



NUI Galway  
OÉ Gaillimh

College of Medicine, Nursing  
and Health Sciences



# Masters, Diploma, Certificate in Clinical Education

## **COURSE HANDBOOK**

<https://www.nuigalway.ie/courses/taught-postgraduate-courses/clinical-education.html>

# INSPIRATIONAL QUOTATIONS!

## **For distance learners**

*God put me on this earth to accomplish a certain number of things. Right now I am so far behind that I will never die. **Bill Watterson**, "Calvin and Hobbes"*

## **Too much knowledge...**

*The more you know, the harder it is to take decisive action. Once you become informed, you start seeing complexities and shades of gray. You realize that nothing is as clear and simple as it first appears. Ultimately, knowledge is paralyzing. **(Watterson)***

## **On Academic Rigour**

*I was working on the proof of one of my poems all the morning, and took out a comma. In the afternoon I put it back again. **Oscar Wilde***

## **Love of books!**

*Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read. **Groucho Marx***

## **On reading**

*I took a speed reading course and read 'War and Peace' in twenty minutes. It involves Russia. **Woody Allen***

## **On plagiarism**

*Most people are other people. Their thoughts are someone else's opinions, their lives a mimicry, their passions a quotation. **Oscar Wilde***

*I was thrown out of college for cheating on the metaphysics exam; I looked into the soul of the boy sitting next to me. **Woody Allen***

## **Bon voyage!**

*Go, and never darken my towels again. **Groucho Marx***



# CONTENT



## 1. COURSE OVERVIEW

Structure	3
Method of Study	4
Educational Design	4
assessment	4
organization	4
Educational philosophy	5
overall aims and objectives	5

## 2. COURSE CONTENT AND LEARNER COMMITMENT

Certificate and Diploma	7
planning Your Engagement	9

## 3. MODULE THEMES

Core Modules	13
optional Modules	15
Masters Modules	19

## 4. ASSESSMENT

Submission Format for assignments	23
E-tivities	24
portfolio Submission	25
reflective Writing Criteria	27
Masters thesis Structure	27

## 5. APPROACH TO STUDY AND DESIGN

overview	29
academic Honesty and plagiarism	29
referencing	31
library Facilities	31
Essay Writing: the Essential Guide	32
using Blackboard	37
Campus Map	40



# 1. COURSE OVERVIEW

## STRUCTURE

Clinical education represents the most important period in the development of health professionals. Learning in clinical settings quite appropriately takes second place to patient care and as such is often unplanned and somewhat haphazard. Clinical educators have usually not been trained for their teaching roles and tend to rely on how they were taught themselves to inform their teaching approaches. There is a growing recognition worldwide that whilst clinical teachers are often very good at what they do, their teaching is further enhanced through participation in teacher development initiatives.

The purpose of the clinical education courses and professional credit awards at NUI Galway is to provide health professionals (from all professional backgrounds) with the knowledge and skills required for effective clinical teaching so that they may become successful clinical supervisors and motivators of student learning. There are a variety of options available including single module (professional credit awards), certificate, diploma and masters courses.

### **Professional Credit Awards**

Two of the modules in the certificate courses can also be taken as freestanding modules or postgraduate credit awards. These modules involve between five and six weeks of work followed by one week in which the various assessments/assignments must be completed. On successful completion, participants receive an indication of academic achievement and the module counts as prior learning should the person want to subsequently take the certificate or diploma courses.

### **Postgraduate Certificate/Diploma in Clinical Education**

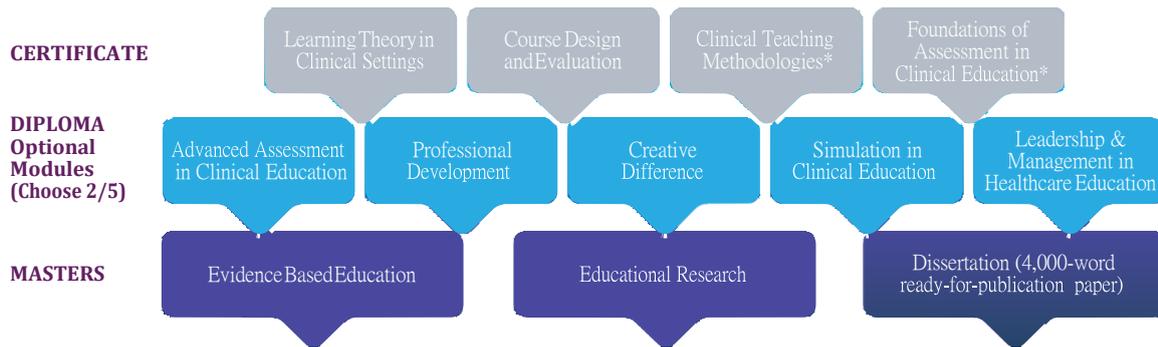
The purpose of the postgraduate certificate course is to provide students with an introduction to key aspects of health professions education

such as course design, clinical teaching methods, assessment and learning theory. The certificate involves doing 4 x six-week modules between September of one year and April of the next year. Anyone taking the certificate can extend their study to complete the diploma by taking an additional two optional modules.

The purpose of the Diploma in Clinical Education is to help students to not only master the basics of clinical education, but also to develop special areas of interest such as assessment, simulation, leadership etc. The diploma is offered as either a full-time course over one year or a part-time course over two years. If taking the full-time option, candidates are expected to complete 6 x 6 week modules within a calendar year, i.e. from September of the first year to June of the following year. If taking the part-time option, candidates are expected to complete three modules in the first year and three modules in the second year.

### **Masters in Clinical Education**

The Masters in Clinical Education course is intended for students who want to develop areas of particular expertise or leadership in health professions education. In order to qualify for a Masters year, candidates need to have completed the NUI Galway Diploma in Clinical Education, or should provide evidence of having taken a similar course elsewhere (accreditation of prior learning). We also require that students achieve an overall honours grade at diploma level so that they are well prepared for the academic requirements of writing a master's thesis. The Masters in Clinical Education year has only two formal taught modules with the bulk of the time devoted to designing, initiating and writing up a piece of educational research. The final product is a "ready for publication" standard thesis/paper of up to 4000 words in length. Many of our students go on to publish their research as well as develop acknowledged expertise in the research theme area.



\*These two modules can also be taken as stand-alone professional credit awards

## METHOD OF STUDY

### **Distance learning**

These courses are delivered primarily by distance learning. The main reason is that we know the vast majority of clinical teachers work full time and there are few, if any, opportunities for them to take time off to attend courses and settings that may be far from their places of work. We use the following methods:

- core readings
- explanatory wrap-arounds
- podcasts/webcasts
- discussion boards
- web conferencing
- face-2-face (f2f) ready skills workshops

## EDUCATIONAL DESIGN

As already stated, these courses employ distance learning/online educational approach. This means that you can access course materials anywhere in Ireland or abroad via NUI Galway's virtual learning environment. Bearing in mind, however, that learning on one's own can be both boring and challenging, we have ensured that there are dedicated face-to-face teaching times, particularly at the beginning of the course, (we offer a two-day Summer School) and for one day in each module, (usually the fourth Saturday of each six week module). All f2f teaching takes place in Galway. We also address the isolation of learners on this course by encouraging and rewarding participation in online discussion, (asynchronous) and web conferencing, (synchronous). We are keen to encourage engagement between participants on the course as they have so much to teach each other over and above the content of the course itself.

## ASSESSMENT

Each module is assessed using the same combination of assessments/activities/portfolio submissions. The assessment methods include:

1. A problem-based assignment (40% of marks).
2. Activities; brief (500 word) submissions students make in response to questions and challenges within the course content (20% of marks).
3. A module portfolio (40% of marks).
4. For masters a 4,000 word ready-for-publication standard thesis.

## ORGANISATION

The contact email for all communication regarding administrative issues is [postgrad.health@nuigalway.ie](mailto:postgrad.health@nuigalway.ie). The courses are administered on a half-time basis. Each module has one or more designated module tutors. Tutors are the main point of contact in relation to issues of content, assessment and engagement with the course. Module tutors are supported in this role by a group of Portfolio tutors. All students are assigned a Portfolio tutor for each module and generally these tutors engage with the same students on alternate modules throughout the course. The Portfolio tutor therefore acts as a mentor and supporter as well as a provider of feedback on portfolio submissions.

Modules are usually six weeks in length. The first four modules are entitled 'core' modules and are offered sequentially according to a timetable. The core modules include learning theory; course

design; clinical teaching methods and assessment. Students taking the certificate must take all four core modules. Students taking the diploma full-time must complete the core modules before picking from a list of optional modules, (of which they must complete two). Students taking the part-time diploma are asked to select two core modules and one optional module to undertake in each academic year. Modules are timetabled to allow a gap of one week between modules. This allows time for catching up and for preparing and submitting assignments etc.

## EDUCATIONAL PHILOSOPHY

The educational philosophy underpinning these courses is the centrality of the learner. All too often courses on health professions education emphasise teaching, teaching performance and the delivery of content. But education is fundamentally about learning and learners. Thus, the core philosophy of these courses is that teaching is really about understanding and supporting learners and learning rather than teaching performance per se. Participants in this course will learn teaching tricks and tips, just as in other courses, but these will always be framed in a manner that encourages coaching and facilitatory perspectives rather than viewing teaching as transmission or imparting knowledge.

The courses use an experiential and practical learning approach. This means that the educational design is one in which participants are encouraged to engage with each other as well as with the content to build new elaborate understandings of learning and teaching. Participants are also encouraged to partake in skills development and in peer observation of their own teaching so that they can develop greater self-awareness as teachers. We have further added to the learning experience by including web conferencing meetings in which learners can discuss difficult concepts and address questions arising in their work in the company of their peers and of the module tutors.

The purpose of these courses is to enhance clinical educational capacity in Ireland and overseas. It does so by providing comprehensive introductions in educational theory, course design

and assessment in the certificate. The diploma encourages the development of special interests and leadership roles. The Masters encourages learners to not only become leaders but also to become adept at the scholarship of health professions education.

## OVERALL AIMS AND OBJECTIVES

### Postgraduate Certificate in Clinical Education

#### Aims

The main aim of the postgraduate Certificate in Clinical Education is to help learners to become familiar with the basic tenets of the theory and practice of clinical teaching. The course has been designed so that on completion, learners have sufficient knowledge to be competent and self-directed clinical teachers.

#### Objectives

By the end of the Postgraduate Certificate learners will be able to:

1. Demonstrate an awareness of the key relevant theories of learning and how they relate to clinical education
2. Construct learning events on courses based on an understanding of the principles of adult learning and course design
3. Implement and evaluate effective clinical education using appropriate theory based techniques
4. Demonstrate an understanding of the purposes and effects of assessment
5. participate in the design and implementation of objective and reflective methods of assessment
6. Demonstrate proficiency in key clinical education skills such as bed side teaching, giving feedback, using questions appropriately and learner appraisal.

## Postgraduate Diploma in Clinical Education

### Aims

In addition to the aims of the Postgraduate Certificate above, the aims of the Postgraduate Diploma include:

- to develop learners to a level where they can take on leadership roles within their clinical teaching contexts.
- to facilitate students in developing areas of special interest e.g. assessment, simulation, leadership, learner supervision, creativity/innovation.

### Objectives

In addition to the objectives of the Postgraduate Certificate above, the objectives of the Postgraduate Diploma vary depending on the two optional modules you choose to meet your own personal learning needs. They include:

- Demonstrate an ability to critically evaluate assessment strategies and to create robust, appropriately standard-set assessments.
- Demonstrate an ability to design and implement simulation-based educational approaches and strategies.
- Demonstrate an ability to direct the learning of self as well as trainees/students using appropriate, current and effective supervisory techniques.
- Demonstrate and awareness of different types and styles of leadership as well as sound knowledge of appropriate educational leadership strategies in the health professions.
- Implement creative and innovative solutions to educational problems using reflective and mindful techniques.

- Demonstrate an ability to be creative as a teacher and the supervisor of others.

## Masters in Clinical Education

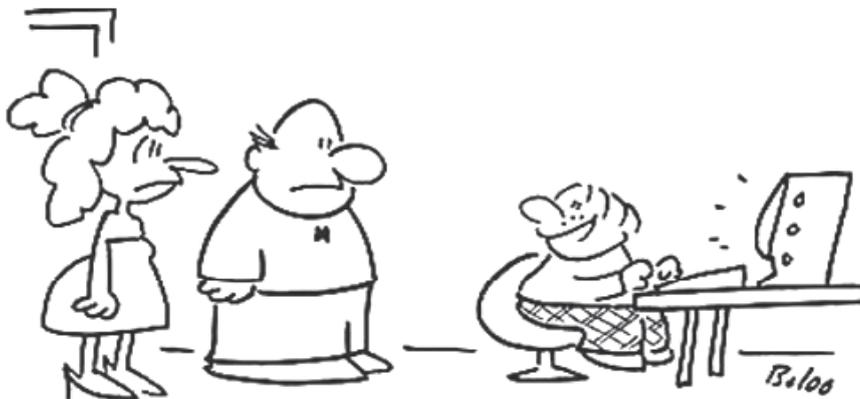
### Aims

The aim of the Masters in clinical education is to develop students' capacity as researchers and scholars of health professions education. Attainment of a Masters qualification also means that the student is even more capable of leading others in educational endeavours

### Objectives

Having completed a Masters in clinical education students will demonstrate an ability to:

- Appreciate the nature of evidence
- Conduct a literature review
- Design and implement a sound educational research proposal
- Select and defend appropriate research strategies and methods
- Carry out data collection, analysis and reporting in an ethical manner
- Interpret research findings in light of relevant literature, research and scholarship
- prepare a research paper with the potential for future publication
- Demonstrate the habits of a reflective researcher
- Identify opportunities for future research.



"You don't have to worry about my future any more  
— I just downloaded an entire college education."

## 2. COURSE CONTENT AND LEARNER COMMITMENT

### COURSE CONTENT

The subject matter that we have selected for this course includes a module devoted to the theory that underpins clinical teaching. Our rationale for devoting a whole module to learning theory is based on an acknowledged need for teachers to understand the theories that underpin much of what they do. There is good evidence to show that teachers who understand learners and how they learn are better teachers. We have selected a small quantity of relevant readings on different theoretical approaches to adult learning that we believe will give you sufficient relevant theoretical understanding to explain all the subsequent units and activities that you will experience on the course. The remaining core modules will cover what we believe are the other relevant areas of clinical teaching including course design, clinical teaching skills, assessment and professional development.

We hope that you enjoy this course; we would particularly value your feedback and evaluation of each module as we proceed through the course. Feedback forms will be circulated at the end of each module, and we would be very grateful if you could endeavour to fill them in and return them as it will be very difficult to improve this course without your help.

The Certificate course is delivered over two trimesters and the Diploma course over three trimesters:

Trimester 1: September to December

Trimester 2: January to March

Trimester 3: April to June.

**Postgraduate Certificate** students take four core modules:

**Postgraduate Diploma** students take the four core modules and two of the optional modules from trimester 3

### CERTIFICATE & DIPLOMA PROGRAMME OVERVIEW

Code	Module (c=core; o=optional)	ECTS*	trimester 1	trimester 2	trimester 3
MD110	Theory in Clinical Education (c)	15			
MD111	Course Design and Evaluation (c)	15			
MD112	Clinical teaching Methods (c)	15			
MD616	Foundations of assessment (c)	15			
MD615	Creativity and Innovation (o)	15			
MD619	Simulation (o)	15			
MD617	Leadership and Management (o)	15			
MD614	Advanced assessment (o)	15			
MD113	Professional Development (o)	15			

\*European Credit transfer. 1 ECT = approx. 25 hours of student effort, to include all teaching, learning and assessment activities.

### MASTERS PROGRAMME OVERVIEW

**Masters** students take two taught modules in the first semester and devote the remainder of the time to preparing, undertaking and reporting their Masters thesis.

There are more formal teaching days at NUI Galway than the postgraduate Diploma programme and you will be working on your research project during all three trimesters.

Code	Module	ECTS*	Formative assessment	End of module assessment	teaching and learning Strategies
MD132	MCE1. Educational research	15	12 e-tivities	Methodology paper (1,500 words)	Workshops f2f** online learning
MD130	MCE2. Evidence Based Education	5	6 e-tivities	Literature review (2,000 words)	Introduction f2f** online learning
MD133	MCE3. Clinical Education research thesis	40	proposal Drafts	thesis (4,000 words)	presentations f2f** proposal preparation Supervision Self-directed learning
<b>Total</b>		<b>60</b>			

\*\* f2f = face to face



## PLANNING YOUR ENGAGEMENT

This is a distance learning course; the vast majority of learning will take place on your own, in your home or workplace. Each module consists of six one-week 'units' of reading materials, each covering a related topic. The reading materials for each unit will be available on Blackboard. On average, you will have one short set of self-instruction material and three carefully selected readings to read each week. The self-instruction materials are written in a conversational style; they do not in themselves constitute course content - they serve as a guide to the subsequent reading materials. The readings are selected from a number of resources. They have been chosen for their importance, relevance and explanatory power. Should you have any difficulty with readings you should contact the relevant module tutor.

You should endeavour, if you can, to work through the units sequentially. However, if you have a break in work such as a holiday coming up it may be worth your while to "gallop" through a few units so that you can cover your absence in advance; alternatively you can try to catch up after you return. As you will see from the timetable we have tried to give you a one-week break after most modules to give you time to recover and to work on your assignments.

### Interacting with Colleagues

A crucial aspect of each module is your interaction with your colleagues. The main ways we suggest this should happen (apart from meeting up for teaching skills workshops) is through the Blackboard discussion board and the web-based Collaborate sessions. Blackboard is a virtual learning environment – a website devoted to managing courses. Typically a virtual learning environment provides learners with access to the learning materials (papers, self-instruction materials, assessments, web resources, etc.). They also usually provide a means for learners to communicate with each other via what are termed "discussion boards". A discussion board is a little like e-mail in that you post your thoughts or contribution to the discussion board and it then becomes visible to all the other learners on the course. The value of a discussion board is that you can choose the time or place when you

want to make a contribution, you can view other learners' contributions, and you can comment or give feedback (or debate even!) other learners' points of view. It is also a place where tutors can add new ideas, comment on points of view, and perhaps redirect students when things get a little lost. Education can be quite a woolly subject and discussion between students, and between students and tutors, provides a vital means of clarifying thinking and dealing with misconceptions.

You will see in the timetable on page 11 of this handbook that there are scheduled times for you to use the discussion board during each module. These centre around the two electronic activities (e-tivities) in each module (*more on these later*). The commonest actions you will need to take on the discussion board are **to post your own e-tivity and to provide feedback on one other person's e-tivity**.

### Workload

We estimate that you will require at least **6-10 hours each week** to complete the requirements for the course. The "timetable for a typical module" illustrates how your time should be distributed across the different elements of the course. A short description of the main types of requirement is provided below

### Teaching Skills Workshops: Minimum Attendance requirement

Towards the end of each module there is a clinical teaching skills workshop, all on Saturdays. The workshops are interactive and will involve working with simulated students, video and role play. Where possible we will endeavour to recreate realistic simulated clinical teaching contexts.

*You are expected to attend all the Saturday workshops for your modules. As a minimum requirement for successful completion of the programme, Diploma students must attend at least four workshops<sup>1</sup> and Certificate students must attend at least three.*

<sup>1</sup>Diploma students who choose optional module MD615 (Creativity and Innovation) MUST attend all four workshop days associated with this module, in addition to attending AT LEAST three Saturday workshops associated with their other modules.

If you cannot attend the minimum required number of Saturday workshops, you may attend an alternative workshop(s) elsewhere, by prior agreement with the programme Director who will review the learning outcomes and content of the alternative workshop for equivalence.

### **Masters Supervisor Roles**

A supervisor will be appointed to you in September. If necessary, in addition to your supervisor you may be allocated an 'advisor' who has specialist knowledge in the subject area of your thesis.

Your supervisor will meet you and/or maintain regular phone/email contact over the course of the year. Contact with your supervisor is your own responsibility - he/she will not necessarily initiate this. However, he/she should respond to enquiries within a reasonable length of time. Please do remember that your supervisor does not work full time on the Masters programme, so immediate replies will not always be possible.

The role of the supervisor is not to write, proofread, spell-check or correct grammatical errors in your thesis. Your supervisor will be able to advise you on:

- Clarification of your research question
- Literature review
- Suitable methodologies
- Data collection and analysis
- presentation of thesis

Both students and supervisors have responsibilities in relation to the successful completion of a thesis. Some of the key responsibilities for both parties are laid out in the following two pages. You may wish to discuss these with your supervisor, and/or add to them as you see fit.

### **Masters Student Roles**

This recommends what you should do in order to successfully complete your Masters Degree.

1. You should decide on a research topic.
2. You should meet with your nominated supervisor, either face-to-face or by telephone/skype.
3. You should negotiate with your supervisor a timetable for meetings and a method of communication that is satisfactory to both of you.
4. You should maintain records of the discussion that takes place at these meetings and the agreed plan of action, and forward a copy of these minutes to your supervisor.
5. You should agree on a time frame for your project and on what work needs to be submitted at particular points throughout the year. If you fail to meet these negotiated deadlines you need to inform your supervisor of the reason and renegotiate a subsequent plan of action.
6. You should inform yourself of the standard of work that has to be submitted by reading previously successful theses.
7. You should inform yourself about the ethical issues surrounding your topic area and apply for and acquire appropriate ethical approval.
8. It is your responsibility to ensure that your research is conducted with due regard to ethical research practice.
9. It is your responsibility to hand up work that has been proof-read from the point of view of English grammar, language, punctuation and clarity. You can do this by asking a trusted colleague to proofread it prior to handing it up to your supervisor.
10. It is your responsibility to bring to your supervisor's attention any problems that you might be having either with your work or with the level of supervision that you feel you are obtaining.
11. You should fully inform yourself of any health and safety regulations that may apply to you as a Masters student within the university.
12. It is your responsibility to ensure that any work that you hand up is authentically your own work and is a true representation of the data that you have collated. To this end you should inform yourself of accepted academic protocol with respect to referencing the works of others (see pages 15-16) and what constitutes plagiarism (see [www.nuigalway.ie/plagiarism/](http://www.nuigalway.ie/plagiarism/)).
13. Once your supervisor has accepted and approved your work, it is your responsibility to submit it for assessment in an accepted format.

**What is Expected of You During a Typical Certificate & Diploma Module?**

Each module contains six course units. Each unit lasts for one week

The table below gives a week-by-week timetable of what you should be doing - and when - during a typical module.

When	Self-Instruction Material	E-tivities	Course-Initiated Reflections	Teaching-Initiated Reflection	Assignment
<b>Week 1</b>	Read Unit 1 materials and listen to podcast		Upload draft response to first course-initiated reflection to "Portfolio in Progress", for formative feedback from portfolio tutor	Organise a peer observation of your teaching using the template provided on Blackboard	Plan and write your end-of-module assignment
<b>Week 2</b>	Read Unit 2 materials and listen to podcast	<ul style="list-style-type: none"> <li>• Upload draft response to first e-tivity to discussion board, for formative feedback from module tutor and peers</li> <li>• Respond to first e-tivity of at least one other student on discussion board</li> </ul>			
<b>Week 3</b>	Read Unit 3 materials and listen to podcast		Upload draft response to second course-initiated reflection to "Portfolio in Progress", for formative feedback from portfolio tutor		
<b>Week 4</b>	Read Unit 4 materials and listen to podcast	<ul style="list-style-type: none"> <li>• Upload draft response to second e-tivity to discussion board, for formative feedback from module tutor and peers</li> <li>• Respond to second e-tivity of at least one other student on discussion board</li> </ul>		Upload draft reflection on the peer observation to "Portfolio in Progress" area for formative feedback from your portfolio tutor	
<b>Week 5</b>	Read Unit 5 materials and listen to podcast		Upload draft response to third course-initiated reflection to "Portfolio in Progress", for formative feedback from portfolio tutor		
<b>Week 6</b>	Read Unit 6 materials and listen to podcast				
<b>Week Between Modules</b>		Submit final drafts of both e-tivities for assessment, following formative feedback received from tutor and peers on the discussion board (worth 20%)	Submit module portfolio for assessment (i.e. three course-initiated reflections and one teaching-initiated reflection) as a single document, following formative feedback received from your portfolio tutor (worth 40%)		Submit assignment for assessment (worth 40%)



# 3. MODULE THEMES

## CORE MODULES

### Core Module: Learning Theories in Clinical Education

**Module Code:** MD110  
**Credit weighting:** 15 ECTS

#### Overview

The purpose of this module is to introduce you to the core concepts and skills of teaching and learning in clinical settings. The module consists of three units which concentrate largely on learning theory as it applies to clinical settings and three units which focus on applied theory in three different key areas (*e.g. learning needs assessment*). This module will raise your awareness of relevant theories and will provide much of the background knowledge for subsequent modules. This is the most theory-based of all the modules on this course, but bear in mind that the focus of the module is still on the practical application of theory rather than on the theory itself.

#### Learning Outcomes

By the end of this module you should be able to:

- Assimilate an understanding of both behaviourist and cognitive approaches to learning in relation to your own experiences of teaching and learning.
- Explain what constructivism is and means in terms of explaining learning
- Explain learning from experience in terms of reflective practice and experiential learning cycle
- Describe key aspects of the humanist perspective on learning
- Describe and critique the concept of learning style.
- Describe how we identify and act on learning needs
- Explain the concept of self-directed learning and apply it to your own learning habits

- Explain the differences between the individual and participatory perspectives on learning.
- Explain the place of social cognitive theory in the planning and delivery of clinical education
- Describe professional learning and development from a situated learning perspective
- Explain what is meant by informal learning
- Describe how health professionals learn in workplaces.

#### Content

1. What is learning?
2. Individual perspectives on learning: Memory and Cognitive psychology
3. Individual perspectives on learning; constructivism and friends
4. Knowing me, knowing you: Concepts of the “self”
5. Social perspectives on learning: social cognitive and situated learning
6. learning at work, learning from work, learning to work

### Core Module: Clinical Education Course Design and Evaluation

**Module Code:** MD111  
**Credit weighting:** 15 ECTS

#### Overview

Module 2 is designed to introduce you to the core concepts and skills involved in course design. the knowledge and skills that you will acquire in this module can be applied to designing an academic course as well as a clinical teaching one. You can use this knowledge to plan your next clinical teaching event as well as an entire course. It is interesting to observe how the same rules and techniques apply whether you are planning a one-off lecture or

clinical demonstration and if you are about to plan and design a new course.

### **Learning Outcomes**

By the end of this module you should be able to:

- Explain some different models of curriculum.
- Explain how the different components of a curriculum integrate with and relate to one another.
- Distinguish between different approaches to curriculum planning
- reflect on the values you bring to the process of curriculum planning.
- Write realistic learning outcomes (LOs)
- Categorise LOs by type and level, and relate them to a relevant domain/s
- Evaluate the benefits and limitations of an outcomes-based approach to education
- reflect on how using LOs could enhance your clinical teaching and student learning.
- Design and sequence a learning event
- use the Gagné nine events of instruction model to prepare effective educational events
- plan a clinical teaching session using Cox's Steps model
- Explain and define what is meant by "teaching scripts"
- Explain the importance of evaluation in your development as a teacher
- Describe several different methods of evaluating your teaching
- Design an evaluation strategy for a teaching experience in your own professional context.

### **Content**

1. anatomy of a curriculum
2. learning outcomes
3. planning a learning event
4. planning clinical teaching (1)
5. planning clinical teaching (2)
6. Evaluating teaching

## **Core Module: Clinical Teaching Methodologies**

**Module Code:** MD112  
**Credit weighting:** 15 ECTS

### **Overview**

In the healthcare professions a lot of undergraduate teaching and most postgraduate education takes place in clinical settings. To date in Ireland most clinical teachers have little background knowledge of adult learning and have received no formal training in clinical teaching techniques. This module will help to provide health professionals with the knowledge and skills required for effective clinical teaching so that they may become successful clinical supervisors and motivators of student learning.

### **Learning Outcomes**

By the end of this module you should be able to:

- Implement and evaluate effective clinical teaching using appropriate theory-based techniques.
- Categorise explanation into different approaches and apply them to different educational challenges.
- Explain how to use different questioning styles to promote effective learning.
- Describe different types of feedback and explain why feedback is a vital part of the learning cycle.
- plan, facilitate and evaluate active learning in small groups in a clinical setting.
- plan, deliver and evaluate an effective lecture, and encourage active learning in a large group teaching setting.
- Describe what is meant by "teaching scripts" and explain why some strategies are more useful than others for teaching in particular contexts.
- Demonstrate proficiency in key clinical teaching skills such as bedside teaching, giving feedback and using questions appropriately.

### **Content**

1. Explanation (including first assessing students' prior learning)
2. Questioning
3. Giving Feedback
4. Small Group teaching
5. Large Group teaching
6. Bedside teaching (including the creation of a quality clinical learning environment)

## **Core Module: Foundations of Assessment in Clinical Education**

**Module Code:** MD616  
**Credit weighting:** 15 ECTS

### **Overview**

this module is designed to provide an introduction to the purposes and methods of assessment. Important messages about constructive alignment and the influence that assessment can have on learning (to your advantage as a teacher) are discussed and demonstrated. the module has been designed to give you an understanding of learning processes and outcomes.

### **Learning Outcomes**

By the end of this module you should be able to:

- Situate assessment within the context of a curriculum
- Describe the diverse purposes of assessment
- Explain key concepts in assessment with examples from your own practice and/or experience
- Critically evaluate the way in which you currently use assessment
- use the concept of course alignment effectively in your own practice.
- Explain how to enhance validity in the design of assessment
- Explain how reliability can be addressed in the design and implementation of assessment
- Draw on best practice in the design of assessment in a clinical education setting
- Select appropriate assessment/s for different domains and levels of learning outcomes (with reference to Bloom's taxonomy)
- apply levels of proficiency at each level of Miller's triangle.
- Explain the importance of making judgements in the process of assessment
- Explain the relevance of norm and criterion referencing to the process of assessment
- Devise appropriate criteria for the assessment of clinical knowledge and skills.
- Explain blueprinting and apply it to your own assessment practice to assure quality.

### **Content**

1. assessment: Key Concepts
2. Quality in assessment
3. Miller's triangle
4. assessing Competence at Miller's triangle Level 1 and 2
5. assessing Competence at Miller's triangle Level 3 and 4
6. Ensuring quality assessment

## **OPTIONAL MODULES**

### **Optional Module: Creative Difference and Innovation**

**Module Code:** MD615  
**Credit weighting:** 15 ECTS

### **Overview**

this module is based on the assumption that it is possible to transfer the principles of what artists know and do to any creative enterprise, whether professional, academic, personal or organizational. the module is not about painting or drawing or sculpture, though it does engage in these on a no-skills-required basis. It provides a framework for examining personality differences as a basis for making a difference of significance to others. the module is experiential and immersive, aiming to provide transformative experiences. It therefore has a subjective element that is normal in art education, but which may be unusual to students of some other disciplines.

### **Learning Outcomes**

By the end of this module you should be able to:

- Describe key concepts in the theory of creative difference of personality, and innovation
- recognise your personality type and your aptitude for creative difference
- recognise some of the obstacles facing you in innovation
- Manage the creative resolution of a selected problem, opportunity or issue
- present a personal strategy for the creative resolution of a selected problem,

opportunity or issue.

- reflect on aspects of your professional development
- Demonstrate a capacity for creative thinking and behaviour
- Develop an understanding of the characteristics of creative difference and change
- Critically assess your personal aptitude to make a creative difference
- Critique a range of creative strategies
- Formulate a creative strategy for a given situation

### **Content**

the course comprises two 12-hour study blocks at the specialist facility of the Burren College of art, in the form of a programme of lectures, seminars and practical activities using the college's studios and workshops, and the surrounding Burren landscape.

## **Optional Module: Simulation in Clinical Education**

**Module Code:** MD619  
**Credit weighting:** 15 ECtS

### **Overview**

over the past two decades the use of simulation to train healthcare providers has progressed rapidly in terms of the technology and the educational techniques used. Simulation ranges from the verbal 'what if' questions in case-based discussions to the use of part-task trainers, standardised patients, manikin simulators, and screen-based simulators. Simulators can be used to provide practical training in cognitive, psychomotor, and affective skills. as the opportunity to 'practice' on patients has diminished, simulators provide a method for providing practical training to healthcare professionals in a safe environment. Many medical schools have invested large amounts of money in simulation equipment. However, there is a lack of training in how this equipment can be used to provide effective training. the main goal of this module is to prepare the student to design, implement, evaluate and operate

simulator training systems in healthcare teaching environments.

### **Learning Outcomes**

By the end of this module you should be able to:

- Describe the range of simulators that can be used to educate healthcare personnel and the strengths and weaknesses of each;
- Be able to design simulator-based instruction for healthcare personnel;
- Be able to implement simulator-based instruction for healthcare personnel; and
- Be able to evaluate simulator-based instruction for healthcare personnel

### **Content**

1. Introduction, history, and key concepts in medical simulation
2. Scenario Design, and Mannequin and procedural simulation
3. Standardised patients and screen-based simulation
4. preparing for simulation and feedback
5. High stakes testing and the future of simulation.

## **Optional Module: Leadership and Management in Healthcare Education**

**Module Code:** MD617  
**Credit weighting:** 15 ECtS

### **Overview**

the purpose of this module is to introduce you to concepts of leadership and management and to help you to become more self-aware as you develop into an educational leader in your own context. It provides an opportunity to take time to think about yourself as an educational leader or manager. topics include the difference between leadership and management roles and functions; awareness of your own leadership attributes; features and critical success factors in educational organisations; establishing and maintaining successful teams; and how to effectively lead and manage yourself.

**Learning Outcomes**

By the end of this module you should be able to:

- Demonstrate understanding of the differences between leadership and management roles and functions
- Demonstrate an ability to describe yourself in terms of your leadership attributes
- Demonstrate an understanding of the features and critical success factors in educational organisations
- Demonstrate an understanding of how successful teams are established and maintained
- Demonstrate an understanding of how you can lead and manage yourself.

**Content**

1. What is leadership?
2. What is management?
3. understanding organisations
4. teams and teamwork
5. Self-management

### **Optional Module: Advanced Assessment in Clinical Education**

**Module Code:** MD614  
**Credit weighting:** 15 ECtS

**Overview**

the terms competence and performance will have been defined and explained in module 4, but it is in this module that you will learn how to actually assess them in clinical contexts. You will learn how difficult it is to assess clinical knowledge and skills and you will learn (based on existing evidence) the most appropriate methods available for measuring such things as clinical skills, clinical reasoning, communication skills etc. You should by the end of this module have sufficient knowledge to be able to design assessments of your own but it is important to point out that assessment is a complicated and challenging issue for any educator and it is only with practice and reflection that you will become good at it.

**Learning Outcomes**

By the end of this module you should be able to:

- Distinguish between the assessment of performance and the assessment of competence.
- Explain what is meant by validity and reliability in the context of performance-based assessment.
- Explain how a performance-based approach to assessment might be applied to the reaccreditation of health professionals.
- Explain the utility model and how it might be applied to performance-based assessment.
- Describe the commoner sources of bias in performance-based assessment.
- Describe an approach to establishing a defensible system of performance-based assessment.
- Describe the concept of work-based assessment.
- Demonstrate an ability to use the mini-CEX and the Sprat instruments in practice.
- Describe what is meant by a qualitative performance assessment method.
- Describe the usual structures and appropriate uses and psychometric properties of a portfolio-based assessment.

**Content**

1. What is performance assessment?
2. Dimensions of pBa
3. From bias to methods
4. Quantitative measures of performance
5. Qualitative measures of performance

### **Optional Module: Professional Development**

**Module Code:** MD113  
**Credit weighting:** 15 ECtS

**Overview**

this module is of great relevance to all of you in professional practice. It has been designed to help you in your own professional development as well as teaching you how to be better supervisors of others' learning and development. the module examines the concepts and purposes of professional development. It will look in

particular at the concept of professionalism and professionals as well as the techniques and methods of professional development.

### **Learning Outcomes**

By the end of this module you should be able to:

- Define key terms in professional development such as professionalism, continuing professional development (CpD), etc.
- Describe how professionals act and learn from experience and reflection.
- Describe the purposes and typical models of CpD.
- Explain how the experiential learning cycle is used in CpD.
- Describe how the experiential learning cycle relates to the planning and delivery of CpD.
- Explain how experiential learning is manifested in different models and methods of CpD.

- Explain some of the key attributes of effective role models in medicine.
- reflect on your own performance as a role model.
- Explain the important attributes of a mentor in medicine.
- Describe what is meant by clinical/ educational supervision.
- Describe the typical supervisory functions, e.g. educational, supportive and managerial.
- Distinguish between an apprenticeship and coaching style of supervision.

### **Content**

1. professionalism
2. professional Development
3. Continuing professional Development
4. role Models and Mentors
5. learner Supervision



## MASTERS MODULES

### Masters Core Module: Educational Research

**Module Code:** MD132  
**Credit weighting:** 15 ECtS

#### Overview

the purpose of this module is to enhance your current knowledge of research and to prepare you for the rather different challenges of educational research design. Given the nature of the module it requires participation in workshops and seminars at Nul Galway during trimesters 1 and 2. We want to reinforce self-directed learning with a lot more interactive teaching and learning opportunities. other than for the Summer School, completion of units in advance of the workshops/seminars will be critical to optimizing the benefits to be gained from the face-to-face sessions.

#### Learning Outcomes

on successful completion of this module you should be able to:

- explain the similarities and differences between educational and healthcare research
- describe educational research paradigms, strategies and methods
- prepare a robust educational research proposal using quantitative, qualitative or mixed methods
- implement an educational research design within a tight timetable
- analyse quantitative and/or qualitative data using appropriate techniques
- report and present research findings in the form of a research paper.
- enter, manage and analyse data using SpSS and NVivo as appropriate
- show due regard to research ethics in all

stages of the process

- critically reflect on your research practice.

#### Content

the content of the module is broadly organised as follows:

- (i) research Design  
the nature of educational research
  - research design (paradigms, strategies and methods)
  - research ethics
  - Sampling
- (ii) Quantitative research design and data analysis
  - Experimental research and correlation research
  - Questionnaire design
  - Statistics: differentiating between variables; describing data; principles of statistical testing; analysing data; interpreting the results; SpSS
- (iii) Qualitative research design and data analysis
  - Interviewing skills
  - Qualitative analysis techniques: rigour and quality in study design, data collection, data analysis and interpretation.
  - NVivo- computer assisted qualitative data analysis software.

#### Format and Scheduling

this module consists of 12 online distance learning units, each with an associated e-tivity, which will take place on Blackboard during the early part of trimester 1 and again during trimester 2. the units are supported by a series of face-to-face workshops.

#### Module Units

unit MCE1.1	Introduction
unit MCE1.2	research Design
unit MCE1.3	research Ethics
unit MCE1.4	Quantitative research Strategies
unit MCE1.5	Sampling
unit MCE1.6	Questionnaire Design
unit MCE1.7	Qualitative research
unit MCE1.8	Qualitative Data Collection
unit MCE1.9	Qualitative Data analysis
unit MCE1.10	Quantitative Data analysis 1
unit MCE1.11	Quantitative Data analysis 2
unit MCE1.12	Quantitative Data analysis 3

**Recommended reading**

associated readings for each unit (required and supplementary) will be made available on Blackboard. You are strongly advised to purchase the following core textbook:

- Cohen, L. Mannion, K. and Morrison, K. (2011) *Research methods in education*. 7<sup>th</sup> Ed. oxford: routledge.

Note: Further relevant readings and resources will be posted on Blackboard during the module. You will also need to source methodological literature which pertains to your particular research design.

**Formative assessment**

there are 12 e-tivities associated with this module, one for each unit. For successful completion of this module you need to complete a minimum of 9 e-tivities and submit them to the discussion board on Blackboard, by the relevant due date. Formative feedback will be provided by tutors and peers.

For each late or non-completed e-tivity (below the minimum required), students incur a penalty of 5%. this is deducted from the mark awarded for the end of module assignment (to a minimum of 40%, where the student has achieved a passing mark on the assignment).

**Summative Assessment**

a description of the methodology for your research project, including an explanation and defence of the chosen methods (1,500 words).

- Early draft(s) of this should be discussed with your supervisor.
- Following feedback, your final draft should be submitted to Blackboard for assessment. Marking criteria are provided on Blackboard.
- You will have the opportunity to revise/ update your methodology before including it as a required appendix with your thesis in august.

**Criteria and standards**

the assessment criteria for the end-of-module assignment can be found on Blackboard.

## Masters Core Module: Evidence Based Education

**Module Code:** MD130

**Credit weighting:** 5 ECtS

**Overview**

Evidence, what it is and how to find it are increasingly important issues for health educators. Masters students have an additional concern: completion and submission of a research thesis. this unit is designed to build on the knowledge and skills that you acquired when doing the postgraduate Diploma in Clinical teaching. the main focus of the unit is on accurate searching, robust appraisal, meaningful data synthesis and the construction of an effective literature review.

**Learning Outcomes**

on successful completion of this module you should be able to:

- Demonstrate a sound knowledge of the different electronic and paper based evidence based education information resources available.
- Demonstrate proficiency in turning research questions into effective search strategies.
- Competently appraise quantitative and qualitative research literature incorporating the commoner research designs.
- analyse and synthesise information from multiple sources to draw valid inferences about the state of knowledge in a particular field.
- Construct an effective literature review for a thesis or research paper.

**Content**

- Exploration of the range of relevant information resources for healthcare education.
- training in advanced internet and database search techniques.
- practical experience of robust critical appraisal routines.
- Exercises in combining the findings of research literature using standard analytical and synthesis techniques.

**Format and Scheduling**

this module begins with an introductory session in September. this is followed by six online distance learning units, each with an associated

e-tivity, which will take place on Blackboard during November and December.

### **Recommended reading**

units and associated readings are as follows:

- unit MCE2.1 Evidence-Based Education
- unit MCE2.2 How to ask questions that you can answer
- unit MCE2.3 Finding answers
- unit MCE2.4 the pyramid of Evidence
- unit MCE2.5 Critical appraisal - Quantitative research
- unit MCE2.6 appraising Qualitative research

And

- Greenhalgh t. (2010) *How to Read a Paper* (4<sup>th</sup> Ed.) london: BMJ publications.
- Kiley, r. (2000) *Medical information on the internet*. (3<sup>rd</sup> Ed). london: Churchill Livingstone.

### **Formative assessment**

there are 6 e-tivities associated with this module. For successful completion of this module you need to complete a minimum of 4 e-tivities and submit them to the discussion board on Blackboard by the relevant due date. Formative feedback will be provided by tutor and peers.

For each late or non-completed e-tivity (below the minimum required), students incur a penalty of 5%. this is deducted from the mark awarded for the end of module assignment (to a minimum of 40%, where the student has achieved a passing mark on the assignment).

### **Summative Assessment**

Submission of a 2,000-word literature review.

- Early draft(s) of this should be discussed with your supervisor.
- Following feedback, your final draft should be submitted to Blackboard for assessment in January. Marking criteria are provided on Blackboard.
- You will have an opportunity to revise/update your literature review before including it as a required appendix with your thesis in august.

### **Criteria and standards**

the assessment criteria for the end-of-module assignment can be found on Blackboard. the following marks and grades apply:

≥ 70%	1 <sup>st</sup> classhons
60-69% upper	2 <sup>nd</sup> classhons
50-59% lower	2 <sup>nd</sup> classhons
40-49%	3 <sup>rd</sup> classhons
< 40%	Fail

## **Masters Core Module: Clinical Education Research Thesis**

**Module Code:** MD133  
**Credit weighting:** 40 ECtS

### **Overview**

this module represents the capstone for the Masters in Clinical Education programme. It offers you the opportunity to apply knowledge and skills gained on this programme - and on the postgraduate Diploma in Clinical Education - to the design and execution of a worthy piece of educational research. as an experienced professional you identify a topic for research, or select one that aligns with the research interests of the NuIG School of Medicine, that has the potential to make a meaningful contribution to the health education literature and/or serve as a means of advancing educational policy and/or practice in your professional context. the programme team will support you in the production of a research report that offers potential for publication and/or offer opportunities for dissemination within your own professional field. the module aims to develop your capacity for undertaking independent educational research which will contribute to your continuing professional development and can ultimately enhance the quality of education within the clinical or wider health sector.

### **Learning outcomes**

on successful completion of this module you should be able to:

1. Carry out investigative research and arrive at valid results/findings
2. undertake independent work by managing a piece of research or related work with only minimal guidance
3. Integrate and apply what has been learned on a other MCE modules and on your

4. qualifying postgraduate programme assess the value and limitations of information in deciding on future courses of action
5. approach real educational problems at a strategic level
6. Demonstrate report-writing skills in the final thesis.

#### **Format and schedule**

this module is characterised by independent and self-directed learning, with support from your designated supervisor. See the section below on respective roles of student and supervisor. Deadlines for milestones and drafts will be agreed with your supervisor. the first milestone is submission of a research proposal in October. this process will be supplemented with regular **Thesis Seminars**, which offer an invaluable opportunity to discuss initial ideas and work in progress, to meet important milestones, to share

troublesome issues and to receive feedback and insights from peers and tutors. they also represent an important way of maintaining contact with colleagues as a source of motivation and support.

#### **Formative assessment**

You will submit your research proposal to Blackboard in October. Your proposal and subsequent progress reports will also be presented and discussed at the relevant thesis Seminars. the final research design will be a matter for you and your supervisor



# 4. ASSESSMENT

Each taught module involves three assessment tasks, namely:

1. a problem-based assignment (40% of marks)
2. E-tivities (20% of marks)
3. portfolio assignment (40% of marks)

at the end of each module you will be asked to submit your work to the “End-of-Module assessments” area on Blackboard.

## SUBMISSION FORMAT FOR ASSIGNMENTS

Submissions should be typed and submitted as an MS Word document through Blackboard as outlined. the first page of each submission should be a cover page (please use the template cover page that you’ll find on Blackboard) containing the following information:

- Your name
- Your student number
- Name of module
- Submission title
- Declaration: *I hereby declare that this work is entirely my own and that I have acknowledged the writings, ideas and work of others. Furthermore, I have not knowingly allowed another to copy my work.*

### Word Count

the word count for assignments is 1,500 words (unless otherwise advised in the instructions for an assignment), the word count for reflections is 300-750 words, and the word count for e-tivities is 300-500 words. Submissions that are more than 10% over these limits will have the marks available reduced proportionately (e.g. the grade will be reduced by 13% for a submission 13% over the word count). references and appendices are excluded from the word count.

### Have we Received your Work Correctly?

Blackboard will acknowledge receipt of your submission shortly after you have uploaded it. If we haven’t received your submission by the due

date, we will contact you immediately so don’t worry!

If your document looks funny after submission to Blackboard, don’t worry. Sometimes the formatting appears to have been altered, but the document will always revert back to your originally submitted format when we download it.

please ensure that you keep an electronic copy of your assignment, final-draft e-tivities and reflective exercises yourself.

### Submission Dates

assignments, portfolios and final draft e-tivities must be submitted by the specified end-of-module deadline. late submission will result in penalties: 10% of the marks available will be lost for each week (or part of week) that a submission is late.

Extensions to submission deadlines can be obtained under exceptional circumstances. If you think you will need an extension, please email the programme co-ordinator at [postgradhealth@nuigalway.ie](mailto:postgradhealth@nuigalway.ie). You must send this email before the submission deadline, in sufficient time to allow for consideration of the extension request by the programme team, naming an alternative date by which you will submit and asking for this to be approved. Extensions cannot be granted after the original submission date has passed.

### Standards

the assignments, etivities and portfolio items are all benchmarked against the learning outcomes for the module. the idea is that between the three different assessment methods you can demonstrate your mastery and achievement of the learning outcomes. We use a criterion-referenced approach to assess participants’:

- understanding of the principles and concepts in the module
- ability to apply appropriately the concepts and principles to their own contexts and situations
- analytical ability with regard to applying the

principles and concepts

- Evaluative capacity evidenced by participants ability to reflect critically and analyse their responses to reflective exercises and to feedback on their own teaching.

Each assessment component must be passed independently in order for the module overall to be passed. the criteria used to assess each component will be made available to you on Blackboard.

the grading system is as follows:

- ≥ 70%: First class honours
- 60-69% upper second class honours
- 50-59%: lower second class honours
- 40-49%: third class honours
- ≤ 40% Fail

Students must achieve a 40% overall mark to pass the course. Compensation between modules is not permitted.

all assessments are marked by course /portfolio tutors online with marks and feedback provided, (usually), within four weeks of submission. If an assignment achieves a fail grade, it needs to be resubmitted within an agreed timeframe. the timeframe must be agreed with the module tutor. If an assignment is failed on the second attempt, the student may be asked to exit the course.

### Receiving Marks and Feedback

You can expect to see your marks and feedback approximately 4 weeks after the submission deadline. these are viewed via the My Grades option within the module in blackboard.

### Problem-based assignment

the assignment represents 40% of the marks for any given module. It is usually 1500 words in length. The format is one in which you are presented with the problem, (which you are encouraged to adapt to your own setting) and you are asked to address or solve the problem using material from the module and from the educational literature. the idea is that the assignment encourages you to integrate your knowledge from the module and to apply it to the particularities of the problem and of course to your work.

the marking criteria for the problem-based

assignments are outlined below - (this is an example from module 3):

<b>Assessment Criteria (Assignment)</b>
ability to <b>devise and implement a realistic peer observation tool</b> for the purpose of observing and giving feedback to a colleague teacher. the peer observation tool design and the implementation process should reflect a critical awareness of the relevant theory and accepted good practice in peer evaluation.
ability to offer a theoretically <b>informed rationale for the design choices made and the approach to feedback</b> , while showing a capacity for <b>synthesis</b> and independent, original thought.
ability to draw on and critically review relevant <b>literature</b> , research and scholarship.
ability to link <b>theory to practice</b> , and integrate learning from other modules of the programme and/or from own professional experience, as appropriate.
Clarity of writing, <b>coherence</b> and <b>structure</b> , clarity of argument, appropriate standard of presentation and appropriate style. Effective use of citations/quotations and accuracy of <b>referencing</b> .

## **E-TIVITIES**

E-tivities, or electronic activities, are designed to assess your ability to integrate theoretical concepts in the unit with your work as a clinical teacher. Each module has two e-tivities, which appear at the end of two of that module's units (usually units 2 and 4). Each e-tivity is 300-500 words long and will involve you thinking about your work and applying some of your new knowledge to a planned teaching event at work (or a fictitious event if you are not currently teaching). You will find that the e-tivities will build into a sequence of integrated assessments which help you to pull together the various strands of this course into a more meaningful whole.

E-tivities should be submitted initially in draft form to the appropriate discussion board. You should comment on at least one other student's

e-tivity and you should, in turn, receive comments on your e-tivity. the module tutor will make generic comments on the e-tivities for everyone to read. Having received the comments and taken time to look at other e-tivities, you will have an opportunity to re-draft your e-tivity (if you wish) before submitting it for assessment at the end of the module. the assessment criteria for each etivity are as follows:

<b>Assessment criteria (E-tivities)</b>
<b>Scope:</b> level of knowledge and understanding of facts and theory relating to topic
<b>Synthesis:</b> capacity to integrate key concepts in logical and balanced way
<b>Originality;</b> originality of thought with contribution of new viewpoints or applications of theory in practice
<b>Presentation:</b> clarity, comprehensiveness, appropriate academic conventions, proofreading

## PORTFOLIO SUBMISSION

a number of reflective exercises appear in the reading materials for each course unit. these are called “course-initiated reflections” and you must complete three per module. In addition you are asked to reflect on a peer observation of your teaching during each module (using a different template each time). Your reflections are, in essence, a record of your progression and growing understanding about clinical education. It is important to put some time into thinking about the questions and challenges posed by the reflective activities as these will really help you to apply what you are learning on the course to the work you do as a clinical educator. You can get feedback on draft reflections from your portfolio tutor if you post them to the “portfolio in progress” area on Blackboard. You must then submit your final portfolio for assessment at the end of the module. the word count for all reflections is minimum 300 words and maximum 750 words. the assessment criteria for portfolios are outlined overleaf:



**Marking Criteria for Portfolio**

Grade	Portfolio Section	Standard achieved
<b>1<sup>st</sup> Class Hon. (≥70%)</b> <b>Largely Critical Reflection</b>	Course reflections	<i>Provides comprehensive and synthesised critical reflections on the issues raised in the self-instruction materials, with reference to alternative perspectives and evidence and consideration of the implications for practice.</i>
	peer teaching reflections	<i>Provides a comprehensive and synthesised critical reflection on the issues raised in peer feedback student evaluation with reference to alternative perspectives and provides evidence of consideration of the implications for practice.</i>
<b>Upper 2<sup>nd</sup> Class Hon. (60 - 69%)</b> <b>Largely Dialogical Reflection</b>	Course reflections	<i>Provides descriptions of and reflections on the reflective points with evidence of considering alternative viewpoints and literature. Some attempt at synthesising perspectives.</i>
	peer teaching reflections	<i>provides full account of feedback received, personal responses and implications for practice with reference to external sources, (e.g. literature). Indicates changes in personal thinking with some reference to the validity of alternative viewpoints.</i>
<b>Lower second class honours (50 - 59%)</b> <b>Largely Descriptive Reflection</b>	Course reflections	<i>Provides factual and descriptive response to reflective exercises with some attempt to express the effect on own thinking and on perspectives on learning</i>
	peer teaching reflections	<i>Provides a descriptive response to peer feedback or evaluation data with some attempt to express the effect on own thinking and perspectives on learning</i>
<b>Third class honour (40 - 49%)</b> <b>Largely Descriptive Reflection</b>	Course reflections	<i>Describes own observations and responses to the reflective exercises - no evidence of reflection beyond immediate reaction to the phenomenon being discussed</i>
	peer teaching reflections	<i>Describes own observations and responses to the peer teaching feedback with no evidence of reflection beyond immediate reaction to the peer feedback received.</i>
<b>Fail (≤39%)</b> <b>Wholly Descriptive</b>	Course reflections	<i>Inadequate and/or incomplete responses to course initiated reflections with no evidence of reflection at any level</i>
	peer teaching reflection	<i>Inadequate and/or incomplete responses to peer feedback with no evidence of reflection at any level</i>

## REFLECTIVE WRITING CRITERIA

(Jenny Moon)

**Descriptive writing** (i.e. not considered to show evidence of reflection), is a description of events or literature reports. there is no discussion beyond the description.

**Descriptive reflection:** there is a description of events that also includes some justification in relatively descriptive language. the possibility of alternative viewpoints in discussion is accepted. reflection is based on one perspective or on the recognition of multiple factors and perspectives, but no consideration of implications of differing perspectives or how one selects between them.

**Dialogic reflection:** Demonstrates a “stepping back’ from the events and actions being described, leading to a different level of discourse with self and a deeper exploration of the reasons for, and meanings of, events and actions’. Demonstrates use of judgment and considers possible alternatives for explaining and hypothesising about events, meaning and causation. the reflective writing is analytical or integrative; linking perspectives and factors. the writing reveals inconsistencies in experience, perspectives and thinking when attempting to provide rationales and critique.

**Critical reflection:** Demonstrates awareness that actions and events are not only located within and explicable by multiple perspectives, but are located in and influenced by multiple historical and socio-political contexts’ (Hatton and Smith, 1995)

## MASTERS THESIS STRUCTURE

Your thesis should be structured according to the guidelines of the peer-reviewed journal to which you would like to submit the paper for publication. [please indicate the journal]. Normally it will include an abstract, introduction, background/rationale, methods, results/findings, conclusion/discussion, and references/bibliography.

You must submit only one document, in MS Word format (not PDF), which should contain at least the following parts (you may include additional

appendices if needed):

- a cover page with:
  - your student number (Not Your NaME),
  - thesis title
  - title of degree (Masters in Health Sciences (Clinical Education))
- word count (excluding references and appendices).
- the following declaration: ‘I .....declare that this thesis is entirely my own and that I have acknowledged the writings, ideas and work of others. Furthermore, this work has not been submitted by me in the pursuance of another degree. I give my permission for this thesis to be made available to students and staff of the NUIG College of Medicine, Nursing and Health Sciences for reference purposes.’
- Your 4,000-word ready-for-publication paper.
- appendix 1 (2,000-word literature review)
- appendix 2 (1,500-word methodology)

### Word Count

the thesis word count is 4,000 words. the abstract, tables, figures, references and appendices are excluded from this word count. Submissions that are more than 10% over the word count will be returned to the student for editing. the same applies to word counts for the two required appendices: literature review (2,000 words) and methodology (1,500 words).

### Submission

Your thesis should be submitted to Blackboard by mid- august each year under the generic course page “XXXX-MCt1: Masters of Health Sciences (Clinical Education)”. please submit only one document (see “Structure” above).

*Late submission will require payment of a ‘write-up fee’. This is normally around €800 if you submit before end December, or €1,600 after that. Further information is available from the NUIG Examinations and Fees Offices.*

**For guidelines on writing style, refer to author guidelines published on journal websites and see other sources on Blackboard.**

Further advice on presentation will be offered at the thesis Workshop in trimester 2.

**Thesis Assessment**

the thesis will be marked by at least one internal examiner (other than your supervisor) and reviewed by an external examiner. a student who fails the assignment will be given an opportunity to resubmit for a maximum “3<sup>rd</sup> class honours” grade.

the following marks and grades apply:

- ≥ 70% 1<sup>st</sup> class honours
- 60-69% upper 2<sup>nd</sup> class honours
- 50-59% lower 2<sup>nd</sup> class honours
- 40-49% 3<sup>rd</sup> class honours
- < 40% Fail

**Thesis Marking Criteria**

Aspect	Criteria
<b>Research Aims and Purpose</b>	Clarity of statement of rationale, aims and research questions. ability to position topic within context of relevant literature and/or policy/practice concerns.
<b>Relevant and Supporting Literature</b>	thoroughness of the description of the field, drawing on a range of appropriate sources. Capacity to offer critical appraisal of the field including identification of gaps.
<b>Methodology and Data Analysis</b>	appropriateness of choice of research design. Effectiveness of use of methodological literature to support design. adequacy of description and justification of research process. Coherence of data analysis and relationship to research question. Clarity regarding ethical approval process.
<b>Results/ Findings</b>	Clarity in presentation of findings/results. relevance to stated research question and specified objectives. Effectiveness of use of supporting data (e.g. tables, graphs, quotes). use of editing to balance need for comprehensiveness and succinctness.
<b>Discussion and Conclusion</b>	Capacity to make sense of findings in light of research questions. ability to interpret findings in the context of relevant literature. ability to identify implications. Capacity for reflection and critical exploration of relevant ethical issues. acknowledgement of methodological scope and limitations.
<b>Overall Style and Presentation</b>	Clarity and flow of argument. Fluency and accuracy of writing. Coherence of structure and layout. accuracy of referencing.

# 5. APPROACH TO STUDY AND INTEGRITY

## OVERVIEW

If you have not partaken in a distance learning course before these are important pages for you to read. The clearest difference between a distance learning course and a conventional taught course is the absence of a teacher. Thus, you are deprived of the motivating factor of having to turn up somewhere and with a group of others go through a learning process. Whilst we have learning get-togethers at the beginning of the course (introductory workshops) and at various points throughout the course (the clinical teaching skills workshops), *for most of this course you will be learning alone*. Given the tight timetable of 6 weeks for each module before moving on to the next, it is vital that you keep up with the course activities. If you fall behind, you will find that it undermines your motivation and makes it difficult for you to interact with other learners. Thus, it is important to discuss two vital concepts in distance learning: time management and discipline.

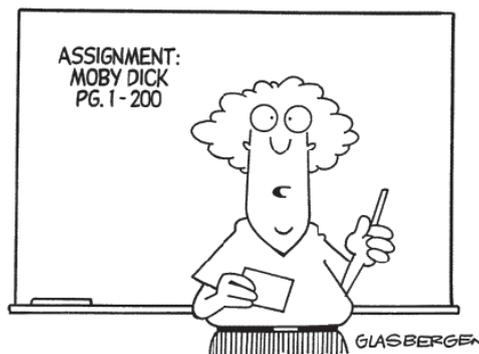
### Time Management

On receipt of the timetable you should immediately check the effect it will have on any existing plans you may have for holidays and other breaks from work. As we said at the start, if it is possible to avoid holidays during the course it will greatly aid your ability to complete the course on time. *(Please let us know if you will be missing for portions of the course timetable.)* You should make your own version of the timetable and work out in advance when you

plan to read, study and respond to activities. You should note the submission deadlines at the end of each module; there really is very little room for leeway with these deadlines, thus they should be written into your diary. It is also important in distance learning to write in the steps that you will need to follow in order to achieve those deadlines (for example, when will you find the time to do the relevant reading for the assignment? When will you do an outline of the assignment? By when will you do the first draft of the assignment? and so on).

### Discipline

Discipline is also a very important factor in successful completion of distance learning courses. You need from the outset to be quite clear that you will book slots of time with yourself (free from distraction) in which you can concentrate on course materials or on your writing. We have estimated that the amount of time you will require each week will be in the region of 6-10 hours. At first glance this may not seem very much, but when you need to negotiate time at weekends or evenings with partners, family and friends you will encounter considerable opposition and even resentment. You need to work out a realistic study timetable that offends the least number of people and delivers the goods in terms of learning and assessment. Be prepared to revisit and revise your learning strategies as they are unlikely to work well from the first week without some adjustment *(you will usually find that you need more time and more hours to do the work than you anticipate)*.



**"I don't like to give a lot of homework over the weekend, so just read every other word."**

## ACADEMIC HONESTY AND PLAGIARISM

When preparing your course work for assessment, it's important to access a range of appropriate information resources. Your ability to transform the information you find into an original, thoughtful and persuasive argument is even more important. Don't be afraid to bring your personal reflections into your work, and be careful when referring to the work of others not to plagiarise it.

### What is plagiarism?

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. plagiarism is an act of fraud: it involves both stealing someone else's work and lying about it afterward. all of the following are considered plagiarism:

- Failing to put a quotation in quotation marks.
- Copying words or ideas from someone else without giving credit.
- Changing words but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
- Giving incorrect information about the source of a quotation.
- Submitting someone else's work as your own.

### How can plagiarism be avoided?

Most cases of plagiarism can be avoided by citing your sources. Simply acknowledging that certain

material has been borrowed, and providing your reader with the information necessary to find that source, is usually enough to prevent plagiarism. See below on 'referencing' for information on how to cite sources properly.

Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarised.

If you use a direct quotation from another source (using their words exactly), you must enclose it in "quotation marks" and quote the source, giving the page number.

### How can plagiarism be detected?

all coursework you submit for assessment will be automatically submitted to "turnitin", a plagiarism detection software programme which compares submitted documents with hundreds of thousands in their database, as well as internet sites (billions of pages). **You are strongly advised to submit a draft of any assignment/thesis to Turnitin to determine its originality and to take corrective measures, if necessary, before submitting the final version.**

### What are the consequences of plagiarism?

the Discipline of General practice complies with the procedures outlined in the university policy on plagiarism at [www.nuigalway.ie/plagiarism/](http://www.nuigalway.ie/plagiarism/) penalties may include automatic failure or disciplinary procedures.

*The information above has been adapted from [www.turnitin.com](http://www.turnitin.com)*

## REFERENCING

there are a number of different ways you can acknowledge your sources of information. Whichever style you choose, it is important that you are consistent. Examples of three styles are given below (reference 1 is a journal article and reference 2 is a book).

More detailed information on various referencing styles is available from the NUI Galway library website as follows:

1. Go to [www.library.nuigalway.ie](http://www.library.nuigalway.ie)
2. type "references" into the search box near the top of the page.
3. Click on the first search result, which should lead you to a page called "Guide to Managing your references".
4. Scroll down to the section on "citation styles", where you'll find links to detailed guides for each referencing style.

### Vancouver and BMJ styles

the Vancouver style or BMJ style are most commonly used in the medical field. this means allocating a consecutive number to each source as it is referred to for the first time in the text, and listing all references in numerical order at the end. See: <http://www.southampton.ac.uk/library/resources/documents/vancouverreferencing.pdf>

### In your text

**BMJ style:** Information has been published on treating cold urticaria.<sup>1,2</sup>

**Vancouver style:** Information has been published on treating cold urticaria.<sup>1,2</sup>

### In your reference list at the end

1. Soter a, Wasserman SI, austen KF. Cold urticaria: release into the circulation of histamine and eosinophil chemotactic factor of anaphylaxis during cold challenge. *New England Journal of Medicine* 1976; 294:687-90.
2. Osler aG. *Complement: mechanisms and functions*. Englewood Cliffs: Prentice-Hall, 1976.

### Harvard style

In the social sciences, nursing and allied health disciplines, the Harvard referencing style is more commonly used. this means putting the author's name plus year of publication in brackets in the text, and listing all references in alphabetical order of first author at the end. See: <http://www3.ul.ie/~library/pdf/citeitright.pdf>

### In your text

Information has been published on treating cold urticaria (Soter et al., 1976; Osler, 1976).

### In your reference list at the end

1. Osler, a.G. (1976) *Complement: mechanisms and functions*. Englewood Cliffs: prentice-Hall.
2. Soter, a., Wasserman, S.I. & austen, K.F. (1976) Cold urticaria: release into the circulation of histamine and eosinophil chemotactic factor of anaphylaxis during cold challenge. *New England*

## LIBRARY FACILITIES

### Borrowing Books

there are three different buildings where you may want to borrow books or consult journals/reference material during the year:

- the Medical library houses medicine-related books and journals. It is located in the Clinical Science Institute behind university Hospital Galway.
- the Nursing and Midwifery library contains the full Nursing and allied Health Collection. It is located behind the main university library on campus (see below).
- the main university library is on campus (opposite the arts Millenium building). Here you will find books and journals in the Social Sciences (as well as law, celtic studies, arts, commerce, science and engineering).

### Off-Campus Library Access

as a registered student of the university you can access the library catalogue and online databases and renew books from your home or office computer via the Internet. **The main value of this will be to access journal articles that are available in full-text free of charge.** to avail of

this off-site access facility, follow these steps:

1. Go to [www.library.nuigalway.ie](http://www.library.nuigalway.ie)
2. You'll be asked to log in using your "campus account" username (student ID) and password (unless you have changed it, this is "galwayddmm", where dd is your birth date and mm is your birth month).
3. If you don't know your campus account details, you'll find all the relevant information here: [www.nuigalway.ie/cs/students/cass/faq/](http://www.nuigalway.ie/cs/students/cass/faq/). alternatively, contact the Service Desk at NUI Galway's Information Solutions and Services, tel: 091-495777 (9.15am-5pm) or Email: [servicedesk@nuigalway.ie](mailto:servicedesk@nuigalway.ie).

### **Need Help?**

the main library customer services desk can be contacted at 091-493005. the main desk in the Medical Library is at 091-493601.



## **ESSAY-WRITING: THE ESSENTIAL GUIDE\***

throughout your course, much of your work will be assessed by essays or assignments. It therefore follows that if you learn how to prepare, organise and present essays you will do much better in your overall results. So this section might also be called:

### **How to Get Better Marks Without (Necessarily) Doing More Work**

We'll assume that you've read widely about the particular subject of your essay and have a good understanding of the broader area within which

that topic is located. Broad and deep research is the essential basis of an essay. You will have lots of notes on the subject.

So now it's time to write the essay. You sit down in front of the keyboard and start typing: you put the title, you try to group some similar bits of information or argument together, and then you put a conclusion on the end saying that there are many interesting points of view on this subject. right?

No, of course you don't. You've got to start off with an essay plan. By designing this you'll come up with the **structure**. a well thought-out structure is at the heart of every good essay.

### **Six really awful ways to begin the essay: 'Why have baked beans become so popular in twentieth century Britain?'**

"the question of why baked beans have become so popular in twentieth century Britain is an interesting..."

"the Oxford English Dictionary defines 'baked beans' as..."

"In this essay I will explore the question of why baked beans have become so popular in twentieth..."

"the Penguin English Dictionary defines 'popular' as..."

"the twentieth century has been going for quite a while now and..."

"the Collins English Dictionary defines 'twentieth century' as..."

*"Why are these awful? Because they are so predictable, uninspiring and limp. What should you do instead? Something else."*

\* this Guide has been adapted from the Institute of Communication Studies Website, <http://www.leeds.ac.uk/ics/>

**What is good structure?**

It isn't enough to make sure that you have an introduction at the start, a conclusion at the end and other stuff in between. So what do you need?

- 1 You **do** need a solid introduction. It will probably contain something about how you have interpreted the question. It is also a good idea to state a thesis (an argument) which you are going to illustrate or explore in the body of the essay. You may prefer to save the 'findings' of your exploration to the end, in which case you have to introduce the question carefully.
- 2 and you need a tight, powerful conclusion *which is the logical consequence of everything that has gone before*. the good essay will have developed a number of related strands which the conclusion ties together. It may also contain an extra, surprising thing which you saved to throw in at the end with a flourish.
- 3 So what happens in between? Well...

You need to organise your material so that it flows from one area, sub-section or argument to the next in a logical order. Each part should build upon, or at least reasonably follow on from, the previous parts, and the whole thing should be pulling the reader clearly and inescapably to your triumphant conclusion.

the box on the right shows unimagined kinds of essay structure, which are likely to get low marks. But what can you do instead?

**One good approach** is to look through your notes and identify a handful of **themes** within the discussion and to structure your essay around consideration of those. You should order the analysis of each theme so that the essay builds towards the conclusion.

**Don't Know How to Start?**

If you've got some notes but you don't know how to start the next stage, get a nice big clean sheet of paper and write down phrases which summarise all of your thoughts about the subject, the different questions and ideas you've had in your mind, and the areas and problems that have been covered in your reading. then look for similarities and related concerns and group them together in whatever way makes sense to you. after that, see if you can number these areas

into an order - the order in which you will weave your way through the material. and, Voila!, you've accidentally created an essay structure. Now just check it, tweak it a bit to make it more coherent, and you're ready to go.

**More analysis = more marks**

You will often need to *describe* something before you give an *analysis* of it. But the more analysis the better. only include as much description as is needed for the analysis to make sense. It is the analysis for which you will get marks. of course, a muddled, illogical and unsubstantiated analysis can still leave you with no marks. We'll be looking for a **clear, coherent and consistent analysis**, supported by **evidence**.

Don't just repeat what some books (or your lecture notes) say - we want *your* analysis. However, you should also show your awareness of other people's analyses.

**Don't wander off the subject!**

answer the question, and only the question. and keep checking that you are remaining on track throughout the essay. If there's something interesting that you want to include, but which is of dubious relevance to the main argument or theme of the essay, put it in a *footnote*.

**Two dull kinds of essay structure:***The one that's not well enough organised:*

1. Definition of the thing
2. Some stuff about the thing
3. Summary

*The one that's too formulaic:*

1. Introduction, saying that we will discuss the thing
2. three arguments in favour of the thing
3. three arguments against the thing
4. Summary of the above.

**Don't rush**

You might remember that you 'did all right' last time you stayed up all night on pharmaceuticals the day before the deadline to research and write an essay. But this most likely means that you would have done much *better* if you had started reading and researching, and then writing, days or weeks before that. It is always obvious to your tutors when an essay is rushed.

**Don't cheat**

plagiarism - using other people's words and ideas without acknowledging where you got them from - is regarded as an enormous sin, the penalties for which are actually *worse* than just getting zero for the essay. Just say no. or more specifically, make sure that you have got perfect references.

**Style as well as substance**

Whilst it would be 'nice' if the ideas of a genius were appreciated even when written in horrible prose, you should not bank on this. the good student not only has good ideas to write about, but can write about them *well*. and it seems particularly wasteful to be losing marks just because you didn't spend a little bit of time learning a few style tips.

**Waffle and Padding: Not the Keys to Success** Don't use superfluous words, phrases or sentences. If a sentence means the same thing with a word taken out, take it out. the same applies to whole phrases and sentences within the wider context of a paragraph. using words and phrases which don't add anything to what you're saying will mean that your examiners will conclude that (a) you don't have enough to say to meet the required essay length, and that (b) you are trying to hide this by means of a slow, repetitive and boring writing style. this is not clever.

For example – don't write:	When you could write:
Greg Dyke transformed the BBC, changing it so that it was altogether different from what it had been like before.	Greg Dyke transformed the BBC.
Some people feel that he is a megalomaniac who wants to take over the world, whilst at the same time other people feel that he is a fundamentally weak man who lacks strength.	Some people feel he is a megalomaniac; others contend that he is fundamentally weak.
Nevertheless, we can certainly see that he clearly wields a considerable and substantial degree of direct power, influence and the ability to change things around within the organization.	Nevertheless, he clearly has a considerable degree of direct power within the organization.

the left hand column contains 250 per cent more words than the right-hand column, but it contains zero per cent more information. Your examiners spot this kind of thing.

Furthermore, by not inflating her essay with space-filling nonsense, the pithy writer of the right-hand column has got room to show her understanding of the subject by expanding on all of these points: *What* did Dyke do? *Why* might he be seen as power-crazed, or weak? *How* has he demonstrated his personal power? In other words, she has got room for lots of *analysis*. this, as we established above, is good news.

**Can I Say "I Feel this Argument is Wrong Because...?"**

there are different preferences about whether you should use "I" in an essay or not. Sometimes it can look really good if you confidently say "rather, I would argue that...". But saying "I feel this argument is wrong because..." can look a bit

ponderous, and some tutors don't like it. a solution to this is to be even more assertive and say "However, this argument is weak, since...". It will still be clear to your examiners that you are making your own argument - and we definitely *do* like you to make your own argument. Whatever you are saying, make sure you back it up with *argument* and *evidence*.

### **Surely This Stuff About 'Style' is Just Superficial and isn't Very Important?**

Wrong. If your essay is badly-written, you will lose marks. and, in the outside world, you would lose readers (whether you are writing books and screenplays, or company reports and letters...or even job applications). It is very important to write in a crisp, clear style, with good sentence construction and proper punctuation. Needless to say, spelling mistakes also fail to impress.



### **TWO MORE EXAMPLES OF BAD WRITING**

<b>Bad Thing:</b>	<b>What's wrong with it?</b>
the film was criticised for it's drug-taking, violence, etc.	<ul style="list-style-type: none"> <li>• You only put an apostrophe in "it's" where you are using it as an abbreviation of "it is" (e.g. "it's a great film").</li> <li>• the writer should really have put "...criticised for its depictions of drug-taking..." - otherwise the reader might wrongly infer that the <i>production</i> of the film involved actual drug-taking and violence.</li> <li>• the use of 'etc.' shows that the writer wanted to suggest that the film had been criticised for other things, but hadn't got a clue what these were. It's better to simply say: "the film was criticised for its depictions of drug-taking and violence".</li> </ul>
the theory was very popular, Foucault was said to be 'more popular than the Beatles'.	<ul style="list-style-type: none"> <li>• two units of meaning - parts that could stand alone as sentences, such as "the theory was very popular" - cannot just be strung together with a comma in the middle. In this case the comma could be replaced with a full stop or a semi-colon (which represents a more emphatic pause than a comma and suggests connection between the material before and after it). Or add a connecting word: "the theory was very popular, and Foucault was said to be 'more popular than the Beatles'".</li> <li>• of course, you also need a reference for that quote.</li> </ul>

**The Complete Short Tips Collection...**

the tips below (like this entire guide) are based on an informal survey of teaching staff which established what they do and don't like in essays.

Each point has been kept brief, so that you can write each tip on a piece of coloured card and turn them into a lovely mobile to hang above your bed!

<b>Answer the question.</b>	<b>A clear, logical structure is essential.</b>	<b>Give your own analysis, not mere description.</b>	<b>We want to see a fresh, original approach.</b>
<b>Clear, consistent references are essential.</b>	<b>Base your essay on extensive relevant reading and research.</b>	<b>Indecisive 'it's a bit of both' essays are disappointing.</b>	<b>Argue your case, with your own point of view.</b>
<b>Use commas properly. Learn how to deploy semi-colons.</b>	<b>We want to see evidence of independent thought.</b>	<b>Try to avoid formulas, clichés, and the obvious approaches.</b>	<b>Have a clear, relevant introduction and conclusion.</b>
<b>It's important to know the difference between "it's" and its alter ego, "its".</b>	<b>Don't allude to anything you've already read without giving a reference for it.</b>	<b>Avoid a purely 'journalistic' style, in academic essays.</b>	<b>Don't waffle. It's not cunning; it just suggests you've got little to say.</b>
<b>Illustrate your points with up-to-date examples.</b>	<b>Construct your sentences carefully.</b>	<b>Use the internet – but with care and discrimination.</b>	<b>Don't fill an essay with irrelevant historical data.</b>

## USING BLACKBOARD

### What is Blackboard?

Blackboard is a web-based learning environment. You will be able to use Blackboard to read course announcements, submit your work for assessment, access distance learning materials, and participate in online discussions.

### Need Help?

- You can find lots of guidance on using Blackboard at the following website: [www.nuigalway.ie/blackboard](http://www.nuigalway.ie/blackboard)
- If you're having technical problems with Blackboard, please first check that your system meets the minimum operating requirements to be fully compatible with Blackboard - you'll find more information about that here: [www.nuigalway.ie/blackboard/new\\_blackboard/staff/FaQ/otherresources/system\\_requirements.html](http://www.nuigalway.ie/blackboard/new_blackboard/staff/FaQ/otherresources/system_requirements.html)
- Finally, for all your general computer needs you can contact the Service Desk at Nul Galway's Information Solutions and Services, tel: 091-495777 (9.15am-5pm) or Email: [servicedesk@nuigalway.ie](mailto:servicedesk@nuigalway.ie)

### Getting Started

- open your internet browser and go to <https://nuigalway.blackboard.com>
- Enter your username (student ID) and password (unless you have changed it, this is "galwayddmm", where dd is your birth date and mm is your birth month).

**Blackboard learn+**

USERNAME:

PASSWORD:

Login

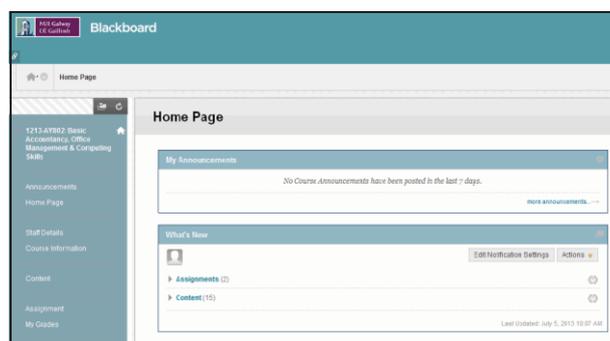
Enter your 8-digit Student ID here (e.g. 13456789)

Enter your CASS password here

- on the right of your screen you will see a list of modules you are enrolled in. Click on the name of the module you want to enter.

### Participating in Online Discussions

- Follow steps 1-3 of 'Getting Started' above.
- In the menu area on the left of your screen, click on 'Discussion Board'.



- Follow the links to the unit or activity you need.
- to start a new discussion, click "Create thread" near the middle of your screen.
- When you're ready to upload your message, click 'Submit' in the bottom right corner.
- to reply to someone else, click 'reply' at the top or bottom of their message.
- to navigate away from this page, either
  - use the 'Back' button, or
  - click 'Discussion Board' on the left (brings you back to main discussion board page), or
  - click 'My Nul Galway' near the top right (brings you back to your list of courses).

### Two quick "words of warning" when posting messages to the Discussion Board:

- If you click the "save draft" button it may look like your message is appearing on the board, but in fact nobody else can see it except you! Messages don't appear on the board until you press "submit".
- Blackboard can sometimes be unstable, and both students and tutors have been known to "lose" their work before submitting, effectively wasting hours of inspirational thoughtfulness! the very simple solution is to draft your contribution in a Word document first. When you are ready to submit it to Blackboard, just copy and paste.

### "Collecting" Discussion Board Posts (to make them easier to read)

"Collections" are a good way to display a bunch of messages for quick reading, especially if there

have been several contributions since you last logged on.

1. open a Discussion Board forum by clicking on its title.
2. Near the centre of the page, click on “Select all” to mark all messages in the discussion forum.
3. Click on the ‘Collect’ button to gather all postings into one location. (Note: this will Not preserve any file attachments posted with messages).
4. Collections can then be sorted by author, Date, Subject or thread.
5. the results can be printed to pDF or saved as HTML.

### **Compiling your Portfolio**

under the “portfolio in progress” area on Blackboard you can post draft reflections during the course of each module and get formative feedback from your portfolio tutor (no marks are awarded at this stage). You then have an opportunity to re-draft (and improve) your reflections based on this feedback, before submitting your complete portfolio for assessment at the end of each module (under “end-of-module submissions”).

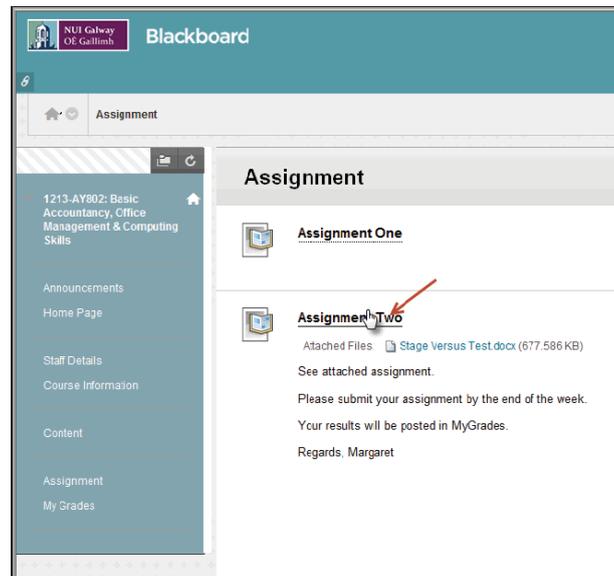
1. to start reflecting, go to “portfolio in progress” and click on one of the “sections”.
2. Click the dark grey button “Create Journal Entry” near the top left of the frame.
3. Give your entry a title and start typing in the main entry box.
4. If you want, you can format the text and add images, links, multimedia, mashups, and attachments using the functions in the content editor.
5. Click “post Entry” to submit the journal entry or click “Save Entry as Draft” to add the entry later.

### **Submitting your Work for Assessment**

1. When preparing your assignments, portfolios and final-draft e-tivities to submit for assessment, please follow the guidelines on page 27 above.
2. When you are ready to submit, follow steps 1-3 of ‘Getting Started’ above.
3. on the left of your screen, click on ‘End-of-

Module assessments’.

4. under the title of the submission, click ‘View/Complete’.



5. When you have entered the requested information and uploaded your document, click ‘Submit’. Don’t worry if the format appears to have been changed - it will revert back to the correct format when we download it from Blackboard. *Note: please don’t “paste” your submission into the box, but upload it as an attachment - it’s easier for us to read that way.*
6. You should receive an automatically generated confirmation when your assignment has been submitted. If you haven’t received this, contact the module leader.
7. You will see a “similarity” score showing the percentage of text in your assignment that matches other sources. Some matching is inevitable - what’s important is that you have correctly cited all your sources (more info on pages 29-30). If you submit before the due date, after viewing the “originality report” you will have an opportunity to take corrective measures (if necessary) and resubmit.

### **Checking Your Grades**

You will be notified by email when your submissions have been marked. You can then check your grades and receive feedback via Blackboard. Depending on how your tutor has approached the assessment, there are two possible ways to view your marks and feedback as follows:

*Method 1: Via “My Grades”*

1. on the left of your screen, click on “My Grades”.
2. Scroll down to the heading “GraDED”. Here you’ll find the mark you’ve been awarded.
3. to view your **feedback**, click on the title of the submission (e.g. “M2 portfolio”).
4. Scroll down to Section 3 “Feedback from Instructor”.
5. Next to “Files from Instructor”, click on the attachment to open your feedback document.

*Method 2: Via Turnitin*

1. on the left of your screen, click on “End-of-Module assessments”.
2. under the title of the assignment you want feedback for, click “View/Complete”.
3. Near the bottom right of your screen click “View”.
4. Your assignment will appear in a new window.
  - a. Your grade appears in the top right hand corner.
  - b. to see any general comments the tutor has made about your assignment, click on the grey callout box near the bottom right of your screen. General comments (if any) will appear in a panel on the right half of the screen.
  - c. Your tutor may also (or instead) have inserted specific comments at particular points in your essay. to see these, scroll through your assignment and look for any blue text.

**Blackboard Collaborate**

Blackboard Collaborate is an online collaboration platform which provides a web conferencing interface. this online meeting room allows for sharing of information, understandings and building collaboration with your peer learners on the course. Course students will have access to a dedicated teaching and learning online meeting room. Sessions using the room will be facilitated by the module tutors during each module. the times and dates for these sessions will be negotiated with the group at the beginning of each module. they tend to take place on a weekday evening and last 1-2 hours.

the highly responsive audio and video features, along with the instant chat and interactive white board features, create a real time environment for all users. Within a Blackboard Collaborate session users can:

- Communicate with each other using several choices of media such as video, audio and the chat window.
- Interact with the whiteboard
- Follow the web browsing session
- **Share files** with each other.
- **Share applications** with each other (e.g. the tutor can demonstrate tasks on an application, e.g. MS Excel, and then pass control of the mouse to a student to repeat the task on the same application while the rest of the class can observe the actions).

More information, along with a short video demonstration, is available here: [http://www.nuigalway.ie/blackboard/blackboard\\_sp12/collaborate.html](http://www.nuigalway.ie/blackboard/blackboard_sp12/collaborate.html)

*Students are advised to check their home or work computer and make sure it is equipped with a microphone and speakers. Although we do not use the video facility in the meeting room, access to a USB camera or in-built camera is an advantage.*

CAMPUS MAP

this map can be accessed at

[https://www.nuigalway.ie/media/buildingsoffice/files/maps/M12122\\_General\\_CampusMapWEBpdf220217.pdf](https://www.nuigalway.ie/media/buildingsoffice/files/maps/M12122_General_CampusMapWEBpdf220217.pdf)





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