

STUDENT-CENTRED COURSE DESIGN - when life provides the course material

PROFFORMANCE Thematic Webinars
28th March 2023



Instructions

Go to

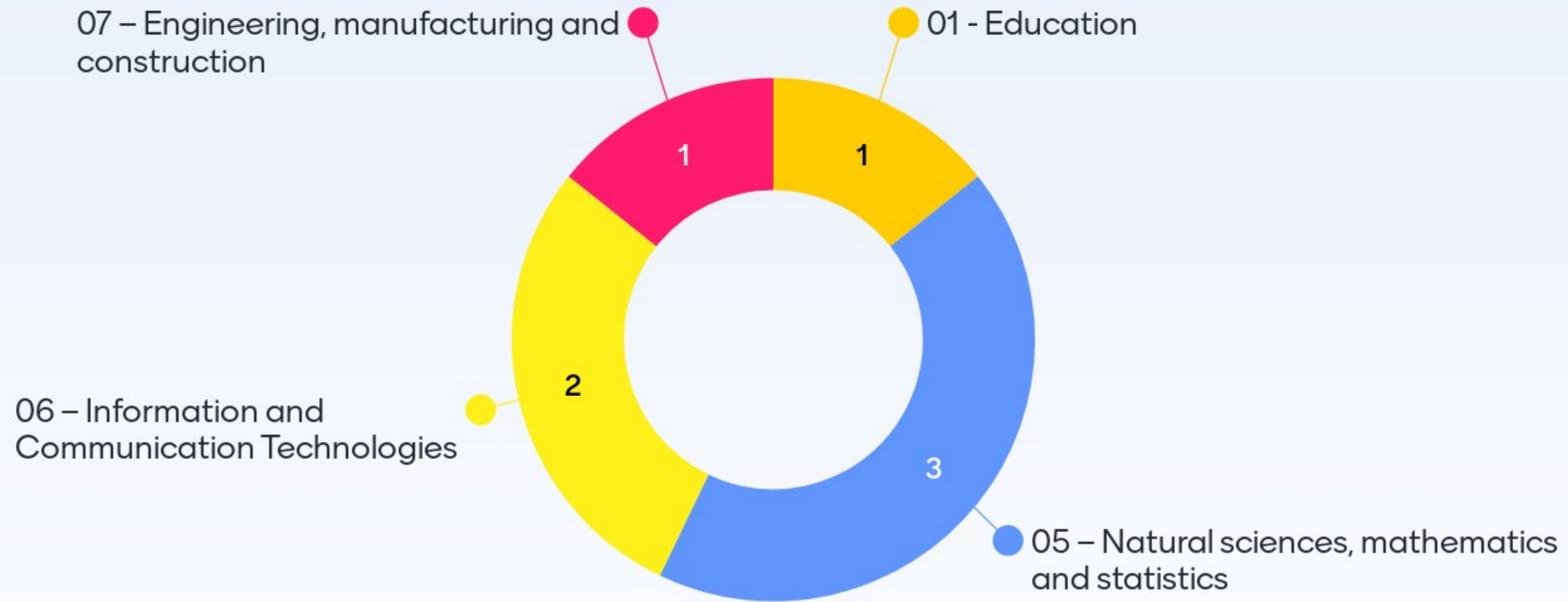
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Enter the code



Or use QR code

Your field of teaching:



What do you think makes a course material student-centred?

clear and well written
focused on main topics
interactive understandable
question based interesting easy-to follow up
practical application
job oriented
real world application
options for advanced stud

When life provides the course material

ONE POSSIBLE RECIPE



The problem felt by the students: identify - Our course Medical Terminology 10 years ago:

- did not provide skills needed for future job
- outcomes were not well defined
- lack of authenticity
- out-of-date content
- old-fashioned methodology

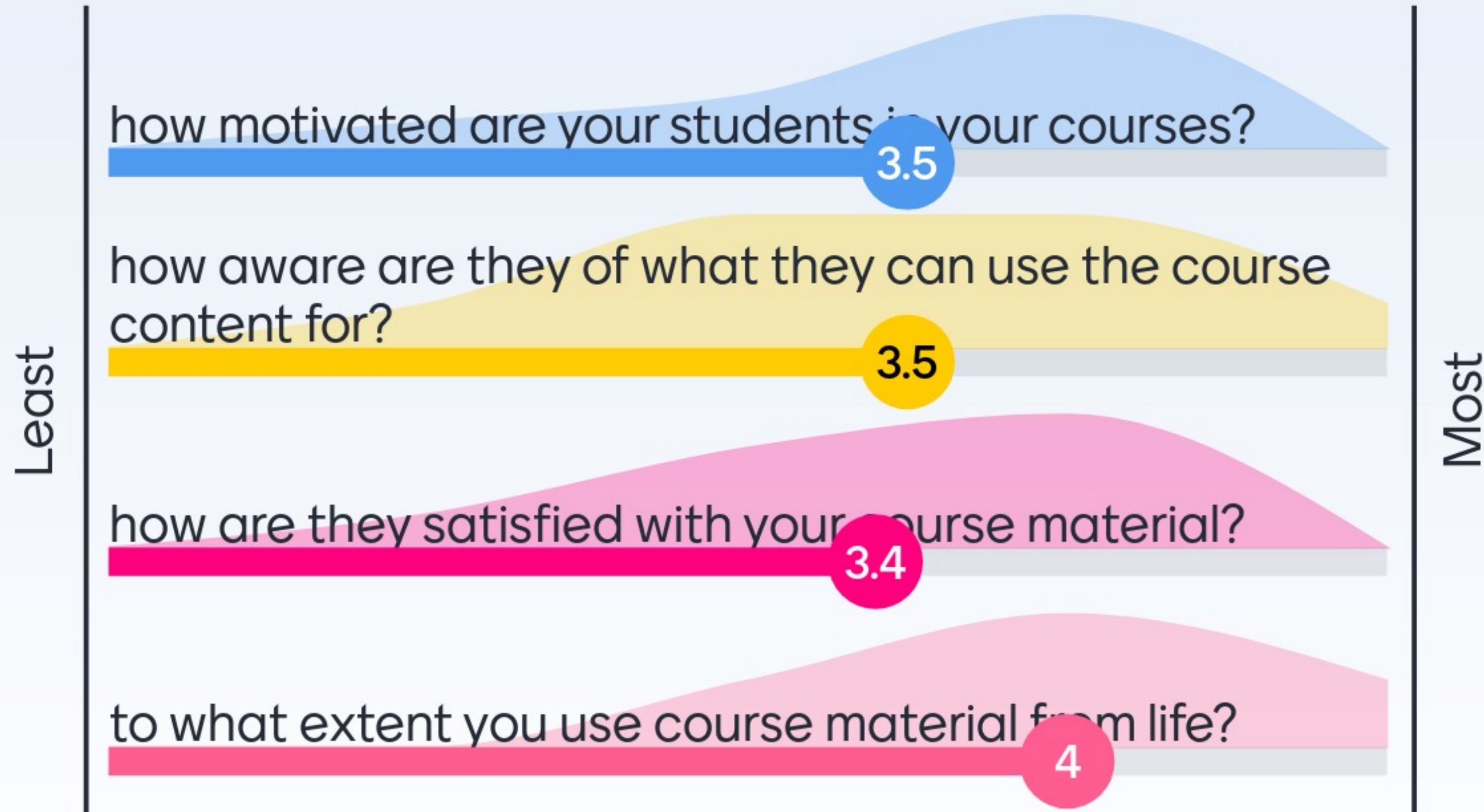


The one big pro: A staff

- open to students' feedbacks
- up to changes



Upon your opinion...



Results expected by the students:

- minimal effort, maximal knowledge :)
- ready-to-use knowledge and skills
- contribution to parallel courses, i.e. Anatomy
- the big picture and our contribution to the big picture
- authenticity

anatomical name: digit^{us}
minim^{us}
anatomical name: phalanx distalis
digi^{ti} minimi
diagnosis: fractura phalangis
distalis digiti minimi lateris dextri,
sine dislocatione
diagnosis: status post fracturam
digiti minimi

Student-centered implementation - Making a plan:

- be aware of the context: medical training: 6 yrs
- aims of the course: code-switching
- new methodology: exploratory learning
- continuous improvement: supported by research

The biggest 'course material challenge' for your students:

8 Answers

Question: Will we ever use this or not?

Why do we need general English

Short and useful

It is too much theory

Why I need the theoretical parts?

It's hard to follow weekly lectures, connecting with previous material bc. of many courses and obligations

Why do we need so much details.

Well, I simplified a lot the written material - I prepared scripts for every lectures so I am not forcing them to learn from recommended literature to pass the exam. But I always recommend textbooks

Actors and resources needed for implementation

- support from the university leaderboard
- partners involved 1: theoretical departments and practising professionals
- partners involved 2: doctoral students, teaching assistants
- partners involved 3: supporting colleagues
- -----
- sources for teaching material: authentic, anonymised medical documents provided by university clinics
- access to softwares
- research
- easily accessible and well structured teaching material
- -----
- well equipped teaching environment: Moodle, classrooms
- for a higher level of student involvement: gamification, contest, feedback system



Actors and resources needed for course material from life:

enough sleep
thank you 😊
time video clips
money practitioners
moodle case studies
heart lab tools