

Student engagement in online taught postgraduate programmes

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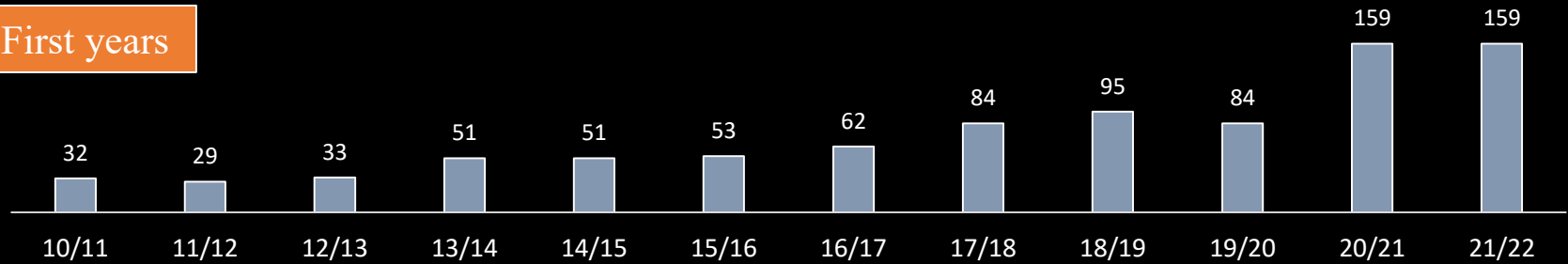
Shared philosophy

- Thinking, talking, researching about our practice
- Shared philosophy behind growth and decisions
- Expanding networks and collaborations

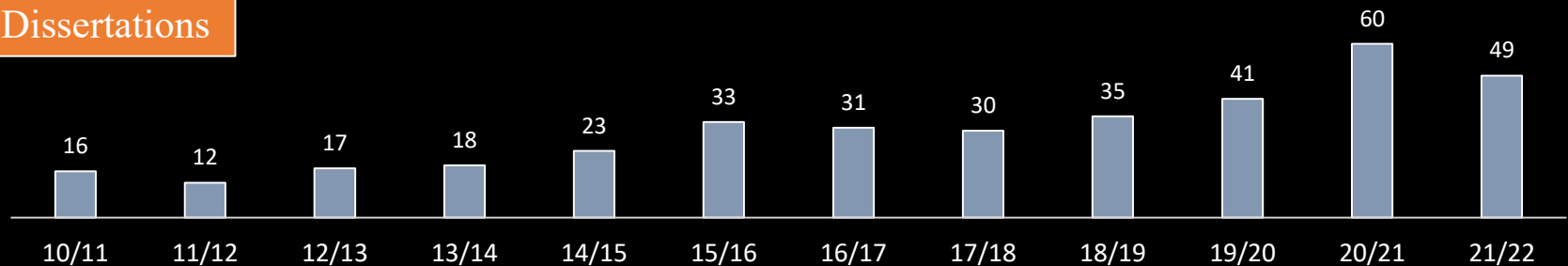


MSc Clinical Education: The numbers

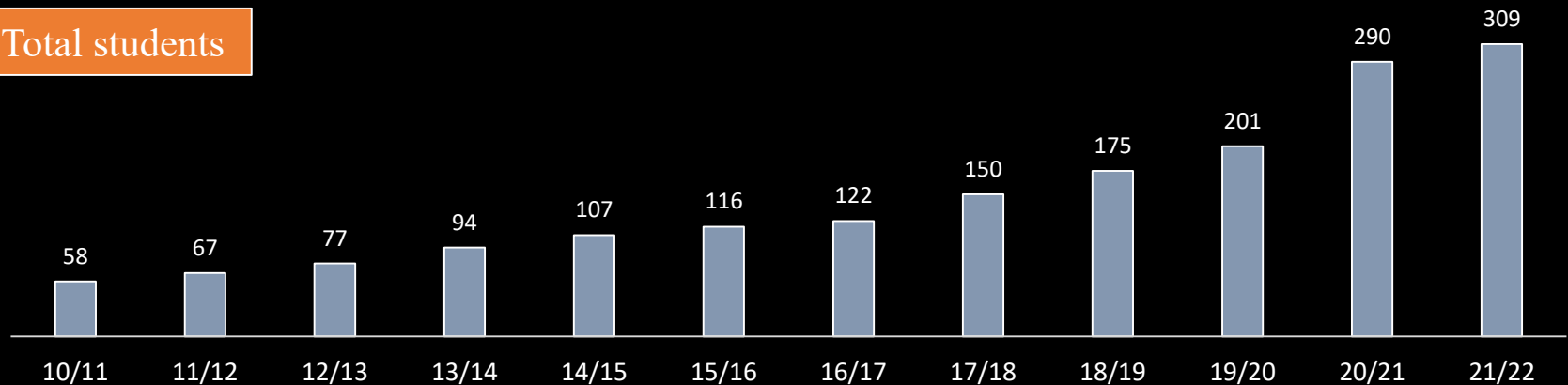
First years



Dissertations



Total students



Themes, from previous research

Academic voice	Constructing arguments
	Using a new vocabulary
	Acting with authority
	Epistemological flexibility
Infectious curiosity	Critical approach
	Knowledge consumer and producer
	Reflection
Expanding worldview	International
	Multidisciplinary
	Increased complexity

Evolving pedagogy

- Online learning as a recursive horizontal process

Current Issues in Clinical Education

- **Learning outcomes**

Upon successful completion of the course you will be able to:

- Identify a topical area in clinical education and undertake an in-depth period of independent study in the area of their choice.
- Critically engage with, and evaluate the literature in the area of choice.
- Synthesise information gathered, select relevant points and produce a short summary paper.
- Lead an online seminar and communicate key findings to peer group.
- Actively engage in peer assessment.

Introduction

- This course is different from others that you have already studied on the programme. It has been designed to get you to think about controversial or difficult areas of clinical education as they relate to your own practice. The course is self-directed: you will decide what you want to study and manage your own time.
- This course will also give you the opportunity to engage in formative peer assessment and in designing the mark scheme. As part of the formal assessment, you will receive feedback on your presentation skills and give feedback to your peers.
- Assessment: peer presentation and submission of position paper

Week beginning	Topic	Suggested format	Notes
23 Nov	<i>Introduction and discussion of potential topics</i>	Tutorial and discussion board	In week 1 and 3, 6, 8 and 9 a 1-hour tutorial will be run on: Tuesday: 6.30 - 7.30 pm (UK) Week 1 6.00-7.00 pm (UK)
30 Nov	<i>What is a position paper?</i>	Discussion board	
7 Dec	<i>Constructing an argument</i>	Tutorial and discussion board	
14 Dec	<i>Discussion of progress</i>	Discussion board	
21 Dec	Winter break		Tutorials will student-led and will allow for discussion of a 'problem' within the weekly tasks. We will attempt to provide as many students an opportunity to lead as is possible in the tutorial.
28 Dec			
4 Jan	<i>Reading/Catch up Week</i>	Discussion board	
11 Jan	<i>Discussion of progress</i>	Tutorial and Discussion board	
18 Jan	<i>Presentation week</i>	Online Media Hopper 'conference'	Formative assignment submission deadline: 17 Dec at 12 noon Subn dead
25 Jan	<i>Discussion of progress</i>	Tutorial and discussion board	Subn dead
1 Feb	<i>Preparing position paper</i>	Tutorial and discussion board	
8 Feb	<i>Deadline week</i>		

But it's much more self-directed.



So what?

- A course with no content
- Pedagogical space
- Fluidity between teacher/student role
- This year I am teaching and undertaking the assessments

Some of our work

- Aitken, G., Jones, D., Fawns, T., Sutherland, D., and Henderson, S. (2019). Using Bourdieu to explore graduate attributes in two online Master's programmes. *Advances in Health Sciences Education*.
- Aitken, G, & O'Carroll, S. (2019) Academic identity and crossing boundaries: The role of the Programme Director in Postgraduate Taught Programmes. *Higher Education Research and Development* (in press)
- Fawns, T., Aitken, G. & Jones, D. (2019). Online Learning as Embodied, Socially Meaningful Experience. *Postdigital Science and Education* 1: 293.
- Aitken, G. (2020) A Postdigital Exploration of Online Postgraduate Learning in Healthcare Professionals: A Horizontal Conception. *Postdigital Science and Education*. <https://doi.org/10.1007/s42438-020-00103-w>