PROGRAMME WINTER COURSE

January 27 – 30, 2013
Sulaiman Al Rajhi Colleges
Maastricht University
# Table of contents

- **Welcome** ........................................................................................................................................... 3
- **Workshop info** ................................................................................................................................... 4
  - Winter Course Planning Group .............................................................................................................. 4
  - Winter Course Secretariat ...................................................................................................................... 4
  - Hotel Information .................................................................................................................................. 4
  - Winter Course Venues ........................................................................................................................... 4
  - Access to the Winter Course Secretariat ............................................................................................... 4
- **www.sr.edu.sa** .................................................................................................................................... 4
  - Registration ........................................................................................................................................... 4
  - Registration form available via the website .......................................................................................... 4
  - Staff Winter Course ............................................................................................................................... 5
- **Materials day 1: Introducing Problem-based learning:** ........................................................................ 6
  - Preparatory and further reading ........................................................................................................... 10
- **Overview Part 2 ‘Advanced Topics in Problem-based Learning’** ....................................................... 12
  - January 29, 2013..................................................................................................................................... 12
    - Morning Sessions ................................................................................................................................. 12
    - Assessment in PBL (morning + afternoon) ......................................................................................... 12
    - Quality Assurance in PBL .................................................................................................................... 13
    - Implementing PBL: Organization and Management Development Issues ....................................... 14
    - Advanced Tutorial Skills in PBL: Group Dynamics ........................................................................... 15
    - Afternoon Sessions .............................................................................................................................. 17
    - Workplace-based assessment ............................................................................................................. 17
    - Mastering the learning principles of PBL: create your own variation .............................................. 18
    - Implementing PBL: Organization and Management Development Issues ....................................... 19
    - Block construction in PBL ................................................................................................................... 20
  - January 30, 2013 ..................................................................................................................................... 21
    - Morning Sessions ................................................................................................................................. 22
    - Quality Assurance in PBL .................................................................................................................... 22
    - Mastering the learning principles of PBL: create your own variation .............................................. 22
- **Error! Bookmark not defined.**
  - Advanced Tutorial Skills in PBL: Group Dynamics ............................................................................ 23
  - Item writing & reviewing ....................................................................................................................... 25
  - Afternoon Sessions ................................................................................................................................. 26
  - Introduction to Qualitative Research in Medical Education .............................................................. 26
  - Curriculum design & development in PBL ............................................................................................ 27
  - PBL and Work-based Learning and Assessment .................................................................................. 28
  - Developments in Progress Testing ...................................................................................................... 30
  - Winter Course Staff ............................................................................................................................... 31
Welcome

Welcome to our Winter Course. We are proud to offer you a programme on innovation in health professions education from which you will gain everything you are hoping for. The Faculty of Health, Medicine and Life Sciences has a long record in Problem-Based Learning (PBL). This model has been applied since 1974. All six Faculties of Maastricht University are now using PBL, much to their satisfaction and to the satisfaction of their students. Maastricht is invariably rated at the top position in university rankings on education. In addition to its broad experience with PBL, Maastricht has always been eager to further develop the educational approach. Many experiments, curriculum changes and quite some research have contributed to the expertise of the people in our university. Another Maastricht tradition is to share our expertise with interested other parties. We think it is important for education to develop as broadly as possible and we hope that this course will make a valuable contribution to that.

Over the last few years we have noticed that many educators throughout the world are interested in follow-up courses in special areas, particularly after taking their first steps in curriculum renewal. That is why we have decided to offer an introductory week of workshops on PBL, which will be followed by a modular week covering a range of special and more in-depth courses. We hope this programme will meet your expectations and we also hope that you will let us know whether it does and what we can do to make it better still. For those of you who are interested in further education, I refer to special Advanced Courses with a full week devoted to a single topic, which will be held in November of this year. I also refer to our Master Programme in Health Professions Education (MHPE) and to our PhD programme. If you are interested in further details, please visit our website www.she.unimaas.nl

The Winter Course is not only about education, it is also about meeting other people. There are not many opportunities in life to collaboratively work for a number of days with such a wide mix of professionals and cultures. We hope that our programme will help you to make the most of this experience. We have done our best to facilitate this unique encounter by presenting a programme that offers a mixture of work and leisure, including a number of social activities. Finally, we invite you to enjoy the city of Maastricht and its region. We think it is one of the prettiest parts of the Netherlands and we are sure that you will find in it a stimulating context for what you have come here for: to learn and to enjoy.

Cees van der Vleuten
Professor of Education
Scientific Director School of Health Professions Education

January 2013,
Workshop info

**Winter Course Planning Group**

*Dominique Waterval*  
Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University

*Mascha Verheggen*  
Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University

**Winter Course Secretariat**

*Khalid Mohammed Ahmed*  
Medical Education, Faculty of Medicine, Sulaiman Al Rajhi Colleges

*Mohammad Nur Alam*  
Medical Education, Faculty of Medicine, Sulaiman Al Rajhi Colleges

**Hotel Information**

Ramada Al Qassim Hotel & Suites is located in the heart of green city Al Qassim. It is 15 minutes drive from airport. Ramada Al Qassim creates a striking landmark which is dynamic in style and L-shaped exterior.

**Winter Course Venues**

Conference Hall, Ramada Al Qassim Hotel & Suites  
Al Nour Hall, Ramada Al Qassim Hotel & Suites

**Access to the Winter Course Secretariat**

[www.sr.edu.sa](http://www.sr.edu.sa)

**Registration**

Registration form available via the website
Staff Winter Course

*Cees van der Vleuten, PhD*  
Professor of Education, Department of Educational Development and Research, Director of SHE.

*Ton de Goeij, PhD*  
Professor of Education, Director of the medical program of FHML.

*Mascha Verheggen, PhD*  
Assistant Professor, Department of Educational Development and Research, head international track of Medicine.

*Renee Stalmeijer, PhD*  
Assistant Professor, Department of Educational Development and Research, head Unit program Evaluation

*Dominique Waterval, Ma, Msc*  
Educationalist, PhD student, pbl-consultant  
Department of Educational Development and Research

*Mohammed Meziani, Ma,*  
Educationalist, pbl-consultant, international project officer  
Department of Educational Development and Research
Materials day 1: Introducing Problem-based learning:

The “Seven Jump”

1. Clarify terms and concepts in the problem description unknown to you

2. Define the problem. That is: list the phenomena to be explained

3. Explain the problem; try to produce as many different explanations for the phenomena as you can think of. Use prior knowledge and common sense

4. Arrange the explanations proposed; try to produce a coherent description of the process that, according to what you think, underlie the phenomena

5. Formulate learning goals

6. Attempt to fill the gaps in your knowledge through individual study

7. Share your findings with your group and try to integrate the knowledge acquired into a comprehensive explanation for the phenomena. Check whether you know enough
Day 1: Miraculous rescue

An eight year old boy, Maurice, has been lying under water for more than 15 minutes. Fortunately a passer-by succeeds in bringing him out of the water. Mouth-to-mouth resuscitation is applied immediately. Everyone is astonished to see that the boy is still alive. At the moment Maurice is on the intensive care ward of the local hospital and is out of danger of life. According to his medical attendant he is expected to recover completely.
Material day 1: Case: The Rational of PBL

The role of the tutor (NB: Formulation of learning objectives on the rationale of PBL).

See text below

Do you really want to be in this course on PBL?

All over the world, a growing number of medical and health professions schools has introduced variants of problem-based-learning (PBL). By doing so, these schools usually aim to educate better health professionals.

However, if we now examine the over 30-year Maastricht University experience with PBL, only few hard facts emerge. First, students in PBL programmes offered by Maastricht University’s six Faculties better appreciate their educational programmes than their peers in corresponding programmes at ‘conventional’ Dutch universities. Second, on average eventually a higher percentage of students in Maastricht PBL programmes graduate when compared with their peers in conventional programmes. And, again on average, they graduate after a shorter study period than those peers*.

On the other hand, attempts to detect qualitative advantages in PBL graduates have been inconclusive. If one moreover presumes that PBL is more expensive than conventional teaching, then what actually is the rationale of PBL?

*Students’ opinions on their medical studies. Elsevier’s Weekly, Oct. 1999

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<thead>
<tr>
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<th>Dutch medical schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects</td>
<td>LUMC</td>
</tr>
<tr>
<td>Facilities</td>
<td>7.4</td>
</tr>
<tr>
<td>Programme structure</td>
<td>5.9</td>
</tr>
<tr>
<td>Teachers</td>
<td>6.8</td>
</tr>
<tr>
<td>Quality of education</td>
<td>6.5</td>
</tr>
<tr>
<td>Assessment</td>
<td>7.3</td>
</tr>
<tr>
<td>Organisation &amp; communication</td>
<td>6.4</td>
</tr>
<tr>
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<td>6.7</td>
</tr>
<tr>
<td>Year I efficiency ('93-'95)§</td>
<td>86</td>
</tr>
<tr>
<td>Year I-IV efficiency ('88-'90)@</td>
<td>73</td>
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</tbody>
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LUMC: Leiden; RuG: Goningen; UU: Utrecht; EUR: Rotterdam; UM: Maastricht; UvA: University of Amsterdam; VU: Free University Amsterdam; KUN: Nijmegen.

* Marks were given on a scale from 0 (disastrous) to 10 (excellent)

§ Percent students of classes '93-'95 that passed the Year I exam, measured after two years

@Percent students of classes '88-'90 that passed the Year IV exam, measured after six years

To study the tutorial group’s learning objectives you may study some papers provided on our CD-ROM (hard copy of papers also available at secretariat). However, you are also encouraged to use the internet to retrieve additional information.
Why PBL?

Prior knowledge is the determinant of the nature and amount of new information that can be processed (constructivism)

1. Context (> Problem) activates this prior knowledge > step 3
2. Knowledge is structured: reorganization in knowledge structures > step 4
3. Elaboration > step 1-5, step 6, step 7 (you will go through the subject 3X)
4. Intrinsic Motivation: working in a group, you can look up your own information

- Why no references?
  By not giving them the references students learn to search for information; by giving them freedom, they will be more intrinsically motivated; different students different interests

- Why discussing the problem first?
  Context, activation of prior knowledge, elaboration, intrinsic motivation. A group of 12/14 students knows more than one individual student. The pre-discussion also stimulates curiosity.

- Why problems? Transfer, flexibility, context, example of theory in practice. Relevance

- Role of the tutor? Guiding, monitoring, giving cues, asking (open) questions, expert
  Tutor has to take care as well of the content objectives as the process, not by giving (mini) lectures but by stimulating interventions
Day 2: Literature

Hard copies of literature will be provided by secretariat.

Preparatory and further reading


Overview Part 2 ‘Advanced Topics in Problem-based Learning’

January 29, 2013

Morning Sessions

Assessment in PBL (morning + afternoon)
Workshop Tuesday January 29th 2012, 08.45 – 12.00

Moderators: Cees van der Vleuten

09.00  Introduction, overview of the programme.

09.15  Exercise 1: Criteria for good assessment in PBL (small group work).

09.45  Lecture: State of the art in the assessment of competence (plenary).

10.30  Coffee/tea break.

10.45  Presentation of Maastricht assessment programme (plenary).

11.15  Analysis and evaluation of programme (group and plenary).

12.00  Lunch.

This module focuses on
- Quality criteria for assessment;
- Lessons learned from research on assessment;
- The assessment programme of Maastricht Medical School;

Activities and working formats
- Discuss quality criteria (small group work);
- Analyse and evaluate an assessment programme (small group work); and
- Lectures.

Objectives
- Better understanding of assessment;
- Learn about assessment programmes.

Preparatory and further reading

Quality Assurance in PBL

Moderator: R. Stalmeijer

08.45 Introduction:
- Concept of quality care
- Steps involved in quality care

Small group work:
- Analysis of a case

Characteristics of a system for quality care

Small group work:
- Develop a plan for quality care

Quality care at Maastricht Faculty of Medicine

This module focuses on
- The concept of quality care;
- Steps involved in quality care;
- Characteristics of a system for quality care;
- Quality care at Maastricht University, Faculty of Health, Medicine & Life Sciences.

Activities and working formats
- Analysis of a case (small group work);
- Developing a plan for quality care (small group work);
- Judge the quality of your own quality care system.

Objectives
- Insight in the concept quality assurance;
- Insight in instruments and procedures for quality assurance;
- Knowledge about important features of a system for quality assurance;
- Learn how to design a system for quality assurance.

Preparatory and further reading
Implementing PBL: Organization and Management Development Issues

Morning

Moderators: T. de Goeij

09.00 Plenary introduction.

Analysing PBL as an organisational problem (small groups).

Coffee/tea break in between.

Developing change plans (small groups).

Plenary discussion and wrap-up.

12.30 End of this module and Lunch.

This module focuses on
- The meaning of implementing PBL for an organisation;
- Teachers’ concerns for implementing PBL;
- Conditions for successful implementation of PBL;
- Preparation and recommendations for successful implementation of PBL.

Activities and working formats
- Working in small groups;
- Analysing PBL as an organisational problem;
- Making an organisational diagnosis;
- Discussion on the experiences with implementing PBL.

Objectives
- To understand the organisational consequences of implementing PBL;
- To address change strategies;
- To provide an insight in instruments for organisational diagnoses.
Advanced Tutorial Skills in PBL: Group Dynamics

Morning

Moderator: M. Meziani

08.45 Introduction.

09.15 Self-evaluation about critical incidents in the tutorial group and tutoring; Self-evaluation aided by questionnaires (individually filled in).

09.45 Summary and conclusion (in plenary); Setting the agenda; Feedback with research data.

10.15 Coffee/tea break.

10.30 Critical incidents in the tutorial group (video and discussion/role-play); Active involvement of the participants, and feedback.

12.00 Self-evaluation about tutor style aided by questionnaires (individually filled in); Discussion and comparison of profiles (in small groups).

This module focuses on
- The role of the tutor;
- Discussions on the role of the tutor;
- Critical incidents for tutoring;
- Assessing professional behaviour in the tutorial group.

Activities and working formats
- Interactive introduction;
- Self assessment;
- Working in small groups;
- Analyzing critical incidents;
- Role-play.

Objectives
- To gain more in-depth knowledge and skills with regard to the role of the tutor;
- Connect with experiences of people filling the role of the tutor;
- Stimulating reflections on the role of the tutor;
- Based on research into the role of the tutor;
- The workshop is based on the PBL approach.

Preparatory and further reading


Afternoon Sessions

Workplace-based assessment

Moderators: Cees van der Vleuten

13.00 Introduction, overview of the programme.

13.15 Lecture: general principles of workplace-based assessment.

13.45 Exercise
- Mini-CEX: exercise in direct observation and feedback
- Portfolio: exercise in use of portfolio for coaching and assessment

[14.30 Coffee/tea break.]

15.30 Analysis and evaluation of various work-based assessment scenarios (programmes) (plenary and discussion). Opportunity to critique assessment scenarios and identify problems in each scenario.

This module focuses on
- Quality criteria for workplace-based assessment;
- Lessons learned from research on workplace-based assessment;
- Use of assessment tools for coaching, feedback and decision making;

Activities and working formats
- Lecture.
- Hand-on experience in use of assessment tools (mini-CEX, portfolio).
- Analysis and evaluation of work-based assessment programmes (small group work).

Objectives
- Better understanding of key issues in work-based assessment;
- Experience and skills in direct observation, feedback and the use of portfolio for performance appraisal and assessment interviews.

Preparatory and further reading
Mastering the learning principles of PBL: create your own variation

Afternoon

Moderator: D. Waterval

13.00  Plenary introduction: What is PBL and its educational principles?
13.20  Exercise 1
       Plenary brainstorm discussion.
13.40  Plenary discussion: exchange of ideas
14.15  Coffee/tea break
14.30  Exercise 2:
       Work in subgroups: Using the framework to analyze personal curriculum/educational format
15.30  Plenary discussion: Exchange of ideas
15.45  Wrap up
16.00  End of this module and lunch

This module focuses on
- Possible variation in the PBL format.
- Variations on PBL within the framework of active and self directed learning, contextual, collaborative and constructive

Activities and working formats
- Plenary introductions
- Small group work
- Plenary discussions

Objectives:
- Better understanding of PBL approach
- Better understanding of variations within and outside PBL formats
- Being able to apply principles of learning when implementing curriculum reform

Preparatory and/or further reading
Implementing PBL: Organization and Management Development Issues
Afternoon

Moderators: T. de Goeij

13.00   Plenary introduction.

Analysing curriculum development issues (small groups).

Coffee/tea break in between.

Developing curricula change plans (small groups).

Plenary discussion and wrap-up.

16.30   End of this module and Lunch.

This module focuses on
- The meaning of implementing PBL for an organisation;
- Teachers’ concerns for implementing PBL;
- Conditions for successful implementation of PBL;
- Preparation and recommendations for successful implementation of PBL.

Activities and working formats
- Working in small groups;
- Analysing PBL as an organisational problem;
- Making an organisational diagnosis;
- Discussion on the experiences with implementing PBL.

Objectives
- To understand the organisational consequences of implementing PBL;
- To address change strategies;
- To provide an insight in instruments for organisational diagnoses.
Block construction in PBL
Afternoon

Moderators: M Verheggen

13.30 Plenary introduction

14.15 Small group work: Design of an outline of a PBL block

15.30 Coffee/tea break

15.45 Plenary discussion

This module focuses on
- Steps involved in block construction
- Curriculum principles

Activities and working formats
- Plenary introduction and plenary discussion.
- Small group work. Each group will design an outline of a PBL block. These outlines will be discussed and feedback will be given by the workshop participants and moderators.

Objectives
- Better understanding of curriculum principles
- Better understanding of steps involved in block construction in PBL
- Being able to design an outline of a PBL block
- Better understanding of pitfalls in block construction

Preparatory and further reading

BLOCK CONSTRUCTION:
Design of a problem-based curriculum: a general approach and a case study in the domain of public health. Medical Teacher, 24, 1, 45-51.

LEARNING PRINCIPLES BEHIND PBL:

PROBLEM CONSTRUCTION:
Seven principles to encourage effective case design in a problem-based curriculum. Medical Teacher, 19, 3, 185-189.
January 30, 2013
Morning Sessions

Assessment in PBL (morning)
Workshop Tuesday January 29th 2012, 08.45 – 12.00

Moderators: Cees van der Vleuten

09.00 Introduction, overview of the programme.
09.15 Exercise 1: Criteria for good assessment in PBL (small group work).
09.45 Lecture: State of the art in the assessment of competence (plenary).
10.30 Coffee/tea break.
10.45 Presentation of Maastricht assessment programme (plenary).
11.15 Analysis and evaluation of programme (group and plenary).
12.00 Lunch.

This module focuses on
- Quality criteria for assessment;
- Lessons learned from research on assessment;
- The assessment programme of Maastricht Medical School;

Activities and working formats
- Discuss quality criteria (small group work);
- Analyse and evaluate an assessment programme (small group work); and
- Lectures.

Objectives
- Better understanding of assessment;
- Learn about assessment programmes.

Preparatory and further reading
Morning Sessions
Quality Assurance in PBL

Moderator: R. Stalmeijer

08.45
Introduction:
- Concept of quality care
- Steps involved in quality care

Small group work:
- Analysis of a case

Characteristics of a system for quality care

Small group work:
- Develop a plan for quality care

Quality care at Maastricht Faculty of Medicine

This module focuses on
- The concept of quality care;
- Steps involved in quality care;
- Characteristics of a system for quality care;
- Quality care at Maastricht University, Faculty of Health, Medicine & Life Sciences.

Activities and working formats
- Analysis of a case (small group work);
- Developing a plan for quality care (small group work);
- Judge the quality of your own quality care system.

Objectives
- Insight in the concept quality assurance;
- Insight in instruments and procedures for quality assurance;
- Knowledge about important features of a system for quality assurance;
- Learn how to design a system for quality assurance.

Preparatory and further reading
**Advanced Tutorial Skills in PBL: Group Dynamics**

Morning

**Moderator:** M. Mezian

09.00  *Introduction.*

09.15  *Self-evaluation about critical incidents in the tutorial group and tutoring; Self-evaluation aided by questionnaires (individually filled in).*

09.45  *Summary and conclusion (in plenary); Setting the agenda; Feedback with research data.*

10.15  *Coffee/tea break.*

10.30  *Critical incidents in the tutorial group (video and discussion/role-play); Active involvement of the participants, and feedback.*

12.00  *Self-evaluation about tutor style aided by questionnaires (individually filled in); Discussion and comparison of profiles (in small groups).*

**This module focuses on**
- The role of the tutor;
- Discussions on the role of the tutor;
- Critical incidents for tutoring;
- Assessing professional behaviour in the tutorial group.

**Activities and working formats**
- Interactive introduction;
- Self assessment;
- Working in small groups;
- Analyzing critical incidents;
- Role-play.

**Objectives**
- To gain more in-depth knowledge and skills with regard to the role of the tutor;
- Connect with experiences of people filling the role of the tutor;
- Stimulating reflections on the role of the tutor;
- Based on research into the role of the tutor;
- The workshop is based on the PBL approach.

**Preparatory and further reading**


**Item writing & reviewing**
Moderator: Carlos Fernando Collares

**Item writing and reviewing**

09:00 Introduction: The impact of technical item flaws on validity
09:15 Practical exercise: Be the reviewer: finding item writing flaws
10:00 Workshop: Writing better MCQs (part I – writing items)
10:30 Coffee/tea break.
10:45 Workshop: Writing better MCQs (part II – reviewing items)
11:30 Plenary: Impact of quantitative and qualitative item analysis on quality assurance and curricular governance
12:00 Lunch.

**This module focuses on**
- Common mistakes in item writing;
- Quality criteria for item writing;
- Progress test as an evidence-based assessment tool;

**Activities and working formats**
- Item reviewing (small group work);
- Item writing (individual or group work);
- Discussion about the impact of item analyses on executive decisions (plenary);

**Objectives**
- Strengthen item writing and reviewing skills;
- Recognize the importance of both item reviewing and psychometric analysis for appropriate inferences about test results;

**Preparatory and further reading**
Afternoon Sessions

**Introduction to Qualitative Research in Medical Education**

Moderator: R. Stalmeijer

09.00

*Introduction:*
- What is qualitative research
- How is qualitative research different from quantitative research

*Small group work:*
- Studying PBL tutorial group processes from a qualitative or quantitative lens

*Methodology in Qualitative research:*
- Grounded Theory, Case Studies, Mixed Methods Research

*Methods in Qualitative research:*
- Interviews, Focus Groups, Observations, Document Analysis

*Quality criteria in Qualitative research:*
- How do you judge the quality of qualitative research?

*Small group work:*
- Analyzing qualitative research papers

This module focuses on
- Principles of qualitative research;
- Understanding the rationale behind qualitative research;
- Methods and Methodology within qualitative research;
- Quality criteria for qualitative research.

Activities and working formats
- Comparing qualitative and quantitative research methods to study education within a PBL setting
- Analyzing qualitative research as published in the field of medical education.

Objectives
- Insight in the principles and purposes of qualitative research;
- Insight in methodology (specifically Grounded Theory, Case Studies, and Mixed Methods) used within qualitative research;
- Insight in methods (specifically interviews, focus groups, observations, and document analysis) used within qualitative research;
- Learn how to design research questions for studying PBL from a qualitative perspective;
- Learn how to analyze the abstract and methods section of a qualitative research paper.

Further reading
**Curriculum design & development in PBL**

**Afternoon**

Moderators: T de Goeij

13.30 *Plenary introduction*

14.15 *Small group work: Design of an outline of a PBL block*

15.30 *Coffee/tea break*

15.45 *Plenary discussion*

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**This module focuses on**
- Steps involved in block construction
- Curriculum principles

**Activities and working formats**
- Plenary introduction and plenary discussion.
- Small group work. Each group will design an outline of a PBL block. These outlines will be discussed and feedback will be given by the workshop participants and moderators.

**Objectives**
- Better understanding of curriculum principles
- Better understanding of steps involved in block construction in PBL
- Being able to design an outline of a PBL block
- Better understanding of pitfalls in block construction

**Preparatory and further reading**

**BLOCK CONSTRUCTION:**

**LEARNING PRINCIPLES BEHIND PBL:**

**PROBLEM CONSTRUCTION:**
Seven principles to encourage effective case design in a problem-based curriculum. *Medical Teacher, 19*, 3, 185-189.
PBL and Work-based Learning and Assessment
Afternoon

Moderators: M. Verheggen

13.00 Introduction

Efficient strategies for learning in the clinical environment

Coffee/tea break.

PBL in a clinical setting

What goes wrong during learning in the clinical environment?

Feedback and reflection as teaching method for clinical settings.

The value of observation of clinical performance

Coffee/tea break in between

Experiencing a Mini Clinical Evaluation Exercise (mini-CEX)

General Principles of Work-based Assessment

Evaluation (what did we learn, taking home messages)

This module focuses on
- Strategies for learning and performance;
- Bed side teaching;
- Ambulatory care teaching;
- Feedback and direct observation;
- Critical incidents;
- Work-based assessment, mini-CEX.

Activities and working formats
- Discussing efficient strategies for learning and performance in the clinical environment (small group work);
- Bringing 2 teaching methods for clinical settings (feedback and reflection) into practice (discussion and role-playing);
- Experiencing a Mini Clinical Evaluation Exercise (mini-CEX).

Objectives
- Learning how to maintain the educational role for doctors in the pressured health care environment;
- Learning about the value of observation of clinical performance;
- Learning how to use observation of clinical performance for formative and summative assessment;
- To have practised efficient strategies for learning and evaluating performance in the clinical environment.

**Preparatory and further reading**


Developments in Progress Testing
Moderator: Carlos Fernando Collares

Developments in Progress testing
13:00 Introduction: Rationale for progress testing
13:15 Interactive lecture: Measuring meaningful learning: validity and reliability of progress testing
14:30 Coffee/tea break
14:45 Interactive lecture: The future of progress testing is now: feedback system, item response theory, computerized adaptive testing and beyond
15:45 Report: International collaboration in progress testing: challenges and opportunities
16:00 Plenary: Progress testing in Saudi Arabia: current status and perspectives for the future
16:30 Closing

This module focuses on
- Quality criteria for item writing;
- Progress test as an evidence-based assessment tool;
- Progress test as a tool to improve learning;
- New technologies applied to progress testing.

Activities and working formats
- Discussion about the impact of item analyses on executive decisions (plenary);
- Presentation of emerging evidence and techniques to enhance progress testing programs (interactive lectures);

Objectives
- Recognize the importance of both item reviewing and psychometric analysis for appropriate inferences about test results;
- Better understanding of the possibilities of progress testing and its breakthrough developments.

Preparatory and further reading
1. NBME. Constructing Written Test Questions For the Basic and Clinical Sciences. To be downloaded from: http://www.nbme.org/publications/item-writing-manual-download.html
**Winter Course Staff**

**Renee Stalmeijer, PhD**

Renée E. Stalmeijer (PhD) is an educational scientist and assistant professor. She has been at the department of educational research and development since September 2005. Starting January 2012 she is the program director of the Masters of Health Professions Education at Maastricht University. She is involved in the quality assurance and program-evaluation of the medical curriculum. Furthermore she provides training in qualitative research methodology within the School of Health Professions Education. Her research focuses on supervision and teaching during workplace learning.

**Ton de Goeij, PhD**


**Mohamed Meziani, Msc**

Works as PBL consultant, and international project manager at the department of Educational Development & Research. The medical faculty has franchised its education curriculum to Suleiman Al Rajhi medical college. He is responsible for internal and external project activities concerning the bachelorprogram. Mohammed worked as an educational consultant in (higher) vocational education providing various workshop and lectures on implementing student centered methods of education, leadership in education and the organization and management of education. Main (educational) expertises are: - Capacity building of faculty staff; Human recourses; group dynamics and group interaction; Implementation of Problem-based learning & Competence based education; Assessment, Quality of education;

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**Mascha Verheggen, PhD**

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Works as PBl consultant, PhD student, and educational project manager at the department of Educational Development & Research since January 2009. The medical faculty has franchised its education curriculum to Sulayman Al Rajhi medical college. He is responsible for internal and external project activities. He has worked in international education projects before for example in Saudi Arabia and Mozambique to establish a new problem-based leaning faculty. Before joining the department, Dominique worked as an educational consultant in (higher) vocational education providing various workshop and lectures on implementing student centered methods of education. Main (educational) interests are: - Implementation of Problem-based learning & Competence based education; Faculty development, Assessment, Quality of education;

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