

## Teaching in the Classroom Setting

### Teaching Approaches

Teaching RCS undergraduate students and JMOs in the large or small group setting takes place on a regular basis at the NWAHS. Most sessions are held at the RCS building on the NWRH site but increasingly educational facilities are used at the Mersey Community Hospital and teaching may be relayed between sites by videoconferencing. Sessions are often recorded.

The teaching style and strategies adopted by teaching clinicians are guided by our understanding of educational theory and accepted best practice in higher education. Teaching clinicians are encouraged to talk about planned sessions with the MEA or other experienced teaching clinicians prior to the delivery of the session.



### Group Learning at the RCS

Students undertake a series of block teaching in weeks called Group Learning Weeks or Group Learning Programs. One of the objectives of these weeks is to ensure that there are a range of teaching styles and strategies used during the week so that all students, irrespective of their preferred individual learning styles, will find the week valuable to their ongoing learning.

A Group Learning Week will typically include: lectures, tutorials, workshops, case based learning, procedural skills teaching, simulation, scenario based teaching, student led teaching, vertically integrated teaching groups, practice OSCE sessions, and other practical tasks such as writing up drug charts. There is some linking of topic themes and the involvement of a wide range of health professionals is important. Teaching occurs with a range of small to large groups and team teaching or shared facilitation is a key feature. A large number of clinicians may be involved in a GLW, typically as many as 15 – 20. Clinicians choose their level of involvement and the teaching program is developed well in advance. Year 4 students have 12 GLPs per year and final year students have 6.

### Classroom teaching for JMOs

JMOs are expected to attend most of the weekly JMO Education Program which is held at the RCS and the MCH, often linked by videoconference. The teaching setting for these tutorials is therefore usually a small – medium group of about 20-25 spread across both hospital sites. Although clinicians very often present using the standard lecturing method, many are choosing to use an interactive tutorial approach which is greatly encouraged. Attendance by final year undergraduates is encouraged.

As well, JMOs regularly undertake procedural skills teaching, simulation and scenario based teaching, typically in smaller groups. Department based teaching is usually in medium to large groups where there is a combination of lecturing, interactive tutorials and case-based workshops. Many of these occur at the RCS.

### Case Based Learning

A fundamental strategy for effective teaching and learning is the use of learner experience and examples from the workplace. The contextualisation of information improves understanding and retention and the use of examples from the workplace ensures the relevancy of the education program.

In general, teaching clinicians are strongly encouraged to bring examples from the workplace to their sessions for discussion and workshopping. **A specific Case-Based Learning Model is sometimes used for RCS students.**