

POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO

SELECTION EXAMINATION FOR POSTGRADUATE CERTIFICATE IN MEDICAL
EDUCATION - JANUARY 2015

Date: 2nd January 2015

Time: 10.00 a.m. - 11.00 a.m.

Answer **any two (02)** of the following three (03) questions

Answer each question in a separate book

1. As a health professional it is important for you to get involved in research. You are interested in researching into student learning in community-based settings.
 - 1.1 Name two (02) electronic databases you would search for scientific literature (10 marks)
 - 1.2 List two (02) peer-reviewed journals in medical education in which you can publish your research. (10 marks)
 - 1.3 List one (01) peer-reviewed journal that is not specific to medical education in which you can publish your research (10 marks)
 - 1.4 List one (01) resource centre available to seek expert guidance on medical education research (10 marks)
 - 1.5 Name two (2) national or international conferences where you can present your findings (10 marks)
 - 1.6 List two (02) referencing styles you can use when citing the scientific literature (10 marks)
 - 1.7 Name two (02) organizations you can join in order to network with other researchers in medical education (10 marks)
 - 1.8 List five (05) criteria you would use to judge the quality of a research (30 marks)

2. It is a trend in medical education to use trained actors (simulated patients) instead of actual patients in teaching/learning and assessment. Write a letter to the head of your institution proposing the use of simulated patients during the clinical teaching and examinations (the answer should be at least 300 words) (100 marks)

3. Please read the following abstract

Student perceptions of effective small group teaching

PURPOSE:

The goal of this study was to assess student perceptions of effective small group teaching during preclinical training in a medical school that promotes an integrated, systems-based undergraduate curriculum. In particular, students were asked to comment on small group goals, effective tutor behaviours, pedagogical materials and methods of evaluation.

METHODS:

Six focus groups were held with 46 Year 1 and 2 medical students to assess their perceptions of effective small group teaching in the 'Basis of Medicine' component of the undergraduate curriculum. Ethnographic content analysis guided the interpretation of the focus group data.

RESULTS:

Students identified tutor characteristics, a non-threatening group atmosphere, clinical relevance and integration, and pedagogical materials that encourage independent thinking and problem solving as the most important characteristics of effective small groups. Tutor characteristics included personal attributes and the ability to promote group interaction and problem solving. Small group teaching goals providing included opportunities to ask questions, to work as a team, and to learn to problem solve.

CONCLUSION:

This study highlighted the benefits of soliciting student impressions of effective small group teaching. The students' emphasis on group atmosphere and facilitation skills underscored the value of the tutor as a 'guide' to student learning. Similarly, their comments on effective cases emphasised the importance of clinical relevance, critical thinking and the integration of basic and clinical sciences. This study also suggested future avenues for research, such as a comparison of student and teacher perceptions of small group teaching as well as an analysis of perceptions of effective small group learning across the educational continuum, including undergraduate, postgraduate and continuing professional education.

(<http://www.ncbi.nlm.nih.gov/pubmed/14996338>)

Please answer the questions given below.

- 3.1 List five (05) advantages of small group learning (20 marks)
- 3.2 List five (05) challenges an institution will face when effectively implementing small group learning (20 marks)
- 3.3 Briefly comment on the strength of evidence of this study (20 marks)
- 3.4 Briefly discuss how you can use the findings of this study in your teaching/learning practice (40 marks)