

CURRICULUM RETREAT 2011



1. FOLLOW UP ACTION on CR-2010

A. Reduce the Didactic component of our curriculum

B. The practical procedures that students need to be trained

2. QUALITY ASSURANCE ACTIVITIES - OES

a. Examinations

b. Student Feedback on Curriculum

CONVERTING DIDACTIC LECTURES

- 1. Pedagogic Re-organization
- 2. Embed Formative Assessments
- 3. Strategic Re-organization for better teaching flow
- 4. Improve student FACE-time interactions



PEDIATRICS	6
CLINICAL ONCOLOGY	1
DROID & O&T	4
SCHOOL OF BIOMEDICAL SCIENCES*	-

*just acquired *Articulate*

Please visit the TLRC Booth in the Foyer



WORKFLOW

6. Implement - IT issues

5. Finalize

4. Review with Teachers (images, formative questions, copyright issues, art-work)

3. TLRC discuss - pedagogic reorganization produce first draft

2. Teachers send us their power-point

1W

1. Meet with department/unit/panel coordinator

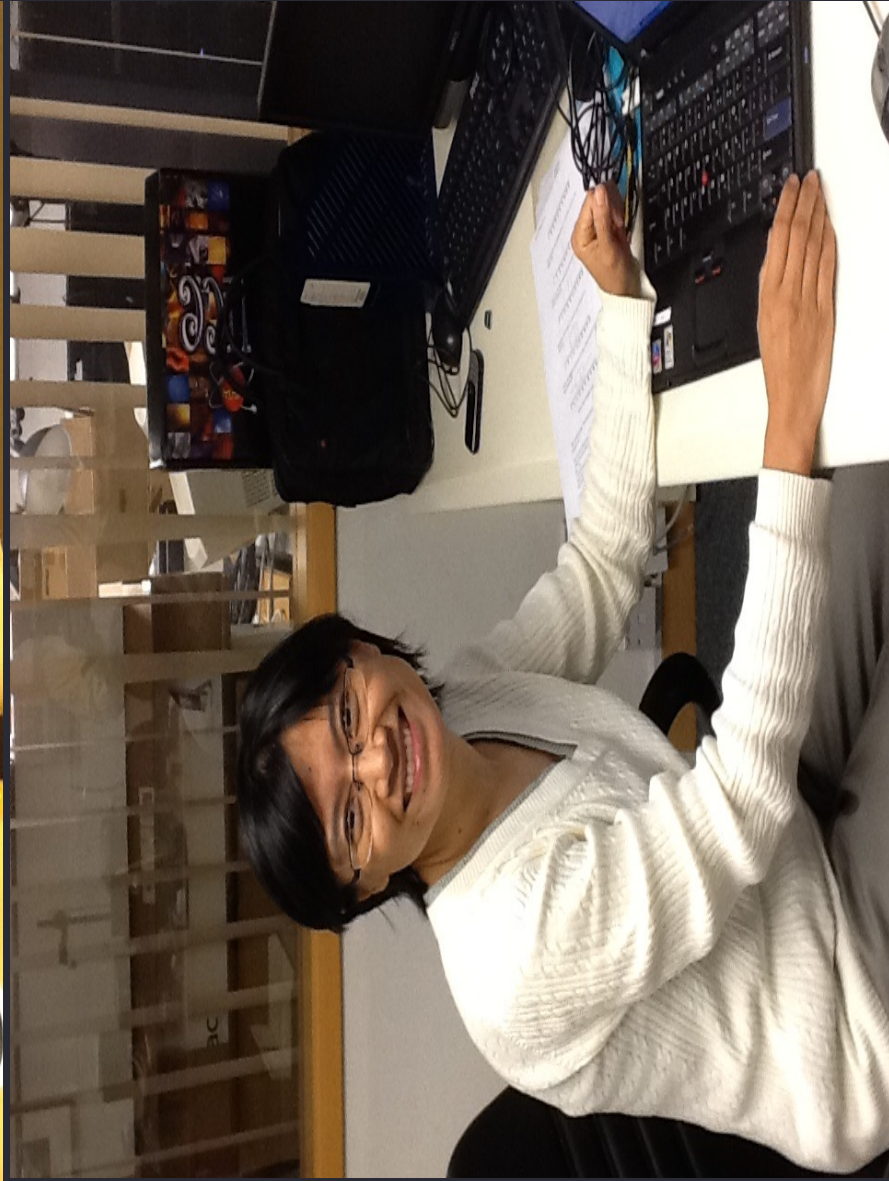
6-8
WEEKS

2 ARTICULATE Workshops in 2011

TEACHING AND LEARNING RESOURCE CENTRE



ALEX YUNG



DR. YAN JIN



JOSEPH LEUNG

ROOM 103, BLOCK A, (OLD NURSING SCHOOL) TEL: 26321279, 1280.



DEVELOPMENTS Driven by User Behavior

APPS MASTER a generic template to help **YOU** put your teaching materials as an **APP**

No programming required - supports **Power Point**, **Word**, **PDF**, **MPEG**

I-Apps

Android

Also can build quiz questions

Stand-Alone EXAM-Apps a generic template to help **YOU** develop an interactive and media rich EXAm on the i-Pad

APPS MAKER - ALEX, JOSEPH

PRACTICAL PROCEDURES



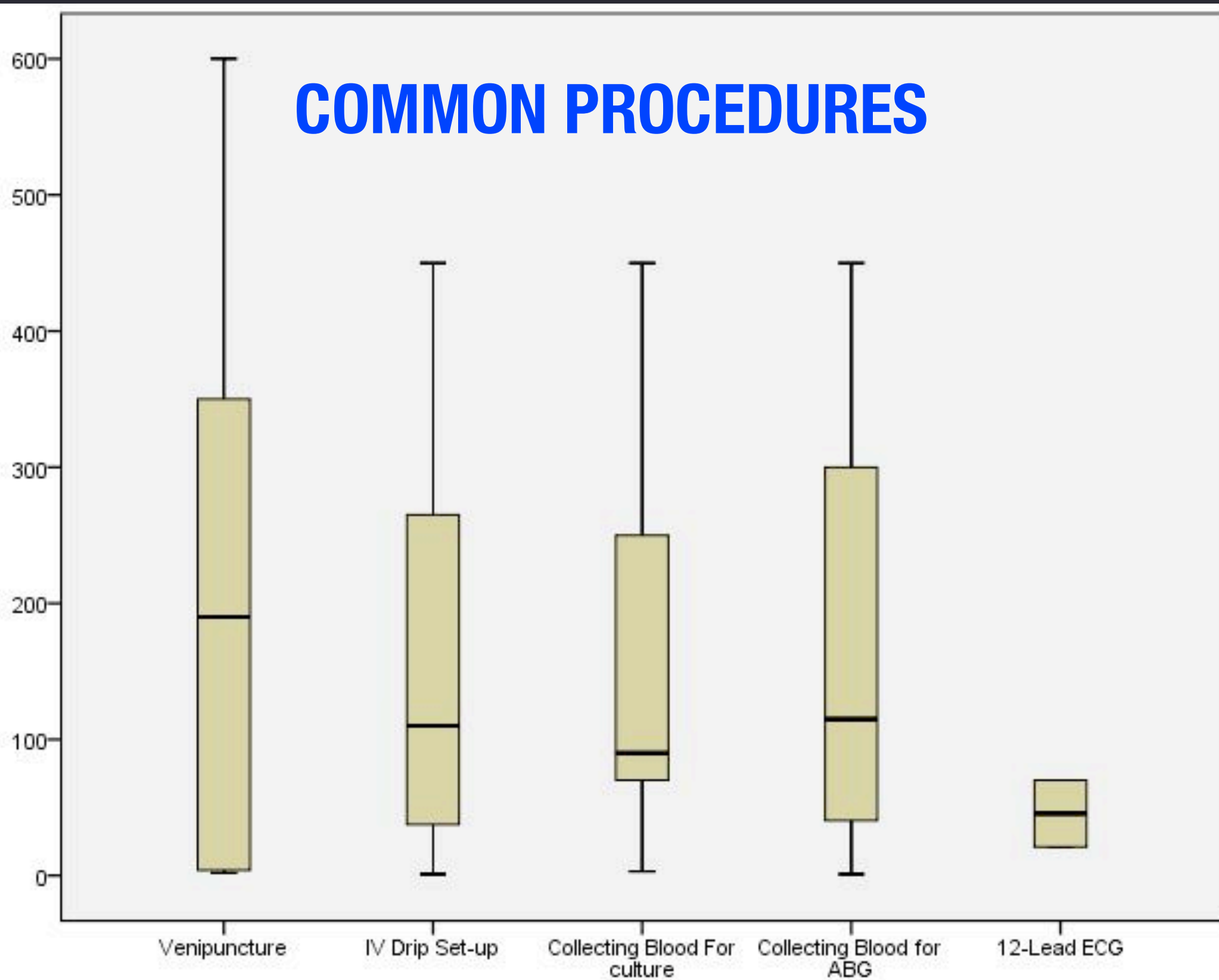
	R1	R2
Year of Study	2010-11	
No of interns	137	116
Which Term	Term One	Term Two
No of Months	3-month	3-month
No of hospitals	6	13
Which Interns	Both HKU and CU interns	CU interns only

The first rotation is always stressful, more chances of error.

What are the practical procedures performed during this period ?

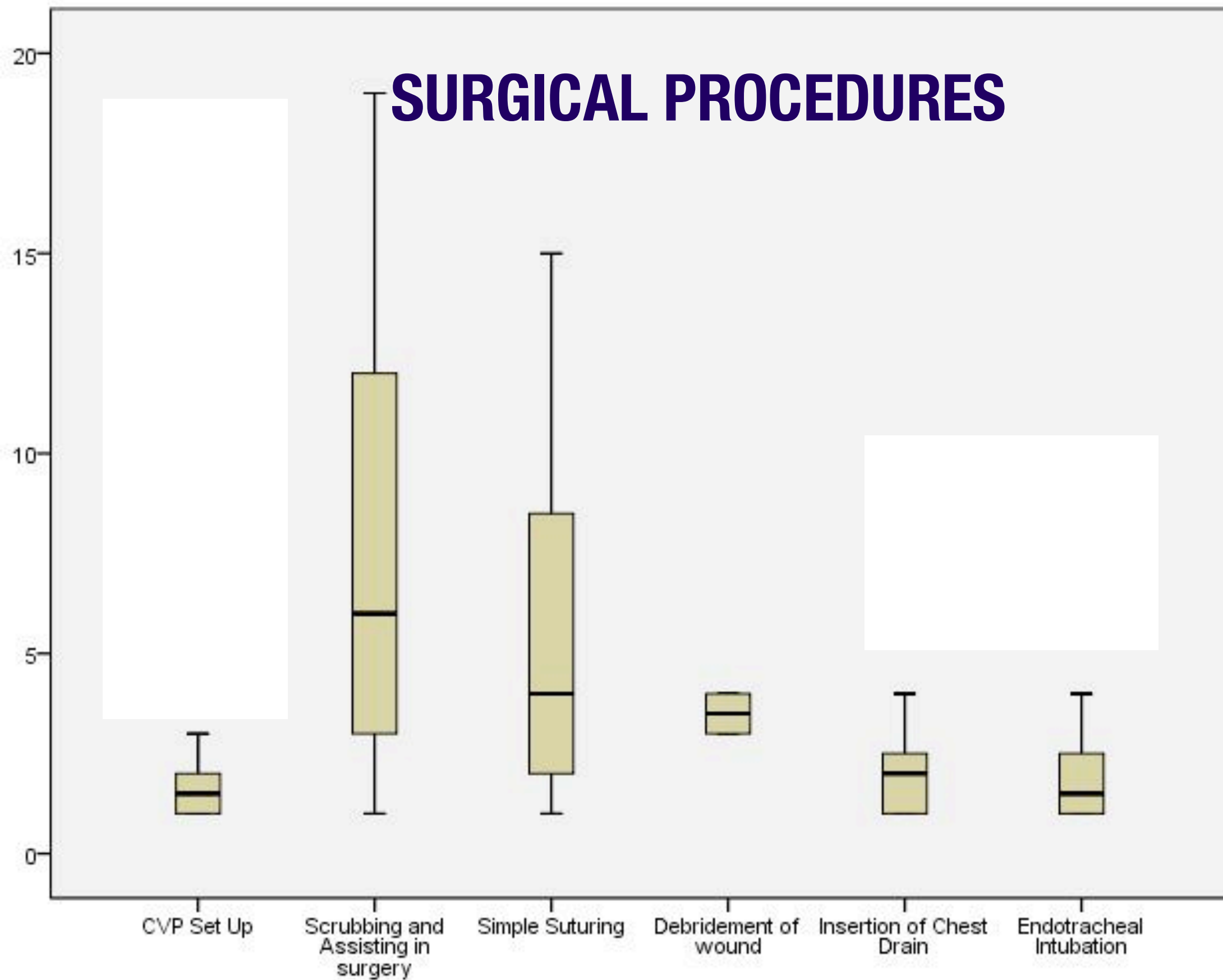
2010-2011 INTERNSHIP DATA

COMMON PROCEDURES



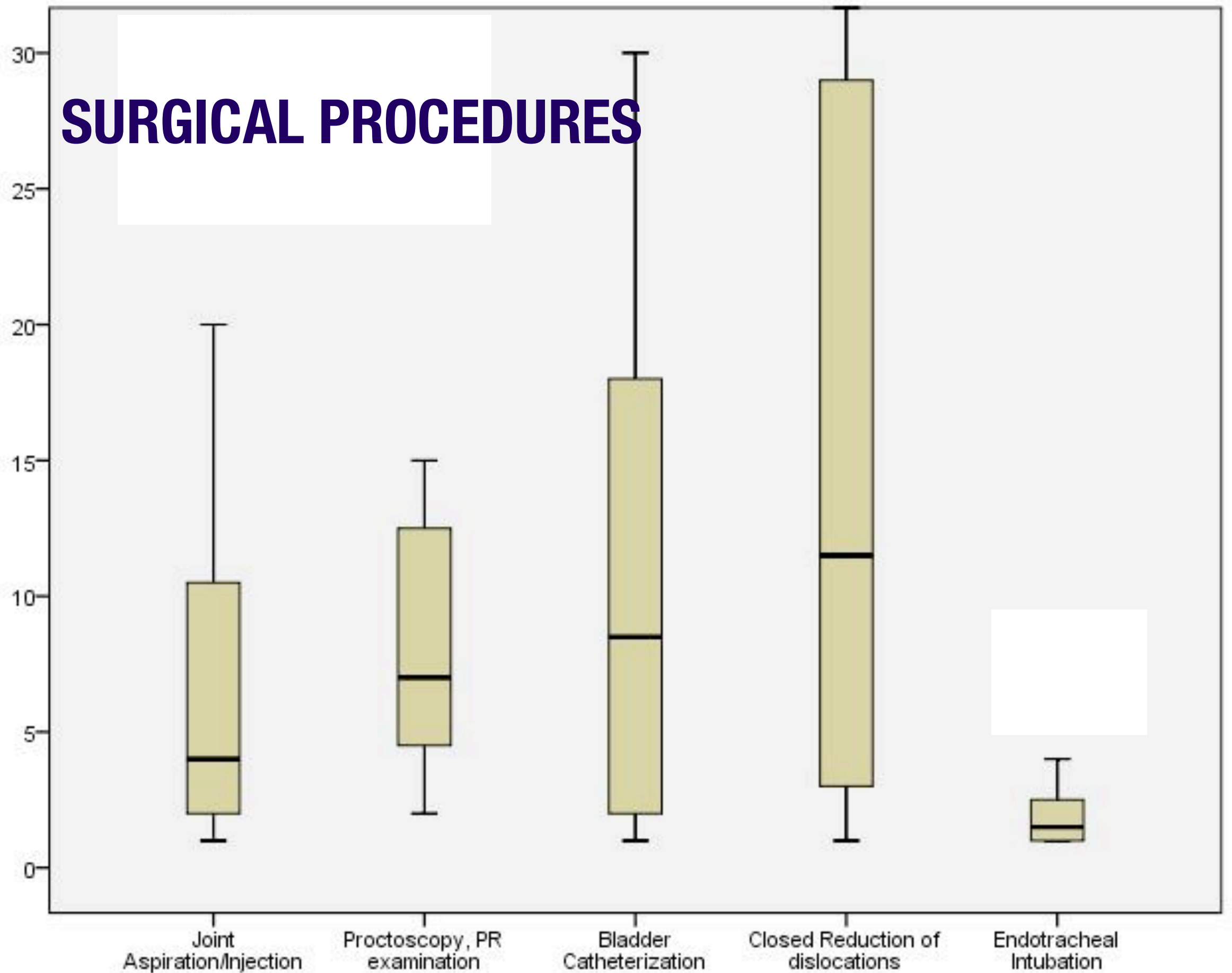
DATA EXTRACTED MANUALLY FROM INTERN ON-LINE DATA ENTRY

SURGICAL PROCEDURES

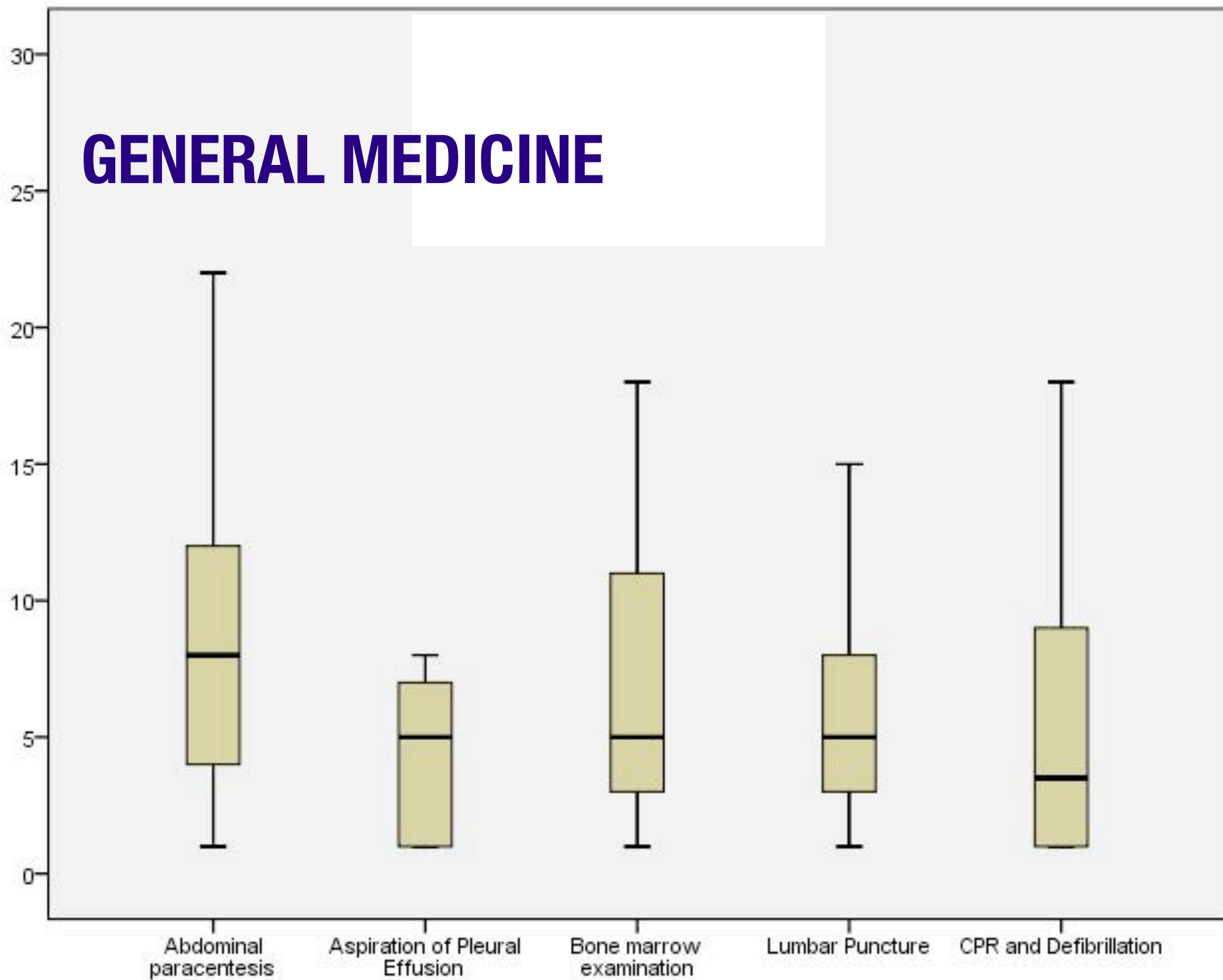


NUMBERS ARE INTERN IDENTIFIERS

SURGICAL PROCEDURES

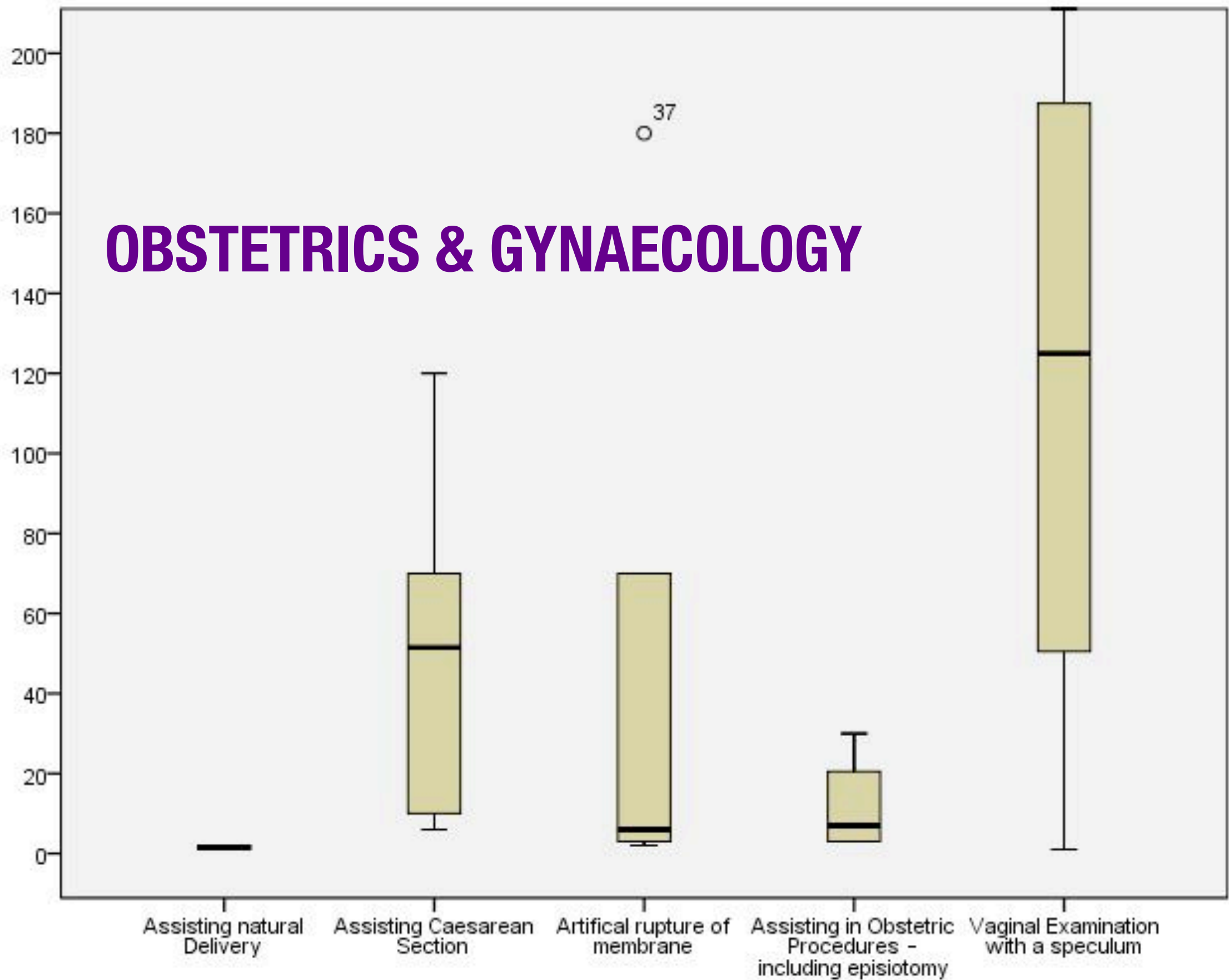


GENERAL MEDICINE



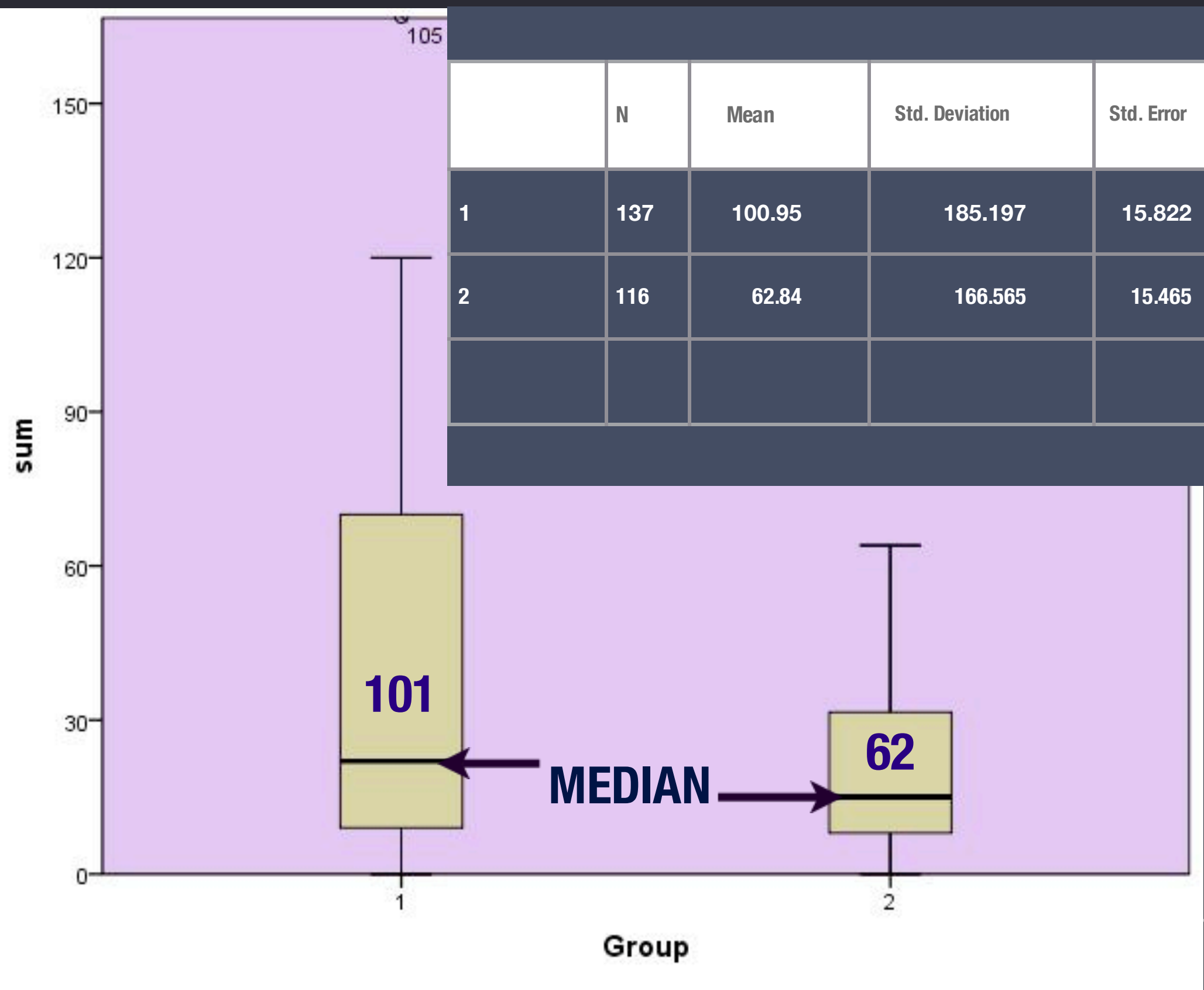
RANGE AND MEDIAN VALUES

OBSTETRICS & GYNAECOLOGY



RANGE AND MEDIAN VALUES

COMPARISON R1-R2




MEAN NUMBER OF PROCEDURES PER INTERN - BLACK LINE IS THE MEDIAN

QUALITY ASSURANCE ACTIVITIES OES



1. EXAMINATIONS

2. STUDENT FEEDBACK on Curriculum Matters - 239 Item Questionnaire

 **FACULTY OF MEDICINE** ... **Fifth Year Students: Significant Concerns Survey:**
The Chinese University of Hong Kong

Goto:	1-13	14-26	27-51	52-72	73-87	88-109	110-128	129-146	Save & Continue
	147-170	171-195	196-215	216-228	229-246	247-259	260-281	282-282	Save & Logout Quit

3. INTERNSHIP MATTERS - coordination, data collection & processing

EXAMINATIONS

1. QUALITY OF ASSESSMENT

- *Item flaws, Psychometrics*, Benchmarking*



A) EXAMINATION QUESTIONS - ITEM WRITING FLAWS

	MEDICINE		SURGERY	
	No of Questions	Flawed Questions	No of Questions	Flawed Questions
2005-2006	150	64	150	55
2006-2007	150	26	190	16
2007-2008	150	39	190	15
2008-2009	150	23	190	21
2009-2010	150	7	190	21
2010-2011	150	10	190	22

41% → 7%

37% → 12%

POST-EXAMINATION WORKSHOP ON ITEM ANALYSIS - USE OF IDEAL DATABASE

EXAMINATIONS – CORRELATIONS & RELIABILITY

MEDICINE



	Raw MCQ	Raw Shortnote	Raw Clinical	Raw Total	MCQ & Clin.	Shortn.& Clin.
Raw MCQ	1.00000					
Raw Short Notes	0.69901	1.00000				
Raw Clinical	0.47459	0.46106	1.00000			
Raw Total	0.86407	0.86351	0.7762	1.00000		
MCQ & Clin.	0.85235	0.67263	0.86484	0.95402	1.00000	
Shortn.& Clin.	0.68657	0.85476	0.85466	0.95923	0.89939	1.00000

THE OSLER - AN INTERIM ASSESSMENT THAT COUNTS



Top 10%	OSLER1&2	Bottom 10%	OSLER1&2
OSLER1&2	1.00000	OSLER1&2	1.00000
Written & Clinical	0.51670	Written & Clinical	0.74304

A FORMATIVE INTERIM ASSESSMENT MAY BE A GOOD WAY TO PICK UP POTENTIALLY POOR PERFORMERS

OSLER 2010-2011.

EXAMINATION RELIABILITY



	Category	Items	Reliability
Medicine	Short Note	10(12)	0.68
	Clinical	6	0.69
	Refresher	20	0.12
	MCQ	150	0.76
Surgery	MEQ	6	0.45
	OSCE	20	0.65
	R-Type	40	0.33
	A-Type	150	0.73

FINAL MBCHB EXAMS : 2010-2011

STUDENT VIEWS OF THE CURRICULUM



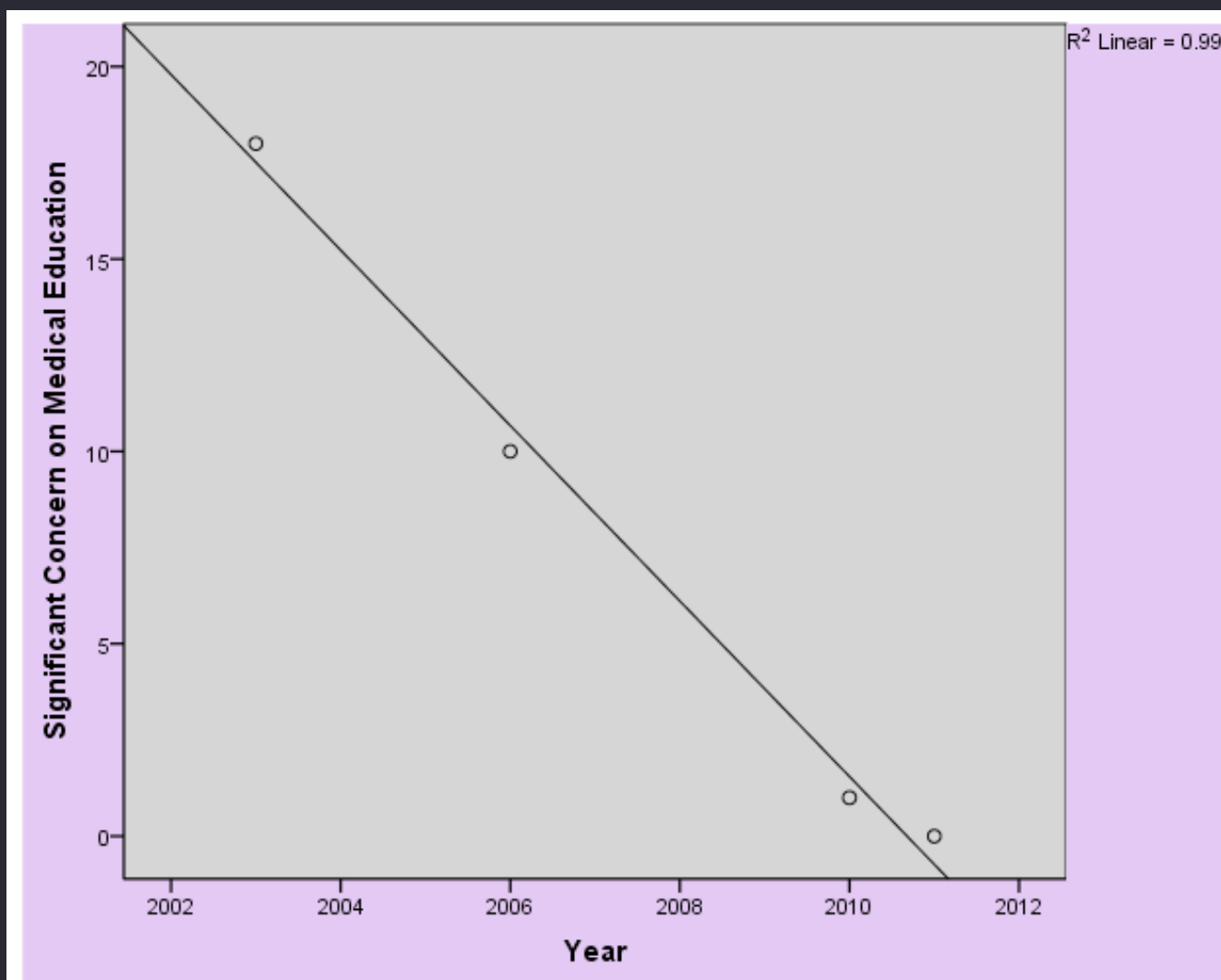
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The Chinese University of Hong Kong

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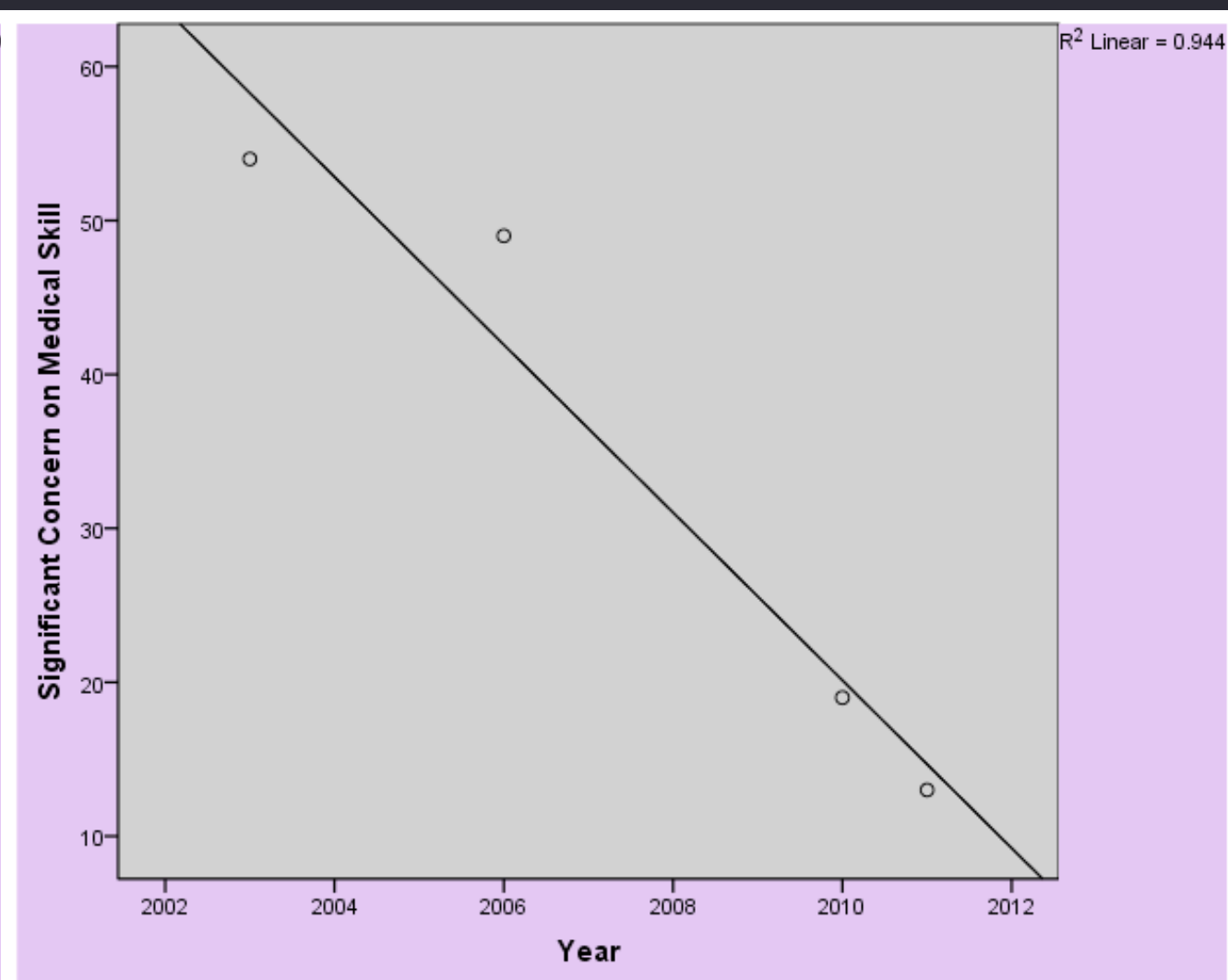
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EDUCATION



Fitted slope = -2.28, $p=0.004$

SKILLS



Fitted slope = -5.45, $p=0.028$

STUDENT VIEWS VS TEACHERS VIEWS OF STUDENTS/INTERNS