. | | | | |
| YES | | | | |
| Graphical Images: If you include graphical images you must obtain consent from people appearing in any photos and confirm that you have consent. A consent statement from you must accompany each report if relevant. A short narrative should accompany the image. | | | | |
| YES | | | | |
| Copyright: If you submit images you must either own the copyright to the image or have gained the explicit permission of the copyright holder for the image to be submitted as part of the report for upload to the Society’s website, Newsletter, social media and so forth. A copyright statement must accompany each report if relevant. | | | | |
| YES | | | | |
| SIGNATURE | Dr Eva Sweeney | | DATE | 05/03/2019 |

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

*File: AS-Award-Report-Form-BLANKCO-SEAL-date110216-Amended AT-070818*