

# MEDS90008 Educational Theory for Surgical Training

<b>Credit Points:</b>	12.50											
<b>Level:</b>	9 (Graduate/Postgraduate)											
<b>Dates &amp; Locations:</b>	2013, Hawthorn This subject commences in the following study period/s: February, Hawthorn - Taught on campus. Semester 2, Hawthorn - Taught on campus. Intensive delivery											
<b>Time Commitment:</b>	Contact Hours: 8 hours (Intensive delivery) Total Time Commitment: Students should expect to undertake a minimum of 120 hours research, reading, writing and general study to complete this subject successfully											
<b>Prerequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>MEDS90006 Context of Surgical Education</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>MEDS90007 Learning &amp; Teaching in Surgical Practice</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	MEDS90006 Context of Surgical Education	Not offered 2013	12.50	MEDS90007 Learning & Teaching in Surgical Practice	Not offered 2013	12.50
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MEDS90006 Context of Surgical Education	Not offered 2013	12.50										
MEDS90007 Learning & Teaching in Surgical Practice	Not offered 2013	12.50										
<b>Corequisites:</b>	None											
<b>Recommended Background Knowledge:</b>	None											
<b>Non Allowed Subjects:</b>	None											
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>											
<b>Contact:</b>	University of Melbourne Commercial The University of Melbourne Level 3, 442 Auburn Road Hawthorn, Vic 3122 Australia E: <a href="mailto:surged@commercial.unimelb.edu.au">surged@commercial.unimelb.edu.au</a> ( <a href="mailto:surged@commercial.unimelb.edu.au">mailto:surged@commercial.unimelb.edu.au</a> )											
<b>Subject Overview:</b>	<p>This subject introduces participants to education theory and its application in medical and surgical training. Participants will gain a broad appreciation of the 'educational landscape' with an opportunity to pursue one theory in detail. Both teacher and learner perspectives will be explored and participants will critically reflect on their experiences from both perspectives. The subject is intentionally theoretical as it provides essential grounding for all subsequent subjects in which there will be opportunities to apply theory to practice.</p> <p>The overall aims of this subject are:</p> <ul style="list-style-type: none"> <li># To provide participants with a working knowledge of key contemporary education theory including teacher and learner perspectives</li> <li># To consider the application of these theories in surgical education</li> </ul>											
<b>Objectives:</b>	<p>After completing the subject participants will be able to:</p> <ul style="list-style-type: none"> <li># Define commonly used terms in education literature</li> <li># Demonstrate knowledge of contemporary education theories</li> </ul>											

	<p>Egs. Contextualised or situated learning; Experiential learning; Expertise; Zone of proximal development; Scaffolding; Affective elements of learning; Reflective practice; Automaticity; Andragogy, etc</p> <ul style="list-style-type: none"> <li># Demonstrate knowledge of approaches to learning styles</li> </ul> <p>Egs. Honey and Mumford, Multiple intelligences, VARK etc</p> <ul style="list-style-type: none"> <li># Discuss the relevance of selected theories to medical and surgical education</li> <li># Reflect on their own teaching practice in relation to selected educational theories</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Online activity – (mid semester) Hurdle assessment. Students review two teaching scenarios (audiovisual) and discuss relevant educational theory.</li> <li>• Oral presentation - 15 minutes (mid semester) 30%. The aim of this assessment is for students to present and apply an educational theory to surgical education.</li> <li>• Reflective writing (Hurdle assessment) 1500 words (mid semester), Students are expected to reflect on an educational theory reported in the oral presentation tutorials. They must choose a theory other than the one they present (above) or adopt in the essay (below) and are to reflect on their own practices in relation to the theory.</li> <li>• Essay - 3500 word (end semester) 70% (The aim of this assessment is for students to explore in some depth a key issue in contemporary surgical education (choice of three essay topics), to use resources for supporting their arguments and to practise writing skills in a scholarly activity).</li> </ul>
<b>Prescribed Texts:</b>	Illeris, K (Ed.) 2009, Contemporary Theories of Learning. Routledge: Oxon Reading materials online
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Understand and be able to apply common contemporary educational theories</li> <li># Study skills related to a range of educational methods – e.g. online learning</li> <li># Presentation skills</li> <li># Academic reading skills</li> <li># Academic writing</li> <li># Applying theory to practice</li> <li># Reference manager skills</li> <li># Work effectively within a small group</li> <li># Learn independently</li> <li># Critical reflection of own practice</li> </ul>
<b>Links to further information:</b>	<a href="http://www.mccp.unimelb.edu.au/surgical-ed">http://www.mccp.unimelb.edu.au/surgical-ed</a>
<b>Notes:</b>	<p>IT requirements:</p> <p>Participants will require access to the internet with a minimum connection speed of 256Kbps to access course materials and to participate in on-line discussions and presentations forums. Faster connection speeds are preferred. Participants will also need to verify that their internet connection is configured to allow them to view streamed audio and video files. Test files will be made available for students to test their connections.</p> <p>Participants are expected to have a headset and microphone connected to their computer for participation in on-line activities.</p> <p>Participants will be expected to have access to the following Microsoft Office products to fully participate:</p> <ul style="list-style-type: none"> <li># MS Word</li> <li># MS Powerpoint</li> </ul> <p>All online applications will be web-based and no special software is required.</p>
<b>Related Course(s):</b>	Graduate Certificate in Surgical Education Graduate Diploma in Surgical Education

**Master of Surgical Education**