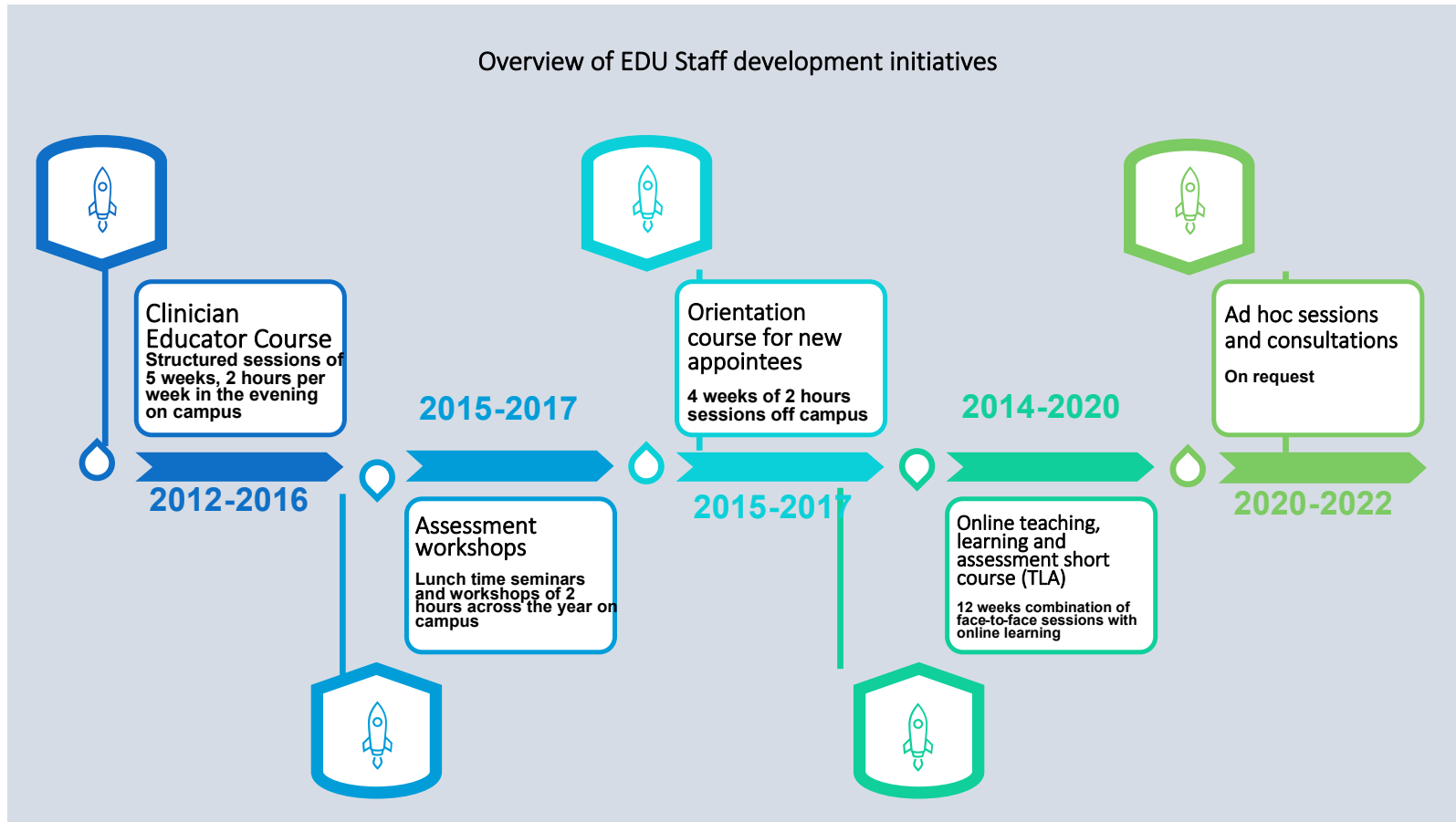


Education Development Unit (EDU) activities



Detail description of staff activities

Name of intervention	Type of initiative	Topics covered	Target group	Year
<p>Clinician Educator Course (CEC)</p>	<p>Structured sessions of 3 modules 6 weeks each, 2 hours per week in the evening on campus</p>	<p><i>Teaching and learning</i>, e.g., topics, student learning and assumptions about learning, learning styles & histories & and roles, learning theories in relation to health sciences education; Mentoring, apprenticeship and supervision; Group dynamics, group phases and group roles; facilitating learning and facilitation styles; Educator identity & Diversity.</p> <p><i>Clinical teaching</i> e.g., topics included, PHC, best practice in clinical teaching and feedback, clinical reasoning, human rights and ethics.</p> <p><i>Assessment</i> e.g., topics included application of principles of assessment,</p>	<p>Undergraduate health sciences educators</p>	<p>2012-2016</p>

		current trends and evidence-based practice to assessment.		
Assessment workshops	Lunch time seminars and workshops of 2 hours across the year on campus	MCQs, OSCEs training, group teaching, work-place based teaching and learning	Undergraduate health sciences educators	2015 to 2017
Orientation course for new appointees in health sciences (NAOP)	4 weeks of 2 hours sessions off campus	Teaching and learning, workplace-based teaching and assessment principles, giving feedback.	Undergraduate health sciences educators	2015 to 2017
Online teaching, learning and assessment short course (TLA)	12 weeks combination of face-to-face sessions with online learning	Teaching and learning and assessment purposes, methods, rubric development, and standard setting methods	Undergraduate and Postgraduate health sciences educators	2014 to 2020
Ad hoc sessions and consultations	On request	Workplace based learning & methods, clinical reasoning for students, using feedback, Multiple choice Questions workshops students and educators	Health sciences educators and students	

<p>Self-paced modules</p>	<p>Online courses consisting of different topics that can be completed at participants own pace. There is no set schedule, start or end dates for the different topics or due dates to accomplish tasks. We will be adding more topics as the course is rolled out. The VULA sites will be active from 28 February 2022. Please email Shaneel.nutt@uct.ac.za if you would like to be added to the VULA site.</p>	<ul style="list-style-type: none"> • The key focus of the teaching and learning module is to equip educators of health sciences students with the knowledge and tools that will enhance the learning process of students. The self-paced course includes readings and/ or PowerPoints presentations, YouTube videos and a section to test your knowledge for each topic. <ul style="list-style-type: none"> ○ <u>Teaching and learning</u> topics <ul style="list-style-type: none"> ▪ Teaching and learning in HS ▪ Active learning ▪ Classroom teaching ▪ Workplace based learning 	<p>Health sciences educators and tutors</p>	<p>current</p>
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- Teaching groups
- Feedback
- Remote teaching with technology
- The tutor training and development online self-paced course provides basic teaching and classroom management knowledge for tutors.
 - Tutor training topics
 - Tutor roles and responsibilities
 - What is learning
 - Vygotsky's model of teaching

- How to facilitate learning?
- How to facilitate inclusive learning?
- How to give feedback?
- How to teach a practical or clinical skill?