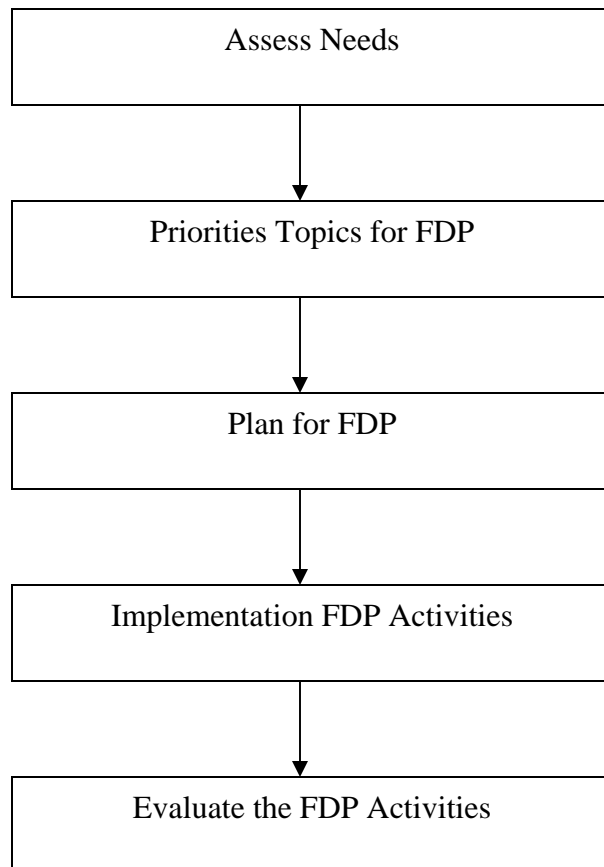


PLANNING, RUNNING & EVALUATING A FACULTY DEVELOPMENT PROGRAM

Faculty Development Activity Flowchart (School of Medical Sciences)



- Teaching & learning methods
- Students

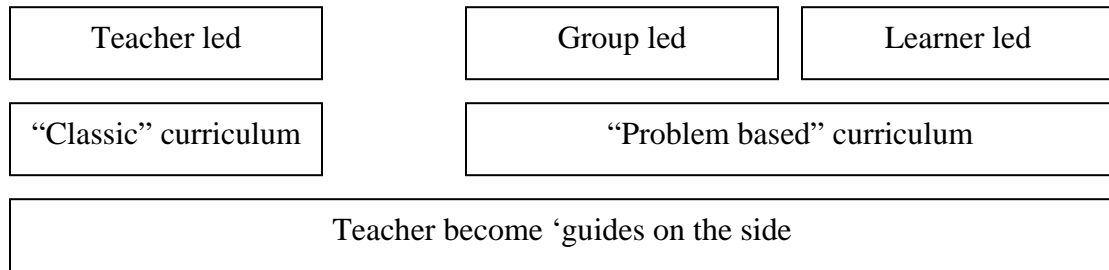
1. Changing context:

- The teacher

Policies:

- National
- University
- Faculty

2. Changing learning models



3. Changing teacher roles:

- **Facilitator:**
 - o Mentor
 - o Learning facilitator
- **Role model:**
 - o On-the-job role model
 - o Teaching role model
- **Information provider:**
 - o Lecturer
 - o Clinical or practical teacher
- **Resource developer:**
 - o Resource material developer
 - o Study guide developer
- **Planner:**
 - o Course organizer
 - o Curriculum planner
- **Assessor:**
 - o Curriculum evaluator
 - o Student assessor

Harden RM, Crosby J. Medical Teacher 34: 334-347; 2000

4. Changing Malaysian Government Educational Policy:

- Government:

- All teachers, except at the University, have to be certified.
- Training programs are certified; teacher quality is one component.
- Universities:
 - Only recently, accreditation of program (1999).
 - MOH and MOHE are now proposing teacher qualification system (since 2002).

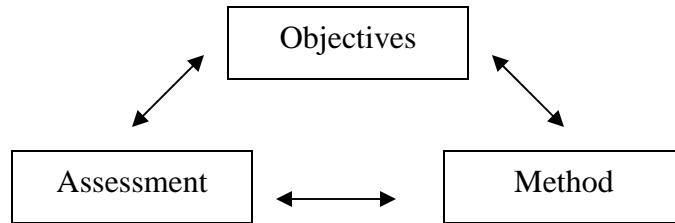
5. The Teacher:

- Teachers like teaching (sharing their experience with younger people) but...
 - They have heard providing information.
 - They have many other tasks.
 - Taking care of patient pays better.
 - Their career depends on publication.
- What do teachers want to learn?
 - Junior teachers express more need for training than experienced teachers.
 - Main needs:
 - Learning how to intervene in group processes.
 - Use of ICT in teaching.

6. Professionalization of teachers: different goals from different perspectives.

- Goals
 - Management:
 - Sufficient teachers.
 - Competence teachers.
 - Students:
 - Teachers with content knowledge.
 - Teachers with educational competences.
 - Teachers as role models.
 - Teachers:
 - Facilities and support to prepare and perform their educational tasks.
 - Facilities and support to acquire and maintain educational competences.

- Recognition and career perspectives.
- How to achieve all these goal?
 - A teacher training program

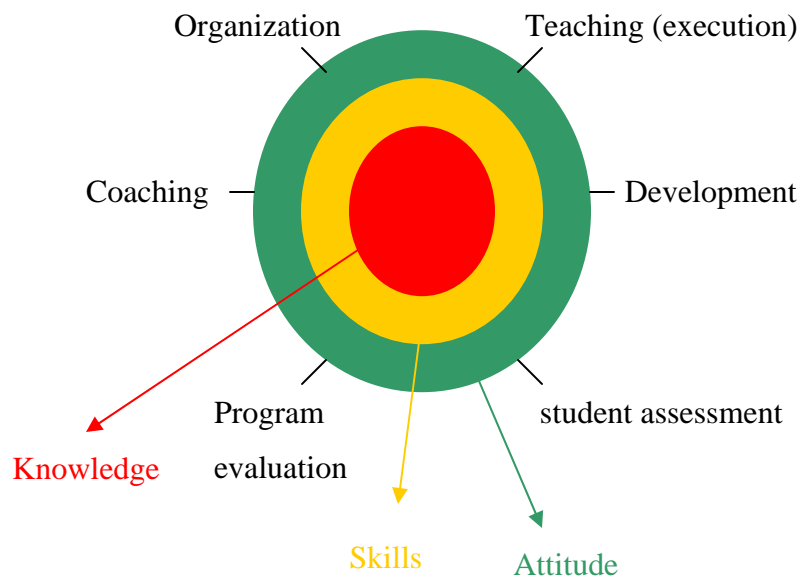


The educational cycle

- The objective:
 - Teachers that are competent to perform the required educational tasks:
 - Knowledge
 - Skills
 - Attitude
- } → observable behavior

The teacher is able to...

Description of competences: competence by domain



- Domains of educational competences:
 - Organization
 - Teaching (execution)
 - Development
 - Student assessment
 - Program evaluation
 - Coaching student
- Different context:
 - Classroom vs. clinical
 - Groups vs. individual students
 - Teaching knowledge vs. skills
 - Teaching students vs. teaching teachers.

7. Principle of training program:

- Teachers are 'on-the-job-learner'.
 - Learn by experience (Kolb; Honey and Mumford)
 - Accountable for their own learning.
- Relation with objectives:
 - Knowledge
 - Skills
 - Attitude
- Integrated training program:
 - Self study
 - Lectures

 - Role play
 - Exercises
 - Working in practice

 - Feedback
 - Intervision

- Discussion
- Reflection
- A systematic review of faculty development initiatives design to improve teaching effectiveness in medical education: BEME guide no 8

Y. Steinert, K. Mann, A. Centeno, D. Dolmas,
J. Spencer, M. Gelula, D. Prideaux,
Medical Teacher 2006

- Key features of effectiveness:
 - High overall satisfaction among trainees
 - Self reported positive changes in attitudes
 - Self-reported increased knowledge and skills
 - Self and student reported changes in teaching behavior
 - Experiential learning:
 - Practice and feedback
 - Immediate practicality and relevance
 - Peer relationships
 - Roles models
 - Mutual exchange
 - Adherence to principles of teaching and learning
 - Multiple instructional methods

8. Qualification and certification:

- Definition:
 - Standard that testifies that a teacher possesses a certain level of educational competences
- Competences:
 - Have been defined
 - Are assessable
 - Have been observed or proven
- How to make teaching of FDP more attractive and rewarding?
 - Different level of qualification
 - Core vs. senior qualification

- Selection of competences
 - All domains?
 - Different context?
- Durability of acquired competences?
 - Time?
 - Practice?
- Exchangeability?
 - Can be change with other FDP if the participant feels certain FDP relate to his/her field or interest.
- Other issues

9. Problems mentioned by teachers:

- Time pressure and competition with clinical and research activities
- Low status of teaching as compared with research
- Teaching is not measurable
- Teaching is not taken seriously

10. Suggestion for improvement:

- Include teaching in annual appraisal interviews
- Allocate more time for teaching and educational training
- Provide teachers with role models
- Match teacher awards (prizes) with those for research
- Make career opportunities in teaching explicit
- Make teaching measurable
- A teacher training program should be based on a proper needs assessment of the teachers
- A teacher training program should include:
 - Knowledge, skills, attitude
 - All domain of medical education
 - Include specific training for specific roles
- Teachers are accountable for their own learning

- A teacher training program should be based on learning by experience
- The emphasis in assessment for teachers should be on formative assessment
- Teachers themselves are to a large extent responsible for their own assessment
- Teaching portfolio will play an important role in assessment