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Education



Educating the educators

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HARNESSING THE CHANGING WINDS

- Sefako Makgatho Health Sciences University

- Community of Practice

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Sefako Makgatho Health Sciences University





Community of practice

“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

Background

- Health educators are experts in their own field when they are appointed at a University.
- Knowledge of higher education may be limited.
- Custom-made course designed by community of practice.



Aim of research

Establish the perceptions of participants of the Health Science Education Short course.



Method

Mixed method study

- Quantitative data: written feedback on sessions.
- Qualitative data: individual interviews and attendees and focus groups with attendees and facilitators.

Results and discussion

Feedback on sessions

- ✓ Participants were in general satisfied with the content and presentation of sessions.
- ✓ Requested additional topics to be covered in future sessions.
- ✓ Topics presented by persons who were not part of the community of practice were not as focused as those presented by the developers of the course.

Feedback from participants

Themes

1. Support required: management, departments, administrative.
2. Course content
3. Benefits
4. Challenges
5. Suggestions for improvement.



Theme 1 Support

- Support required: management, departments. Administrative
- *Without admin support to e.g organising venues, reminders, application facilitators, evaluation forms, dealing with the facilitators, putting up the information on BlackBoard for the participants, making sure the participants complete evaluation forms. It is a lot of admin work and if this is shared by many people some things fall through the cracks, things do not get done.*



Theme 2 Course content

- *The in house course has the benefit that it broadens horizons in terms of what happens in other departments and build networks e.g. In terms of research and collaboration*
- *I implemented the video recordings of presentations before lectures and obtained positive feedback from our students as there was now more time for discussion and application in class.*



Theme 3 Benefits

- *I found it enriching to be a facilitator, to be a teacher to co-teachers, to teach staff, it put you on the spot and you really need to think”.*
- *Mix of Facilitators form different backgrounds e.g. medical and psychology and even legal people, each give us their experience and knowledge, the information was very broad” .*



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Theme 4 Challenges

- *“Some of my colleagues thought I had time on my hands which should have been used to the benefit for my department’s own activities”.*



Theme 5 Suggestions

- *Allocate more time to portfolio development and reflection on learning opportunities.*
- *More practical exposure to evidence based practice, understanding LOOOP.*



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Conclusion

- Taylor-made course
- Growth
- Quality
- Networking
- Improvements

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References

- Available from the presenter



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Questions

