

The Peppermint Page

Hand picked highlights from the journals of medical education

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News and events...

'KNOWLEDGE CAFE' evening, with pizza!

We will be holding a meeting of the research and innovation group (currently known as 'BEF') on Monday 9th January 2012 at 5pm-8pm. If you are interested in joining this regional group please contact Stephen Greenwood 0117 3316818 Stephen.Greenwood@bris.ac.uk

Details on Web at:

<http://www.bris.ac.uk/medical-education/tlhp/events/2012/30.html>

UK PSF event:

Re-launch of UK Professional Standards Framework

<http://www.bris.ac.uk/medical-education/tlhp/events/2012/29.html>

Deadlines...

- **ASME 2012:**
10 Feb 2012,
(12 Dec 2011 for workshops) .
- **AMEE 2012:**
12 Mar 2012,
(12 Jan 2012 for research papers)



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The cult of personality



Reflections of a Clinical Teaching Fellow...

Coming to the end of the Autumn term is a good opportunity to reflect on five months as a clinical teaching fellow (CTF).



One aspect we've been particularly interested in at North Bristol NHS Trust is the factors that influence attendance at teaching sessions led by CTFs.

In the build up to their final year exams we expected the 5th year students to be motivated by the exam - to want to attend the more exam-focused teaching sessions that would address their own perceived areas of weakness.

A survey we conducted has found some interesting results that might be of interest to other CTFs and those involved in teaching students in the run up to important exams. Aside from the extrinsic issue of other time-table commitments, the factor students rated most important in governing their attendance was the teaching style of the tutor (4.3 on a 5-point Likert Scale). The relevance of the teaching to exams scored lower (3.6), on a par with feedback from other students (3.5).



So are we to interpret this as meaning it's not what you teach but how you teach it that's important?

One thing that we need to separate is teaching style from what is actually being learnt. After all, what is the purpose of teaching if not to induce learning? Perhaps we need to be wary of 'edutainment'. That said, students who are more highly motivated to attend and who are enjoying a session are probably more likely to be intrinsically motivated to further their learning after the session, as well as aspire to be more like the teacher.

Simon Thornton on behalf of the Clinical Teaching Fellows at the North Bristol

If you would like to contribute to Peppermint Page we would be very pleased to receive your reflections on recent educational articles (it need only be a paragraph or two) just send them to: Stephen.Greenwood@bris.ac.uk

