

Highlights van de AMEE 2018



Plenary speakers	4
Symposia	25
Short communications	423
Research papers	45
Doctoral Reports	12
Posters	912
ePosters	98
Fringe	11
Conference workshops	65
Point of view	18
PechaKucha	22
Round table discussions	29

Programme

FINAL PROGRAMME

AMEE 2018



4000 deelnemers uit 100 landen

Inhoud

- Hoe ziet jouw pedagogische identiteit eruit?
- Threshold concepts
- Aspire academy: student engagement
- Cursus omgaan met sociale media als professional
- Onderzoek naar de ontwikkeling van professionele identiteit



Conference Workshop: **I Teach, Therefore I Am: Examining Pedagogical Identity for Online and Face-to-Face Learning**

Holly Meyer, Eric Meyer, Lauren Maggio (Uniformed Services University of the Health Sciences, Bethesda, USA), Steven Kanter (University of Missouri Kansas City, Kansas City, USA)

Pratt's five teaching perspectives

Transmission	Effective delivery of content	"Filling the heads"
Apprenticeship	Modelling ways of being	"Joining the club"
Development	Cultivating ways of thinking	"Changing the brain"
Nurturing	Facilitating self-efficacy	"Learning without fear"
Social Reform	Seeking a better society	"promoting social change"

Pratt, D. D., & Associates (1998). Five perspectives on teaching in adult and higher education.

Pratt's five teaching perspectives

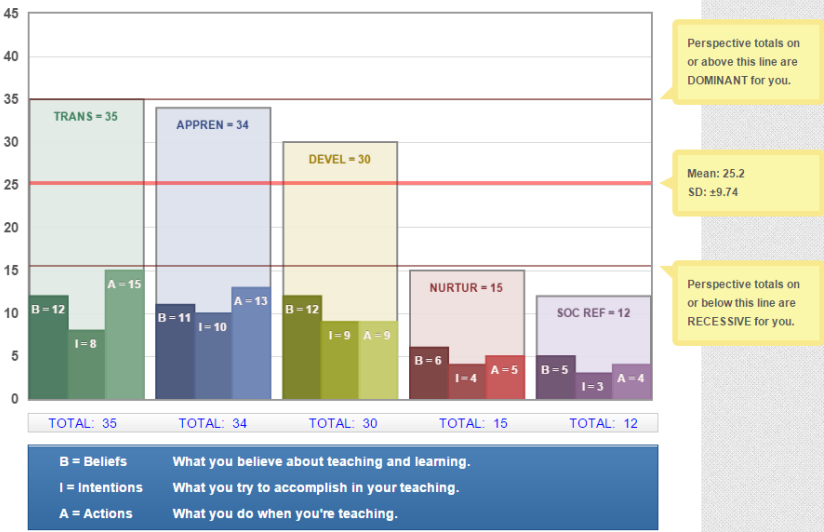
	Practitioners	Strengths	Challenges
 Transmission	...are committed to content and subject matter	Strong alignment between objectives and assessment	'Sage on the stage' effect - too much time spent talking
 Apprenticeship	are experts engaging learners in authentic tasks & relationships	Progress through meaningful tasks based on learner's starting point	Developing authentic activities for all levels of competence
 Developmental	...develop new ways of thinking in learners	Use questions to challenge and develop learner's thinking	Developing effective questions and assessing complex thinking
 Nurturing	...create climate of caring and trust; set high expectations for learners	Build strong long-lasting relationships with learners	Balance between caring for learner and assessment
 Social Reform	...mobilize learners to challenge the status quo	Critical reflection on content embedded in learners' lives	Focus on conversion rather than learning


Uniformed Services University

Teaching Perspective Inventory

<http://www.teachingperspectives.com/tpi/>

Voorbeeld



Conference Workshop: **Applying Threshold Concepts to Health Professional Education—Helping the Struggling Learner**

Janice Hanson (University of Colorado, School of Medicine, Aurora, Colorado, USA), Virginia Randall (Uniformed Services University of the Health Sciences, Bethesda, Maryland, USA), Lindsey Lane, Meghan Treitz, Daniel Nicklas (University of Colorado, School of Medicine, Aurora, Colorado, USA)

Threshold Concepts are “akin to a portal, opening up a new and previously inaccessible way of thinking about something”

It represents a transformed way of understanding, or interpreting, or viewing something, without which the student cannot progress (Meyer and Land 2005)



Eigenschappen threshold

transformatie	een nieuwe kijk op jezelf of professie
integratie	brengt verschillende gedachten samen, zorgt voor een aha moment
irreversibel	eenmaal begrepen kan het niet meer vergeten worden
lastig	het is moeilijk de oude manier van denken achter te laten en een nieuwe te omarmen

Voorbeeld: kennis is niet zwart-wit, er bestaan vele tinten grijs

Voorbeelden

- Ownership of learning; de student zit achter het stuur van zijn leerproces en niet op de passagiersstoel.
- De beste therapie voor de individuele patiënt is soms niet de beste therapie volgens de richtlijnen.
- Acceptatie van imperfectie, niet elke (medische) beslissing is de juiste.
- Diagnostische onzekerheid.

Workshop ASPIRE ACADEMY: How to enhance student engagement at your school?

Marko Zdravkovic (University Medical Centre Maribor, Slovenia), Shelley Parr (Southampton University, UK), Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Danai Wangsaturaka (Faculty of Medicine, Chulalongkorn University, Thailand), Kulsoom Ghias (Aga Khan University, Pakistan), Reiana Mahan and Debra Klamen (Southern Illinois University, USA)



- Assessment of Students
- Student Engagement in the curriculum and in the school
- Social Accountability of the school
- Faculty Development
- Simulation
- Curriculum Development

www.aspire-to-excellence.org

Student education club

- 10-30 studenten die geïnteresseerd zijn in onderwijs.
- geconsulteerd bij onderwijsontwikkeling, geeft input en feedback.
- actieve rol bij onderwijsevaluaties.

Short communication: **Working in partnership with health professional students to understand their perceptions of digital identity management and to embed digital skills into the curriculum**

Aileen Linn, College of Medicine, Veterinary Medicine and Life Sciences,
University of Glasgow, UK

Cursus omgaan met sociale media als een professional

Onderwerpen:

- management van de digitale identiteit
- professionaliteit in een online omgeving
- professioneel online portfolio
- omgaan met digitale afleiding
- online communiceren, samenwerken en netwerken
- privacysettings op sociale mediasites

Short communication: **Professional Identity Formation: A Comparison of First-Year and Third-Year Pharmacy Students**

Nicole J. Borges, University of Mississippi Medical Center, Jackson, Mississippi, US

Methode:

216 farmacistudenten in 2016
- 113 eerstejaars
- 103 derdejaars
- 94% response rate

In-group identification scale
(Leach et al., 2008)

14 items, aangepast voor
farmacie, totale score 14-84

Resultaat:

Jaar 1: M = 67,26, SD = 8,5
Jaar 3: M = 64,84, SD = 10,09

**Geen verschil in professionele
identiteit**

Professional Identity Survey - SP
The following statements are designed to provide information about your professional identity as a pharmacist. Please carefully and thoughtfully consider each statement, then select the one response option with which you most agree.

	Very Strongly Disagree					Very Strongly Agree
1. I feel a bond with pharmacists.	1	2	3	4	5	6
2. I feel a sense of solidarity with pharmacists.	1	2	3	4	5	6
3. I feel committed to the field of pharmacy.	1	2	3	4	5	6
4. I am glad I am going to be a pharmacist.	1	2	3	4	5	6
5. I think that pharmacists have a lot to be proud of.	1	2	3	4	5	6
6. It is pleasant to be a pharmacist.	1	2	3	4	5	6
7. Being a pharmacist gives me a good feeling.	1	2	3	4	5	6
8. I often think about the fact that I am going to be a pharmacist.	1	2	3	4	5	6
9. The fact that I am going to be a pharmacist is an important part of my identity.	1	2	3	4	5	6
10. Being a pharmacist is an important part of how I see myself.	1	2	3	4	5	6
11. I have a lot in common with the average pharmacist.	1	2	3	4	5	6
12. I am similar to the average pharmacist.	1	2	3	4	5	6
13. Pharmacists have a lot in common with each other.	1	2	3	4	5	6
14. Pharmacists are very similar to each other.	1	2	3	4	5	6

Leach, CW et al. (2008) Group-level self-definition and self-investment: a hierarchical (multicomponent) model of in-group identification. *Journal of Personality and Social Psychology*, 95, 144-165.

- Vorming van professionele identiteit is belangrijk in medisch onderwijs
- Onderzoek hiernaar is mogelijk ook interessant voor onze (master)opleiding

Meer weten?

Verslag en presentatie
staan op de docentenportal

