

POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO

SELECTION EXAMINATION FOR POSTGRADUATE
CERTIFICATION IN MEDICAL EDUCATION – JANUARY 2020

Date: 20th January 2020

Time: 9.30 a.m. – 10.30 a.m.

Answer question 01 and any one (01) out of question 02 and 03.

01. During a teaching session that you conduct, a student asks a question that you do not know the answer. Describe the steps during the lesson and steps after the lesson you will take in this situation. (100 marks)

02. Read the following abstract and answer the questions below.

Title - Exploring how medical students learn with the help of a digital presentation: a qualitative study

Authors - Mary Hyll, Robert Schvarcz & Katri Manninen

Journal name - BMC Medical Education

Volume – 19

Article number – 210

Year - 2019

Digital Object Identifier - 10.1186/s12909-019-1569-z

Abstract

Background

The web-based presentation software Prezi was used to create a digital presentation in order to facilitate antibiotic knowledge in an undergraduate course on infectious diseases in the Karolinska Institutet Medical Programme. It was unclear how the students used this in their learning, and there is a lack of research on using Prezi presentations in higher education, as well as on learner-content interaction in blended learning in general.

Methods

A qualitative study design was used for an in-depth exploration of the students' experiences of using the presentation in their studies. Students were interviewed using a semi-structured interview guide. The interviews were transcribed verbatim and analysed using qualitative content analysis.

Results

Two main themes emerged from the analysis. Firstly, the students experienced that they *own their learning*: the presentation provided flexibility in studying and increased engagement in the learning process. Secondly, the presentation was part of a *superficial learning process*: students saw it as a complement to other educational activities, but expressed that there was an absence of pedagogical encounters which prevented the information in the presentation to be placed in a larger context.

Conclusions

The Prezi presentation when used as an e-learning tool was a useful part of and a complement to blended learning in medical education but cannot replace face-to-face learning situations, especially not when the content of the course is complex, such as in the case of antibiotics. The learning objectives should be connected to a learning theory and made explicit for the students. Students should receive instructions and support during the course on how to use new e-learning tools. Continuous pedagogical interaction with feedback and reflection between students, teachers, and patients should be provided to enhance deep learning

- 2.1. List **two (02)** teaching learning methods mentioned in the article. (20 marks)
- 2.2. Identify the study design used in the study. (10 marks)
- 2.3. Identify the data collection method used in the study. (10 marks)
- 2.4. Explain in your own words **one (01)** advantage and **one (01)** disadvantage of the learning tool used in the study, based on the findings. (20 marks)
- 2.5. List **two (02)** other journals on medical education you know, other than the above journal. (20 marks)
- 2.6. Cite the above article using any standard style (eg; Harvard, APA, Vancouver). Mention the style you are using. (20 marks)

03. Read the following abstract and answer the questions below.

Title - A preliminary report of an educational intervention in practice management

Authors - Gerald E Crites, Richard J Schuster

Journal name - BMC Medical Education

Volume – 4

Article number – 15

Year - 2014

Digital Object Identifier - 10.1186/1472-6920-4-15

Abstract

Background

Practice management education continues to evolve, and little information exists regarding its curriculum design and effectiveness for resident education. We report the results of an exploratory study of a practice management curriculum for primary care residents.

Methods

After performing a needs assessment with a group of primary care residents at Wright State University, we designed a monthly seminar series covering twelve practice management topics. The curriculum consisted of interactive lectures and practice-based application, whenever possible. We descriptively evaluated two cognitive components (practice management knowledge and self-assessed skills) and the residents' evaluation of the curriculum.

Results

The mean correct on the knowledge test for this group of residents was 74% (n = 12) and 91% (n = 12) before and after the curriculum, respectively. The mean scores for the practice management skill assessments were 2.62 before (n = 12), and 3.65 after (n = 12) the curriculum (modified Likert, 1 = strongly disagree, 5 = strongly agree). The residents rated the curriculum consistently high.

Conclusions

This exploratory study suggests that this curriculum may be useful in developing knowledge and skills in practice management for primary care residents. This study suggests further research into evaluation of this curriculum may be informative for practice-based education.

- 3.1. List **two (02)** teaching learning methods used in the curriculum that was evaluated. (10 marks)

- 3.2. Identify **two (02)** stakeholder groups other than primary care residents (PG trainees) who may have been included in the needs assessment for designing the curriculum. (20 marks)
- 3.3. Describe the **two (02)** methods by which improvement in knowledge and skills were evaluated. (20 marks)
- 3.4. Identify a more valid method for evaluating skills improvement. (10 marks)
- 3.5. List **two (02)** other journals on medical education you know, other than the above journal. (20 marks)
- 3.6. Cite the above article using any standard style (eg; Harvard, APA, Vancouver). Mention the style you are using. (20 marks)