

NUS-Priority Research In Medical Education

Teaching Medical Undergraduates Eye Examination Skills: Is the Flipped Classroom with Mental Rehearsal as Effective as Face-To-Face Teaching?



The quality of F2FT for eye examination skill training may be sub-optimal amidst busy clinics as it demands faculty time for teaching and feedback. A learning module (SCOPE) combining Flipped Classroom and Mental Rehearsal may address these practical problems. SCOPE may optimise learning as it fulfils all elements of the 'Deliberate Practice Theory': well-defined task, repetitive practice, detailed feedback.

This quasi-experimental study compared the efficacy and Faculty Contact Time of SCOPE against F2FT in teaching three eye examinations (visual-field, ocular-motility and pupils) to fourth-year medical undergraduates. The study results and its implication on teaching and learning will be discussed.

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A/Prof. Yip is the Education Director at Yishun Health and current president, College of Clinician Educators, Academy of Medicine Singapore. He obtained a MHPE (cum laude) from Maastricht University. He has won numerous education and education research awards including NUS Dean's Award for Teaching Excellence, NHG Education Leadership Award and International Ophthalmologist Education Award (2011) from American Academy of Ophthalmology.

Growing Medical Educators in the Pacific. Are Workshops Enough to Change Educational Practice?



A qualitative case study explored how nine Fijian clinicians translated knowledge and skills gained from a medical education workshop in Fiji to their teaching practice. Data included reflective journals, interviews, lesson plans and teaching videos. Six themes identified their journey: Perception of the workshop; Evolving learning and teaching philosophy; Changing practice; Teachers' perception of students' feedback; Inhibitors and enablers of change.

A model of change was developed and key recommendations to facilitate change in low-resource settings included: considering organisational culture, experience of clinical teachers, enablers, and inhibitors. Clinicians require support through mentoring, feedback, and collaboration for sustainable faculty development.

Dr Sinead Katherine KADO
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Sinead worked for 20 years in Fiji in Obstetrics and Gynaecology, tutoring medical students and subsequently the year 1-3 coordinator at FNU-CMNHS. Alongside Australian academics Sinead developed a medical education workshop for the Pacific. Sinead was then awarded an Australian Awards scholarship to undertake a Masters in HPE and is currently undertaking a PhD investigating HPE leadership in the Pacific.

Date : 7 March 2022 (Monday)
Time : 12.30pm - 1.30pm Singapore Time (30mins each)

Registration closes on 4 March 2022

Register at: <https://tinyurl.com/2p9b4scc>
or scan the QR code



This session will be conducted online

Each Speaker:

**20mins pre-recorded presentation +
10mins 'Live' Q&A**