Module handbook
IHS7010
Teaching and learning for clinical contexts

2017-2018

Module leaders:
Dr. Clare Penlington
Dr. Elspeth Alstead
Module content

This module will introduce you to key educational theories relevant to teaching and learning in the clinical context. It will enable you to engage in deep analysis and interpretation of patterns and practices of learning and teaching that occur in and around clinical settings.

The module will focus particularly on how spoken discourse (talk) shapes the professional practice of teachers, learners and leaders in the clinical setting. It will provide you with knowledge and skills that will enable you to develop and refine the quality of your interactions as teachers and educational leaders in your own workplace settings.

Module leaders

Dr. Clare Penlington (0207 8825803)
c.penlington@qmul.ac.uk
Room 2.15
Whitechapel Campus,
Garrod Building, Turner Street
London
E1 2AD
Note: my working days at QMUL are Monday-Wednesday

Dr Elspeth Alstead
e.m.alstead@qmul.ac.uk
Room 3.17
Whitechapel Campus,
Garrod Building, Turner Street
London
E1 2AD

Module teaching days

<table>
<thead>
<tr>
<th>Session</th>
<th>Date and Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Tuesday 10 October, 9.30-4.30</td>
<td>Whitechapel</td>
</tr>
<tr>
<td>Session 2</td>
<td>Wednesday 11 Oct, 9.30-4.30</td>
<td>Whitechapel</td>
</tr>
<tr>
<td>Session 3</td>
<td>Tuesday 7 November, 9.00-4.30</td>
<td>Whitechapel Senior common room</td>
</tr>
<tr>
<td>Session 4</td>
<td>Monday 27 Nov, 9.30-4.30</td>
<td>Whitechapel Senior common room</td>
</tr>
<tr>
<td>Session 5</td>
<td>Monday 11 Dec, 9.30-4.30</td>
<td>Whitechapel</td>
</tr>
</tbody>
</table>
Module aims

Through this module you will gain:

- a critical understanding of underlying assumptions and theoretical positions inherent in your own practice as a teacher, learner and leader in the clinical context;
- an ability to compare and contrast prominent teaching and learning theories from clinical and mainstream education fields;
- an ability to understand and critically analyse similarities and differences between the nature of professional judgment as a clinician and an educator;
- a deep understanding of dominant spoken discourses in your workplace setting, so as to understand the role of talk in shaping professional identity and regulating teaching and learning.

Module learning outcomes

Through undertaking this module you will:

- be able to engage in a critical analysis of key theories of teaching and learning both from the broad field of educational research, and the narrower field of clinical education.
- become critically aware of the practices, values and power dynamics implicit in spoken discourses of education in and for clinical settings.
- select, apply and systematically evaluate pedagogical frameworks relevant to your own educational practice, in and for clinical contexts.
- demonstrate a critical understanding and ability to interpret your personal practice as an educator in both clinical and educational contexts.
- use discourse analysis in order to illuminate and critically examine key aspects of the impact of your own spoken language use as a teacher/learner/leader.
- be able to articulate the values and beliefs that underpin your practice as a teacher and learner.
- recognise and develop an appreciation of the collaborative nature of teaching and learning in and for clinical contexts.
Course readings

Individual readings (articles and chapters) will be assigned for each workshop. These readings are available via the QMplus site, and need to be done in preparation for the workshop. We do expect you to have read and made notes (outlining your reactions, thoughts, and queries) on the core readings before the workshop. You will be expected to engage in discussions during workshops about the readings. We offer the recommended texts as a suggested way to follow up on any topic which sparks your interest in relation to this module.

Course assessments

All course assessment must be submitted with a cover sheet including:

- Your student ID number and name
- Course assignment title (e.g. Teaching and learning module: Assignment 1)
- An accurate word count. Note your assignment word count should exclude your reference list and cover sheet.

Please submit your course assignments via QMPlus by 5pm of the published deadline.

http://qmplus.qmul.ac.uk/course/view.php?id=7455

Should you encounter a problem with submitting via QMplus (e.g. if the system is down), then please email your assignment as an attachment to your module leader by the due date, copying in the course administrator. However, your assignment must also be uploaded to QMplus.

Extensions

If you are ill, or face other serious mitigating circumstances which affect your ability to complete an assignment on time, please alert your module leader and the programme leaders as soon as possible, including clear reasons for the request on the extensions form and any evidence (the form is included in the programme handbook). If you have a legitimate reason for not being able to complete the assignment by the deadline, a programme leader will grant an extension and new deadline. Please note that extensions are for a maximum of 2 weeks.

Backing up your work

Please ensure you regularly back up your work by saving it to external devices and/or emailing yourself drafts. Computer malfunctions are not usually considered to be a reason for an extension or for extenuating circumstances as there is an expectation that students will regularly back up their work.
**Late submissions**

Where an assignment is submitted late, five per cent of the total marks available (i.e. five marks for an assignment marked out of one hundred) shall be deducted for each 24 hour period or part thereof after the submission date and time, **including weekends and bank holidays**. An assignment submitted more than 120 hours late shall be awarded a mark of zero (0FL).

**Word count**

You should not exceed the word count for assignments. Your cover sheet must include an accurate word count.

Please note that the following are **included** in the word count: quotations, footnotes, and endnotes. Please note that the following are **excluded** from the word count: candidate number, title, course title, cover pages, reference list/bibliography and any appendices.

For work that exceeds the upper word limit by up to 10%, no penalty will accrue. For work that exceeds the word count by more than 10% and less than 20%, your grade will be reduced by 10 percentage marks. For work that exceeds the upper limit by more than 20%, your grade will be reduced by 20 percentage marks.

There is no penalty for assignments that are **under** the specified word count.

**Assignments**

**Assignment 1:** Analysis of a critical incident (Tripp, 2012) from your own educational practice, drawing on relevant educational theory, and own experience in teaching and learning. (3000 words)

**Due:** 5pm Friday December 1

**Assignment 2:** Critical analysis of the spoken discourse of a short educational interaction between you (as a teacher) and a learner or learners. (3000 words)

**Due:** 5pm Wednesday January 31

For this task, you are required to audio-record a short (10-15 minute) teaching episode, where you are working with a small group of learners. This could be a one-to-one teaching session. **This teaching episode should not occur in a setting that involves any patients.**

Please seek informed consent to audio-record the teaching and learning session from the learners you are working with using the information and consent form which are at the back of the course handbook.
You will transcribe and analyse your audio-recording of the teaching session in order to gain insight into the way talk shapes teaching and learning, and the patterns and processes of spoken discourse in clinical education.

The digital audio record and transcript of your teaching-learning session must be anonymised and stored securely. Once the assignment has been marked and passed, you should delete the digital audio file of the teaching session.

**General writing guidance for assignments**

- You should include a reference section which has a list of all sources cited in your text. When referencing, please use either the Vancouver or Harvard referencing style. Guides for either of these referencing formats can be found online.
- We also highly recommend that you use a reference database such as Endnote to help keep your references organised, and help you generate reference lists very simply.
- When using quotes ensure page numbers are given: (Jones 2007, 25).
- Sub headings may be used to clarify direction but be wary of over-use of these which may segment your argument too much.
- Avoid over-use of bullet points. In the main, your assignments need to be written in flowing prose.
- Be mindful of over-reliance on one source to the exclusion of others.
- It is useful when considering a viewpoint to look at it from differing perspectives/competing positions (including comparing it to your own experience).
- In your work try to develop a clear focus and line(s) of argument.
- Assertions/statements need to be backed up with reference to the literature.
- Criticality involves moving beyond the descriptive to question and debate ideas through the consideration of competing sources as well as personal reflection on key ideas.
- Self-reflection is an important component of your work: How has the development of X, application of Y, helped your understanding and development of your practice as a teacher/learner?
### IHS7010 Workshop planner

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus of session</th>
<th>Session preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Introduction to the module and critical reflection</strong></td>
<td><strong>Pre-session readings and tasks</strong></td>
</tr>
<tr>
<td></td>
<td>• Introduction to module and course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self as teacher and learner</td>
<td><strong>Core readings:</strong></td>
</tr>
<tr>
<td></td>
<td>• Reflective practice</td>
<td>surgeon's notes on an imperfect science*. New York, Picador: 11-34.</td>
</tr>
<tr>
<td></td>
<td>• Reflective writing</td>
<td>Delany, C. and E. Molloy (2009). Critical reflection in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>clinical education: beyond the 'swampy lowlands'. <em>Clinical</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>education in the health professions*. C. Delany and E.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>process of learning and change*. San Francisco, Jossey-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bass.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Recommended readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>incidents in teaching: Developing professional judgement*.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>West, L. (2012). Really reflexive practice. <em>Beyond reflexive</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>practice: New approaches to professional lifelong learning*. H.</td>
</tr>
<tr>
<td>Session 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Central paradigms in educational theory and practice and their links to clinical education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Central paradigms in educational theory and practice: positivism, social constructivism, critical theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Key challenges in teaching and learning for clinical contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Links between paradigms and dominant metaphors of learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Link between teacher beliefs (metaphors of learning) and teacher practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Formation and prep for session three group teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-session readings and tasks Tasks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take a photo of teaching and learning context in which you are engaged (as either teacher or learner) and email it to <a href="mailto:c.penlington@qmul.ac.uk">c.penlington@qmul.ac.uk</a> by Monday 9 October 2017</td>
<td></td>
</tr>
</tbody>
</table>

**Core readings**


**Recommended readings**


<table>
<thead>
<tr>
<th>Session 3</th>
<th>Landmark theories in education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understanding and critiquing landmark theories in educational theory and their applications to clinical education</td>
</tr>
<tr>
<td></td>
<td>- Hidden/implicit curriculum</td>
</tr>
<tr>
<td></td>
<td>- Learning through reflection on practice</td>
</tr>
<tr>
<td></td>
<td>- Zones of proximal development and scaffolding</td>
</tr>
<tr>
<td></td>
<td>- Andragogy versus pedagogy</td>
</tr>
<tr>
<td></td>
<td>- Assessment and learning</td>
</tr>
</tbody>
</table>

**Pre-session readings and tasks**

**Tasks**

- In groups, read the set texts associated with your topic
- Arrive at the 1-3 central questions to structure a teaching session on this topic
- What are the links between the theory your group is covering and the specific challenges of teaching in and for the clinical context?
- As a group, plan how you will engage the rest of the group in an interactive teaching session around this theory
- Each group has 45 minutes for their teaching session.

**Pedagogy v. andragogy**


**Vygotsky’s theories of ZPD and scaffolding**


Hidden curriculum


Learning through reflection on practice
### Session 4

**Library session**

**Workplace learning and leadership**

9-11am Sessions at library at Whitechapel on literature searching skills
- Guidance on searching databases
- Tackling critical appraisal
- Finding good quality evidence on the web
- Simplifying referencing using Endnote
- Implicit learning
- Inter-professional interactions and workplace learning
- Communities of practice and team-working
- An example of workplace learning: shared leadership of a ward

**Pre-session readings and tasks**

**Tasks:** TBC

**Core readings**


Morris, C. (2012). Re-imagining ‘the firm’: clinical attachments as time spent in Communities of Practice. . *Work-based learning in*
• Writing workshop (assignment 1)


Recommended readings


### Session 5

**Spoken discourse and identity**
- Reflection on what it means to be a language user: language, culture, power and identity.
- Development of an assessment rubric for assignment 2
- Discourses and discourse communities.
- Dominant discourses in clinical education
- 2pm Guest speaker: Arunthathi Mahendran: 'The speechlessness of practice'

#### Pre-session readings and tasks

**Tasks:**
TBC

**Core readings**


#### Recommended readings


### Session 6

**Talk and learning: part 1**
- Everyday conversations / teaching and learning conversations.

#### Pre-session readings and tasks

**Tasks:**
TBC
| Session 7 | Talk and learning: part 2. | Core readings


Recommended readings


Pre-session readings and tasks

Tasks:
TBC

Core readings

- Transcribing spoken language: challenges and benefits
- Core readings
- Recommended readings
- Session 7
- Talk and learning: part 2.
  - Analysing institutional talk
  - Dialogue and learning
  - Writers workshop (assignment 2)

<table>
<thead>
<tr>
<th>Core readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>References</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Recommended readings</strong></td>
</tr>
<tr>
<td>Marking rubric: Assignment 1</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Below standard</strong></td>
</tr>
<tr>
<td><strong>Academic style and referencing</strong></td>
</tr>
<tr>
<td><strong>Breadth of analysis</strong></td>
</tr>
<tr>
<td><strong>Depth of analysis of practice</strong></td>
</tr>
</tbody>
</table>
## Assignment 2 Rubric

<table>
<thead>
<tr>
<th>Academic style and referencing</th>
<th>Below standard</th>
<th>Approaching standard</th>
<th>Above standard</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant grammatical glitches, poor referencing and no clear overall structure in the essay.</td>
<td>Some grammatical glitches and issues in referencing, some evidence of a logical structure in the essay.</td>
<td>Few grammatical glitches, evidence of the development of a clear structure, no/very minor problems with referencing conventions.</td>
<td>No grammatical glitches or types, evidence of a clear and connecting structure, fluid and concise writing style, and accurate referencing conventions followed.</td>
<td></td>
</tr>
<tr>
<td>Transcript not included.</td>
<td>Transcript included but detail of utterances is not included (e.g. overlapping speech, hesitation). No clear attempt to use Jeffersonian Transcription Notation.</td>
<td>Detailed transcript included and Jeffersonian Transcription Notation mainly followed making it possible to follow most of the detail in the transcribed talk.</td>
<td>Transcript included and Jeffersonian Transcription Notation conventions followed, making it possible to follow the detail in the transcribed talk.</td>
<td></td>
</tr>
<tr>
<td>Analytic frame is not clearly articulated, and there is no attempt to justify its relevance to the transcribed talk. The analysis evidences a weak capacity to develop our understanding the relationship between talk and learning.</td>
<td>Analytic frame is described loosely, and there is some attempt to make clear its relevance to the transcript. The analysis evidences a patchy capacity to develop our understanding the relationship between talk and learning.</td>
<td>Analytic frame is described in detail and its relevance to the transcript is clearly justified. The analysis evidences a clear capacity to develop our understanding the relationship between talk and learning.</td>
<td>Analytic frame is described in detail, and its relevance to the transcript made clear by carefully justification. The analysis evidences a clear capacity to develop our understanding the relationship between talk and learning which could make a contribution to the academic field.</td>
<td></td>
</tr>
<tr>
<td>Implications for understanding and developing teaching practice</td>
<td>Analysis of talk is not contextualised to own educational setting and practice. No attempt to draw out implications of analysis for development of practice.</td>
<td>Analysis of talk is loosely contextualised to own educational setting and practice. There is some attempt to draw out implications of analysis for development of practice.</td>
<td>Analysis of talk is clearly and effectively contextualised to own educational setting and practice. Implications of analysis for development of own practice are clearly and carefully developed.</td>
<td>Analysis of talk is clearly and effectively contextualised to own educational setting and practice. Implications of analysis for development of own practice, and that of other clinical educators are clearly and carefully developed.</td>
</tr>
</tbody>
</table>
Information sheet and consent form

Information sheet

The role of talk in teaching and learning

We would like to invite you to be part of this research, if you would like to. You should only agree to take part if you want to, it is entirely up to you. If you choose not to take part there won’t be any disadvantages for you and you will hear no more about it.

Please read the following information carefully before you decide to take part; this will tell you why the research is being done and what you will be asked to do if you take part. Please ask if there is anything that is not clear or if you would like more information.

Details of the study

This is a small-scale research task being undertaken as part of a module assessment for the postgraduate programme MA Education for Clinical Contexts.

What will be involved?

With your permission, your teaching-learning session will be audio-recorded and transcribed. This audio-recording will then be transcribed and analysed in order to gain insight into the way talk shapes teaching and learning, and the patterns and processes of spoken discourse in clinical education.

The digital audio record and transcript of your teaching-learning session, will be anonymised, and stored securely by the researcher.

Deciding on whether to participate
It is up to you to decide whether or not to take part in this study. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form.

If you have any questions or concerns about the manner in which the study was conducted please, in the first instance, contact a module leader responsible for this research assignment.

Module leader details:

Dr. Clare Penlington (Ph. 0207 8825803)
c.penlington@qmul.ac.uk
Room 2.15
Whitechapel Campus,
Garrod Building, Turenr Street
London
E1 2AD

Dr Elspeth Alstead
e.m.alstead@qmul.ac.uk
Room 3.17
Whitechapel Campus,
Garrod Building, Turner Street
London
E1 2AD

If this is unsuccessful, or not appropriate, please contact the Secretary at the Queen Mary Ethics of Research Committee, Room W117, Queen’s Building, Mile End Campus, Mile End Road, London or research-ethics@qmul.ac.uk.
Consent form

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research.

Title of Study: The role of talk in teaching and learning
Queen Mary Ethics of Research Committee Ref: ________________

• Thank you for considering taking part in this research. The person organising the research must explain the project to you before you agree to take part.

• If you have any questions arising from the Information Sheet or explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this Consent Form to keep and refer to at any time.

• I understand that if I decide at any other time during the research that I no longer wish to participate in this project, I can notify the researchers involved and be withdrawn from it immediately.

• I consent to the processing of my personal information for the purposes of this research study. I understand that such information will be treated as strictly confidential and handled in accordance with the provisions of the Data Protection Act 1998.

Participant’s Statement:
I ___________________________________________ agree that the research project named above has been explained to me to my satisfaction and I agree to take part in the study. I have read both the notes written above and the Information Sheet about the project, and understand what the research study involves.
Signed: __________________________________ Date: __________________________________

Investigator’s Statement:
I ___________________________________________ confirm that I have carefully explained the nature, demands and any foreseeable risks (where applicable) of the proposed research to the volunteer.