

**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin



# Aligning Teaching Learning and Assessment to student development

Reinforcement of teaching and preceptors competencies for healthcare professions education  
*School of Dental Medicine – University of Belgrade – April 2018*

Assoc Prof Martin Henman  
Trinity College Dublin

# This session is about...



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**Your analysis and your ideas**

**of how you can facilitate**

**the academic, clinical, professional and personal  
development**

**of health professional students in Serbia.**

# This session deals with...



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## Undergraduates

### An ideal

*We will deal with the real world kontekst later*

***It is important that the language is clear to you***

# This session begins with...



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## A TRAP!

## Training

## Reflection

## Action

## Planning

# Reflection 1



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What do you know about Aligning Teaching Learning and Assessment to student development?

# Reflection 2



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What do you want to know about Aligning Teaching Learning and Assessment to student development?

# First Year students



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**How would you describe the characteristics of these students?**

# Characteristics =



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## Elements that describe someone (or something)

### Someone – Student Health Professional

- Thinking and Learning
- Skills
- Behaviour, Competencies
- Qualities



# First Year students



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**How would you describe the characteristics of these students?**

**What are their...Strengths and Weaknesses as learners, as professionals, as people?**

**What ...Opportunities and Threats do these strengths and weaknesses pose for Teaching and Learning and Assessment?**

# Alignment



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Based on your analysis what does this mean Teaching, Learning and Assessment in first year?

What do you know that is relevant to the idea of progression?



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# Development of thinking?



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# Development of a Health Care Professional?



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## Domains

- Academic & Clinical
- Professional
- Personal

# The Process of Health Care



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## Assessment

- Symptoms & Signs – History & Examination
- Investigations – Measurements & Imaging

## List & Prioritise Problems

- Diagnoses in order of likelihood

## Select Intervention – Treat – Watch & Wait - Refer

- Pharmacological; Surgical; Radiotherapy; Physical; Psychological

## Plan – agree with patient - Implement - & Monitor

## Re-assess – Follow up

## Service delivery under time & resource constraints

## Remediation or errors, responding to complications

Describe the development of your students from first to final year.

# Final Year students



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**What would expect a student who successfully completes final year to be able to do?**

– i.e. Skills and Competencies

**What qualities would expect these students to display?**

**Create a list of each**



# Final Year students



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## What would you expect of a final year student?

### Domains

- Academic & Clinical
- Professional
- Personal

### Someone – Student Health Professional

- Thinking and Learning
- Skills
- Behaviour, Competencies
- Qualities

# Alignment



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What does your analysis mean for the progression of Teaching, Learning and Assessment within the curriculum?

# Alignment



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How should experience (experiential learning) and assessment strategies align with the progression of student learning within the curriculum?

# Work to complete this workshop

1. What can you do to improve the alignment of T,L and A in the teaching that you provide?
2. How can you do this?
3. What can you do to improve the alignment of T, L and A in the subject/discipline to which you contribute?

# Reflection 3



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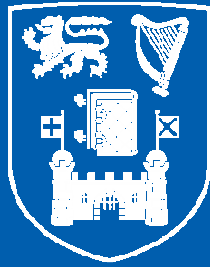
## What Did you learn?

# Reflection 4



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What else would like to learn next?



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**Thank You**

*Go Raibh Maith Aгаibh.*

*Havla Vam*



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