

Learning Lunch Med Ed Journal Club

4th February 2022

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Scott, KM, Hughes, M, Davids, J.

**Facilitating health professional education
research development; an action research
approach**

Clin Teach. 2021; 18: 614-620.

<https://doi.org/10.1111/tct.13428>



Why?

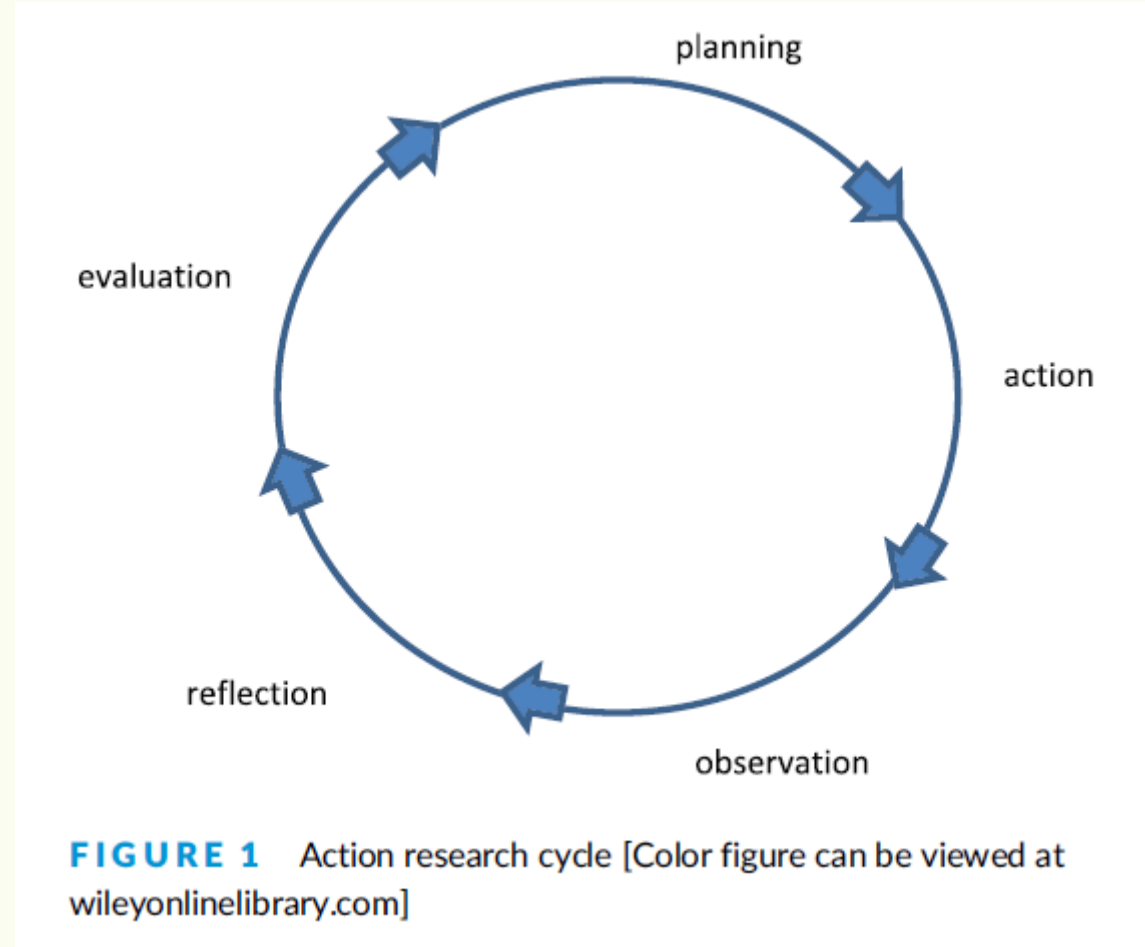
- Education research and scholarship can advance teaching knowledge and practice
- In their locality, education research occurs in pockets with little professional development support
- Wish to explore how, as multidisciplinary teacher educators, could enable educators to undertake education research whilst improving their practice



How?

- Action research – dynamic partnership
- Course designed around Social Development Theory
- Emphasis on active & collaborative learning
- Based on Zone of Proximal Development
- Time factored in for reflection on learning
- Flipped classroom
- Discuss individual studies after workshops





How? - data

- Facilitator & anonymous learner pre-course reflective surveys
- Facilitator & anonymous learner post-course reflective surveys
- Mid course facilitator focus groups
- Facilitator & anonymous learner post-course evaluations and recommendations



How? - analysis

- Deductive coding of learners' and facilitators' data using Guba and Lincoln's evaluation framework (pre-determined coding framework).
 - Focusing on claims, concerns, improvements and expectations
- Theoretical thematic analysis to analyse facilitators' data based on the Zone of Proximal Development.
 - Focusing on key words and phrases related to collaboration and peer teaching in development as teacher educators of HPE research
- Coded, compared discussed until consensus



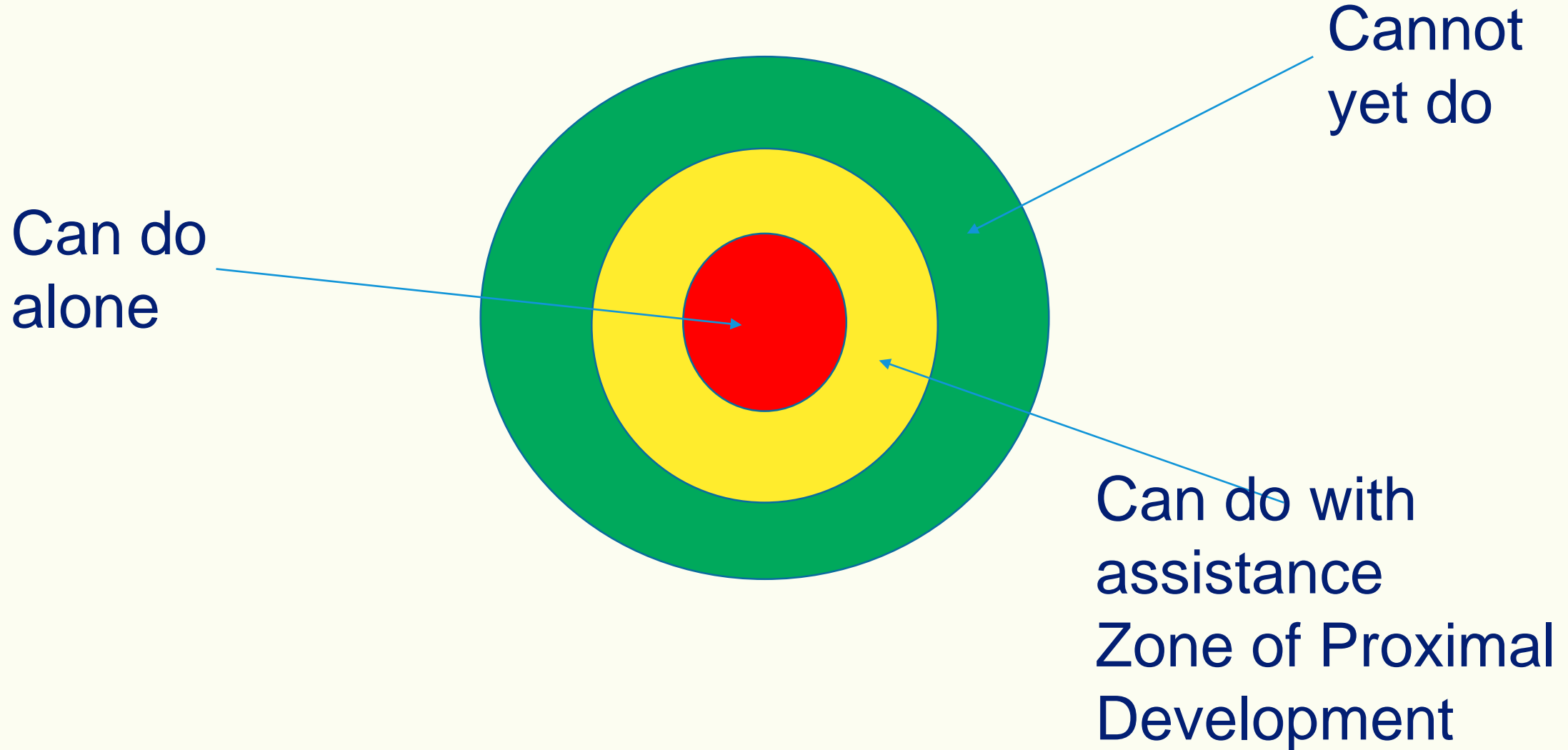
Action Research

- The action researcher and a participant collaborate in the diagnosis of the problem and in the development of a solution
- Involves collaboration between researcher and participant to solve problems
- Assumes the world to be constantly changing, both, researcher and research participant and the research itself being a part of that change

Theoretical Basis

- **Zone of proximal development** : "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1935)





Guba & Lincoln

- There is no discoverable reality that is independent of the observer, that is, there is no objective reality
- Thus there are no “correct” social science theories or specific measurement procedures with which to plan a program evaluation; rather, the relevant theory and procedures must be negotiated among the stakeholders, that is, the evaluator must be responsive in the design process to the perspectives of the other stakeholders.

Deductive coding

- Predefined codes e.g. from literature
- Apply those codes to your qualitative data

Theoretical Thematic Analysis

- Method to analyse qualitative data
- Searching across a data set to identify, analyse, and report repeated
- Method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes

What?

- Expectations:
 - development occurring but initiating individual research not feasible (time)
 - some need for more discussion time
 - experienced participants left the course
- Claims:
 - Content/structure/approach relevant and accessible
 - Balance between content and activity
 - Open and friendly atmosphere



What?

- Concerns:
 - Sessions too short, felt rushed
 - Some irregular attendance challenging development
- Improvements:
 - Increased time for activities
 - Individual project discussions encouraged outside of workshop
 - Individualised project support
- Facilitators' development
 - Collaborative teaching/reflecting/listening to learners



So What?

- Needed to adapt especially to overcome time constraints
- Learners were motivated and flipped classroom worked – can make more of this
- More needs to be done to enable individual project discussion for busy clinicians
- Able to make improvements whilst the course was in progress

