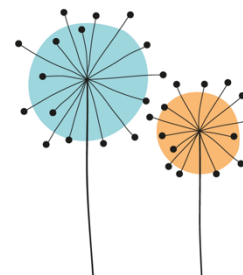


SEED award application samples

SEED award winners 2021/22 2 samples

Sample 1: Angela Wing Han Chau Faculty of Medicine and Dentistry



Reflective Account:

The application must contain a reflection on what the student has learnt and how they have developed partnerships with educators to enhance the student learning environment/experience, in a narrative format.

During a 4-week student selective component (SSC), I worked with my supervisor Dr. Vidya Mistry on this pilot placement focusing on developing teaching skills through teaching near peer students in lower years of the same course. In this placement, I collaborated with tutor Dr. Madiha Ahmed prior to meeting and delivering teaching sessions to students in an online format. Meeting Dr. Ahmed beforehand allowed me to understand the aims of the teaching session and instilled confidence in me prior to my first session teaching near peers. By the final week of the SSC, I had developed my confidence and style of teaching, and consequently prepared and delivered teaching independently to Year 3 students on clinical imaging.

A challenge I experienced whilst teaching is difficulty corroborating engagement from larger class audiences, especially when sessions are run online. I learnt that an appropriate way to address this would include running a brief education- needs assessment at the start of sessions. This would help capture the overall requirements for the class and allow everyone to contribute and comment towards their own learning and hopefully improve engagement.

On 12/01/22, I presented a student perspective on “the challenges and ideas around virtual placements and remote consulting” to national online forum group “CIRCA MedEd”. Drawing on personal experience, I discussed with a large group of educators some challenges medical students may have faced before collaborating in breakout groups about what could change to better address student needs on medical placements, especially as these placements form a large component of the curriculum. Following this session, I produced a written reflection on my thoughts and opinions, that could be shared with other educators and students.

On 18/01/22, I attended a faculty staff development meeting of the GP Community Diagnosis (GPCD) module. Over the previous 2-weeks I ran some GPCD sessions with supervision, so I had recommended improvements from a co-educator perspective having run some sessions as a tutor, but also from the student voice. As this module was run sequentially with different groups of the year cohort, we were able to instil change week-to-week. This included reorganisation of speakers, changes to timetables and introduction of different health inequality topics following feedback.

On 21/01/22, I was pleased to hold a co-creator role in facilitating my first focus group after completion of a GPCD course, opening the floor for students to directly suggest future recommendations for the curriculum.

I completed an elective placement with the Community Based Medication Education (CBME) team from 03/05/22 through to 20/05/22 with my supervisor Maria Hayfron-Benjamin. This placement involved working with the Peer-Assisted Learning and Support (PALS) team formed of a collection of student tutors at Queen Mary. This initiative aims to provide teaching in the form of revision tutorials for classmates across all the years of medical school to enhance learning. PALS sessions are often recommended to students that may have underperformed in previous in-course assessments. Working with the other student PALS tutors, I developed and taught 4 tutorials over 3 weeks on a range of topics.

On 11/05/22 I collaborated with medical education students and faculty staff in the CBME team Dr. Natalie Symes and Dr. Louise Younie on writing questions to be submitted for summative assessment. Hearing a range of input helped co-create suitable questions to examine knowledge pitched to the appropriate level.

I am grateful for my opportunities to teach and provide feedback to students, and also receive a lot of feedback from my peers about my delivery of sessions. I gained valuable notes about my own strength and weaknesses, leading me to be more self-aware and responsive to learning needs.

References:

Herrmann-Werner, Gramer, Erschens, Nikendei, Wosnik, Griewatz, Zipfel, Junne. Peer-assisted learning (PAL) in undergraduation medical education: An overview, *Z Evid Fortbild Qual Gesundheitswes.* 2017, 121.

Recommendations from the student as a result of co-creation experience:

The application must have a summary of recommendations for the curriculum or to educators influencing changed practice because of contribution from the student perspective.

A recommendation from a student perspective include an induction to clinical placements prior or upon arrival. I think this would settle any nervousness or feelings of uncertainty that I personally have felt upon starting new placements and speaking to my peers I have found this a common theme. Inductions should strive to include IT logins and a briefing on remote consulting equipment (eg EMIS, SystemOne, AcuRX, even telephones). This will help instil independence and confidence to students during patient interaction and allow communication skills to be truly developed from the onset.

The GPCD student guide website that is provided to students as a reference resource alongside QMPlus should be edited to better reflect what is expected from students for their final day presentation. Following a focus group with students after their placement, we received one-to-one feedback that labels could be enhanced to improve overall clarity of the guide.

Sample 2: Wojciech Dariusz Rozek

Faculty of Science and Engineering

Reflective Account:

During Semester A of my Third year Bsc Biochemistry degree, I participated in a novel educational programme which is called Peer-Led Team Learning (PLTL). I found myself in the role of a Peer Leader due to having undertaken two Pharmaceutical Chemistry modules in year two of my degree. Additionally, I managed to achieve substantially good grades in my final examinations for those modules. Thus, this brought Dr. Howell into considering me to be a Peer-Leader for this programme. The PLTL programme was composed of a training session at the beginning of Semester A, 5 meetings with Dr. Howell before each PLTL workshop and 5 PLTL workshops themselves. Each Peer-Leader was assigned a group of ~9 penultimate year students who are undertaking a Pharmaceutical Chemistry module in Semester A of their degree.

This programme started with a training provided to all of Peer-Leaders taking part, it talked us through how PLTL will be run and what we can expect and gain from it. The training lasted an hour. Additionally, Peer-Leaders were offered 5 meetings on a regular basis happening a week before each PLTL workshop. The meetings were designed to go over any misunderstandings or questions that I may have developed before each PLTL workshop. Also, the meetings a way for me to integrate with Dr. Howell to completely engage with the co-creation of this educational programme. There was a total of 5 meetings that lasted an hour each.

Furthermore, During the 5 PLTL workshops with my group of students, I provided guidance, asked probing questions, and prompted them to answer questions set for them during each workshop which highlights my constant engagement with the students. Those activities very often developed into discussions regarding a part of lecture material they found difficult to understand which at last led to students developing a greater understanding of the topic. Naturally, this level of discussion had to be reached by thorough engagement with students throughout the workshop session to boost their confidence consequently enhancing their education. The discussions also strengthened students' ability to communicate and their confidence which is equally important. Crucially, my role as a co-creator of this educational development activity was not intended to be a lecturer-like figure. I am a student who passed the same module and could provide an alternative approach to answer questions that those students might have thus engaging further with the cohort by initiating and maintaining such discussions and supporting students in understanding of key concepts of their course. This approach benefited the students to a greater extent because the solutions originated from their own ideas and were not simply given to them to take notes, which is not an effective form of learning whilst engaging with and prompting the students to allowing them to synthesise their own answers and ideas is indeed a beneficial way of education hence highlighting my role in co-creation of their learning through PLTL. My role as a Peer-Leader and co-creator of this educational activity was successful because my students frequently stated that those workshops helped them to understand concepts taught during lectures and were a vital as well as beneficial addition to their education. Hence, I consider myself making a successful contribution to an educational development activity as the co-creator of the PLTL programme. Additionally, students were able to communicate with me via a platform called Vygo, the software broadened my ability to provide an impact on the students' education and answer any questions they happened to have. This way, I could stay engaged with students in circumstances outside our scheduled workshops. My role as a Peer-Leader was key in co-creation of this programme because students were able to receive answers to questions which they could feel otherwise embarrassed to ask during a lecture. I co-created a friendly and welcoming educational environment for students to strengthen their knowledge and clear any unanswered questions they had. There was a total of 5 PLTL workshops each lasting hour and a half.

As a co-creator I benefited from the PLTL programme in numerous areas. As bespoke, PLTL allowed me to strengthen my knowledge from previous year and serve as a method of revision for my third year when I will take Advanced Pharmaceutical Chemistry Module in Semester B. Hence, participating in PLTL programme will give me a head-start and is a beneficial and vital addition to my learning.

Furthermore, PLTL supported me into developing leadership skills which are difficult to obtain at this early stage of my career and will look promising on my CV or personal statements. I obtained those skills through organising the students' time during those workshops, ensuring they understand the topics and know how to approach similar questions in their examinations.

Development of partnership with Dr. Howell occurred during PLTL meetings every week preceding the PLTL workshop sessions. Those meetings boosted my confidence when attending each PLTL workshop because I felt ready and prepared for those workshop sessions, this definitely enhanced my learning experience and importantly the learning experience of the students in my group because I was prepared to answer their questions.

Recommendations from the student as a result of co-creation experience

The application must have a summary of recommendations for the curriculum or to educators influencing changed practice because of contribution from the student perspective.

Co-creation of this educational activity allowed me to recognise areas for improvement thus recommend extending the PLTL workshop sessions to two-hour slots because I found myself short of time to cover last part of questions and provide guidance for students on those. Additionally, provide access to whiteboard pens because some elements of questions that were set for the PLTL workshops could be more easily explained using diagrams which the whole group could easily see. Lastly, perhaps organise the PLTL workshops in the timetable of students so that they have a substantial amount of time to go over lecture material and make notes prior to PLTL workshops.