

SHE Summer Course

PBL AND BEYOND: APPLYING LEARNING PRINCIPLES IN YOUR EDUCATION

"Renewed and innovated by the latest insights in health professions education, our Summer Course is the first inspiring and international encounter with SHE. This experience fuels ambitions to become a health professions educationalist."

Dominique Waterval, Programme Coordinator SHE Summer Course

SHE FACE-TO-FACE EDUCATION



Break out of your daily routine; come and work with the experts in the SHE campus-based courses. Face-to-face education allows the entire experience to not only be heard but also seen and felt.



Short Courses

FAST FACTS:

- 1 week Campus-Based Summer Course
- Latest insights on student centered education besides problem-based learning such as team-based learning and the four components instructional design model (4C/ID-model)
- Date: 29 June -3 July 2020. Registration deadline: 15 May, 2020
- Course fee: €1400

PROGRAMME INFORMATION

In this course, SHE shares the many years of theoretical and practical experience in managing and assessing learning in student centred curricula as implemented by Maastricht University. With an introduction and overview of the principal components and characteristics of the Maastricht approach to student-centred education and in particular, how to integrate the principles behind student-centred education in designing, teaching and assessing a student-centred curriculum. Other forms of student-centred education besides problem-based learning such as team-based learning and the four components instructional design model (4C/ID-model) are also part of this course.

PROGRAMME OVERVIEW

Preparatory Assignment and Introduction (online): In order to align the entry level of participants, participants will receive a preparatory assignment upon registration. This assignment links to video material, literature and some questions to prepare linked to the topic of PBL. **PBL Summer Course (on-site):** The course will start with a general introduction of modern learning theories and its application in problem-based learning (PBL). Participants will elaborate further in two modules on the topics: Managing Learning and Assessment. In the module Managing Learning, participants will develop skills to manage educational activity and programme evaluations within PBL curricula. In the Assessment module, participants will translate the learning principles in an assessment programme. Participants also start with an introduction to research in the field of medical education and reflection upon the learning experience. Throughout the week, participants also have the option to choose from a selection of tailored activities, including site visits to the university clinic or skills lab.

PARTICIPANT'S PROFILE

He/she has 0-2 years of experience in student-centred curricula, such as PBL either as a teacher, mentor, lecturer etc. He/she would like to develop a deeper insight in the rationale of this learning methodology. Furthermore, he/she would like to learn how to build and manage student-centred learning materials, such as cases, assignments, skills lab sessions, portfolios. In addition, he/she is aware of the important alignment between student-centred education and (programmatic) assessment. Also for participants who are relatively unknown in the field of research in medical education, but would like to deepen their knowledge. You will have many opportunities to share your own experiences and questions in interactive sessions with experts in the educational field of SHE and related innovative educational approaches, and to discuss experiences of students and staff.

PBL AT MAASTRICHT UNIVERSITY

The Faculty of Health, Medicine and Life Sciences of Maastricht University was, after McMaster University in Canada, the second university in the world to implement PBL as the dominant educational strategy in medical education. In addition to its long-lasting experience with PBL, Maastricht University has always been eager to further develop this educational method.

OBJECTIVES INVOLVE

- Understanding the basics of PBL and how modern learning principles are used in student-centred curricula.
- Identifying the evidence behind modern learning principles.
- Manage your educational activities/role of tutor (critical incidents).
- Translating innovative learning principles into the design of new educational materials/activities and applying them to your own context.
- Understand the philosophy behind programmatic assessment.
- Translate the principles of programmatic assessment into your own assessment programme
- Experiences on management and organisation of student-centred curricula.
- Introduction to research in the field of medical education.
- Network with professionals from all over the world with similar ambitions.

MANAL EL SAID, Associate Professor of Microbiology. Batterjee Medical College for Sciences and Technology, Jeddah, Kingdom of Saudi Arabia



"Valuable introduction course that inspired me"

"This interactive summer course gave an introduction to health professions education and informed the participants about all aspects of PBL and curriculum innovation as applied at Maastricht University. It will help me a lot in my work as member of the curriculum committee of a medicine program responsible for developing a curriculum based on a student centered educational concept. My participation in the course helped me to acquire the knowledge and tools that will empower me to contribute to educational innovation at my institution."

STAFF SUMMER COURSE AND COORDINATION

- Dominique Waterval (PhD) MHPE, course coordinator, trainer and consultant on the implementation of student centred (medical) education.
- Jill Whittingham (PhD), planning group member, trainer and educational psychologist
- Valerie van den Eertwegh (PhD), planning group member, trainer on 'Transfer of Learning'

www.maastrichtuniversity.nl/she

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