

# Clinical Teaching Matters

A newsletter of the Queen Mary (Barts) Malta branch of the Academy of Clinical Educators.

3<sup>rd</sup> edition

March 2025

## Introduction and contents

Welcome, this is the third newsletter for the QM (Barts) Malta faculty development programme. It brings a recap of some of the news we have discussed before, and some exciting new developments too!

### □ Grand Launch – Annual Review of Teaching

A simple, structured and friendly way to look back at any teaching and teacher development you have done over the last year and plan for the year ahead.

### □ Reminder – how to get feedback from your teaching

An easy way to get student evaluations from your teaching.

### □ MedEd Insights

We have summarised a couple of interesting articles giving concrete advice on (1) how to improve presentations and (2) how to improve student motivation

### □ An update from ACE London

As well as faculty development opportunities available here – What else is on offer?

### □ Mandatory training that's useful too

### □ Curriculum news

What's happening with the new MBBS curriculum?



## ART Annual Review of Teaching

Do you teach? The **Annual Review of Teaching** is a new, friendly process to help you reflect on your teaching over the past year and plan ahead with purpose.

This will give you **evidence** and a **development plan** for your **educational portfolio**.

The process typically takes 20 minutes, and we are happy to meet you **in your workplace**. It's a chance to document and celebrate successes, feel valued and appreciated as an educator.

For further details on the ART – benefits, process and how to book please have a look at [this page](#).



## Faculty Development workshops

We continue to run **weekly faculty development workshops** on common themes for clinical teachers. You can look at the full list of topics and book to attend through the [course catalogue](#). Anyone who teaches our students or is thinking about teaching our students is very welcome.

Certificates of attendance are provided which map to the four commonest teaching portfolios.

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Ask the students to scan your code to give you feedback...



## Gathering student feedback

One essential component of a teaching portfolio is student (learner) feedback.

For easy stepwise instructions on how to generate your personal QR code [click here](#).

You will be automatically enrolled into the bedside teaching award!

## MedEd Insights

**A better way to present PowerPoint slides in a lecture.**

In a paper in 2013 in *Medical Teacher*, Issa et al. found that a simple redesign of PowerPoint slides gave a statistically significant improvement in 40 medical students' immediate, one week and 4-week retention (by ~18%) and improved ability to apply the learning in different contexts ("transfer" by ~30-50%) as compared to 37 student controls who only were exposed to standard bulleted PowerPoint text.

The redesign was based on Mayer's (2001) principles of multimedia design:

- removal of unnecessary information;
- adding cues that highlight the organisation of the material;
- chunking the sections in the lecture;
- placing corresponding words and pictures close to each other;
- and that students learn better from words with pictures than from words alone.

### Further Reading:

Issa, N., Mayer, R.E., Schuller, M., et al. (2013). Teaching for understanding in medical classrooms using multimedia design principle. *Medical Teacher*. (47): 388-396

## An update from ACE London

Our colleagues in London will be running two identical half-day online sessions covering "Essentials for Education". Clinical teachers from Malta are very welcome to register and attend.



FMD ACADEMY OF CLINICAL EDUCATORS

## Essentials for Education

### SESSION 1

25 March 2025  
13:00-16:00



<https://tinyurl.com/t922oebu>

**Note these  
are UK times**

### SESSION 2

27 March 2025  
13:00-16:00



<https://tinyurl.com/5bmt59fc>

Register using the QR Code or URL



### What to expect:

#### Designing and planning your teaching.

- Who, what, how and why
- Defining learning outcomes

#### Facilitating small group learning.

- Facilitating small groups
- Small group techniques

#### Formative assessment and feedback

- Giving effective feedback/verbal and written

#### Teaching and learning in the workplace

- Benefits and barriers to workplace learning
- Workplace Teaching methodologies

## Mandatory training

Everyone teaching on GMC accredited medical courses need to have covered some mandatory training covering principles around equality & diversity and unconscious bias. The good news is that we have an interesting, relevant and well-designed course, of international standard. It only takes 90 minutes, and you will even get certificates for your portfolio.

We will be inviting all paid clinical tutors in batches to complete this course, so please keep an eye on your inbox. It is taking a little time to arrange, but it is on the way!

## MedEd Insights

### One simple approach to improve learner motivation:

“Motivation to learn” is one of the most important factors affecting learning. Urhahne and Wijnia (2023) describe a nice overview of different theories of motivation. One such motivation theory is the Expectancy-Value Theory, which suggests that powerful intrinsic motivation can arise from three criteria: (1) owning a task; (2) enjoyment in the effort of learning; and the (3) usefulness and value given to knowledge that is being assimilated.

So, for clinical teachers, think about whether you can:

- give students ownership of a task (“can you check for possible drug interactions for me?”),
- make learning enjoyable (perhaps “first student to find an interaction gets Kudos”), and clearly
- highlight the value of the learning (“as a doctor you will always come across medications you don’t know by heart, where you need to look up interactions, so doing it quickly AND accurately is a really core skill”).

### Further Reading

Urhahne, D., & Wijnia, L. (2023). Theories of motivation in education: an integrative framework. *Educational Psychology Review*. 35-45

## Curriculum News

Some of you will know that a new curriculum will be coming in a couple of years. Curriculum review and redesign is always a challenge, trying to balance a drive for innovation and trying to predict the future, with not losing what works well team-based. It looks like we will be heading for an evolution of the current curriculum (rather than a revolution), with four quite significant changes - perhaps a **punctuated evolution**.

1. The **finals exams will move to year 4**. This will require a little shuffling to make sure that all the core content moves before this point.
2. This will allow for the whole of the **5th year to be committed to "learning on the job"** - assistantship - with a focus on producing graduates who are ready and safe for the challenges of the foundation years in the NHS and elsewhere.
3. We will maintain our strong curriculum emphasis on engaging the students with **active learning**, and to fortify this we will be adding a teaching method called **team-based learning**.
4. We will be reviewing the content of the underlying ("basic") sciences in the first two years, principally to spot duplication and opportunities for greater integration, whilst retaining a very strong scientific foundation to the MBBS course.

Many of you contributed to a learning needs assessment that we sent around in early 2024 - I am pleased to report that the data from this played an important role in shaping the next curriculum.

## Advance notice



### Point of care Ultrasound in Education

Point of Care Ultrasound is increasingly being used at the bedside as an adjunct to excellent clinical skills. From simply helping with a difficult cannulation, to conducting a FAST scan for a patient admitted with trauma, these handheld machines will soon be ubiquitous.

Dr Thiago Santos will be visiting the Gozo campus to run some sessions on teaching with PoCUS, focusing on helping medical students to use it to better ‘visualise’ internal anatomy, physiological processes and helping their clinical reasoning.

Sessions will likely be in late May 2025, more info to follow.