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Health Professional and Health Sciences Education Research Symposium 2009: 'Building the Culture of Educational Research'

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CONFERENCE REVIEW

Health Professional and Health Sciences Education Research Symposium 2009: 'Building the Culture of Educational Research'

Monash University, Peninsula Campus, Frankston, Victoria, Australia. 29th September 2009

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This was the second annual Health Professional and Health Sciences Education Research Symposium and the first time it has been held at the Monash University Peninsula Campus.

The symposium was officially opened by Professor Phil Steele, Pro-Vice Chancellor, Campus Coordination at Monash University. The symposium introduction commenced with Dr Margaret Bearman presenting a montage of images as a surrogate for the direction of education in health. This was built upon by Dr Liz Molloy who asked the audience to think about the images, what they meant, and where health education was heading.

The first keynote presentation was "Health Professional Education Research: From Piecemeal to Program" by Professor David Prideaux from Flinders University in South Australia. Professor Prideaux's emphasis was on research in medical education and how the Flinders University medical program had implemented changes to the way in which they deliver their medical course.

After morning tea there was a debating session: "Do we have an effective culture of educational research within the health professions and health sciences in Australia". The affirmative team included Dr Ted Brown, Professor Marnie Hughes-Warrington, and Associate Professor Lisa McKenna. The negative team included Professor Ben Canny, Associate Professor Terry Haines, and Associate Professor Jennifer Marriott. The facilitator and adjudicator was Professor Jenny Keating. After much discussion, the negative team appeared to put up the better argument and was judged the winner.

Free paper sessions followed the debate, and ran until lunch. The theme for session one was *interprofessional education*; session two; *innovations in curriculum*, and session three; *innovations in curriculum and research*. Each session highlighted the vast range of teaching innovation and research that is being conducted at Monash across the various campuses.

After lunch were more free paper sessions. The theme for session four was *postgraduate education*, session five was *clinical education* – *undergraduates*, session six was *integrating academic and clinical learning* and session seven consisted of two parts, part a: *m-learning* and part b: a *demonstration of phySEEK*. PhySEEK is an electronic database where curriculum resources for physiotherapy are stored. Again there were more innovative ways of teaching and education research for the audience to ponder and implement into their teaching programs.

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The final session of the day was the second keynote presentation, "The swinging pendulum in educational philosophy in health sciences and health professions. What are the high points?" by Professor Brian Jolly of the Monash University Centre for Medical and Health Science Education. While the title of the presentation mentioned health sciences and health professions, Professor Jolly's emphasis was more focussed on medical education, which was perhaps less relevant to a large number of the audience who were from the health science disciplines.

The symposium was wrapped up by Margaret Bearman and Liz Molloy with the location and time for the next Health Professional and Health Sciences Education Research Symposium to be announced at a later date.

Symposium Program (.pdf)