

to-face training, we developed an online training portal, MEDUSA (Medical Education Development Unit Staff-development Access), at the University of Southampton.

Summary of work: Based on Kolb's experiential learning cycle, each module was designed to facilitate interactive, reflective and flexible learning. Seven modules are currently available on: teaching practices (lectures, feedback, student assistantships); assessment (mini-CEX, OSCE); diversity; and transition to clinical learning. MEDUSA records data allowing users to manage their learning and the Faculty to keep records. To assess its effectiveness, evaluation components (profiles analysis, activity analysis and module evaluation) were built into MEDUSA.

Summary of results: Since March 2011, nearly 500 staff - both academic and clinical - completed MEDUSA modules. Take-up of face-to-face staff development during this time was unaffected, indicating that MEDUSA provided alternative opportunities for those unable to attend these events. Assessment and diversity modules were most highly used (368). Most completed one module (89.3%), reflecting varied training needs. Preliminary analysis shows that the modules were highly rated (n=160), on relevance (mean of 4.31 [1-5 point scale from very dissatisfied to very satisfied]), meeting learning needs (4.21), maintaining interest (4.26), interactivity (4.17) and easy navigation (4.23).

Conclusions: MEDUSA provided an interactive and flexible learning approach, increasing opportunities for staff development. Further study will explore user experience in-depth.

Take-home messages: Online staff training like MEDUSA can allow busy staff to access staff development at their own convenience and address their training needs.

3C/4

Use of 'Problem Based Learning' as a faculty development approach

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Background: To explore faculty experience about 'problem based learning' used as a FD approach, in understanding and applying the core concepts & issues in health professions education, through their views and opinions. It was a qualitative study i.e.

'phenomenology', explored how faculty experienced the 'problem based learning' as a strategy to teach them core concepts & issues in health professions education.

Summary of work: Total 16 faculty members from three batches of post graduate certificate course in Medical Education, participated in-depth, semi structured interviews at Riphah International University- Pakistan. Faculties were asked about their experiences with the PBL used to train them. The interviews were qualitatively analyzed using psychological phenomenology. The data verbatim transcribed, coded thematically, manually and finally conclusions are drawn based on the connections about its meaning personally and theoretically.

Summary of results: Results were in the form of a description of the faculty's lived experiences with the PBL. Findings indicated that faculty responded to the PBL as a very useful learning tool. Moreover, they experience that they not only understand the 'teaching skill' by solving the 'real teaching problem scenario' but they also understand the PBL process and facilitation skill as well and acquire the peer feedback and reflection skill.

Conclusions: This phenomenological study indicated that a well constructed PBL case, based on a common and real teaching problem scenario, can have a substantial effect on faculty/medical teacher's performance that helps in better learning transfer of teaching skill.

Take-home messages: PBL is effective faculty development approach.

3C/5

Awareness of "ethics" as an important training activity of CFD- Experience in Taiwan

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Background: Rapid advancements in medicine make it essential that faculty in medical institutions and teaching hospitals should take realistic consensus-driven actions on the ethical issues of today's real world.

Opportunities and incentives are needed to encourage faculty development and to generate the infusion of ethical thinking into their teaching and professional activities.

Summary of work: A series of three-level programs of Bioethics were held by the Center for the Faculty Development (CFD) at China Medical University, Taiwan in three consecutive years. This program was designed to help faculty matching for ethical maturity in medical profession. The distinct emphases in each level imply the need for diversity of methods in learning ethics. In general, we designed the program as a move from formal lectures to more small groups, learner-oriented and case-based interactions. There was a total of 529, 196 and 204 attendance for elementary, middle and advanced program respectively.

Summary of results: According to the feedback, most participants appreciate better interactive discussions in small group. The morale of the faculty has conspicuously been greatly enhanced by the program and the outcome may be addressed by the participants' commitment to be developed as a reflective practitioner.

Conclusions: With such an experience, we suggest bioethics learning as a regular program for faculty development in medical institutes.