

Audio file

[Episode 2 - Danelle Hess \(15 April 2024\) 1.mp3](#)

Transcript

00:00:14 Speaker 1

Welcome to conversations and made it the people behind the research.

00:00:21 Speaker 1

Hi, Janelle. Thank you for chatting with me today. I'm just going to let you introduce yourself. So who are you? What do you do and where do you find?

00:00:30 Speaker 1

Yourself.

00:00:34 Speaker 2

Thank you so much for having me today. My name is a lecturer.

00:00:40 Speaker 2

83 at the University of the Western Cape in Cape Town, South Africa, I finished my PhD.

00:00:49 Speaker 2

In 2022, I think, and so I find myself in the middle of something. At the moment, I'm not sure exactly what, but I find myself in the middle. I've yet to publish my my PhD, so that's what I'd like to focus on this year, but I think.

00:01:09 Speaker 2

After the the the whirlwind of completing my PhD and also.

00:01:14 Speaker 2

Mom to three kids and my kids basically grew my kids and the PhD basically grew up together and so.

00:01:16 Speaker 1

Wow.

00:01:22 Speaker 1

That's amazing.

00:01:24 Speaker 2

Yeah, it was.

00:01:25 Speaker 2

Like a, it was quite a juggle and I think once I submitted the PhD I found myself, you know, weird space of like I needed to get this thing done.

00:01:34 Speaker 2

And now it's done and I'm not sure what I was supposed to do with it, so that's where I find myself at the moment.

00:01:38 Speaker 1

Yeah.

00:01:41 Speaker 1

That's completely normal. I'm just really interested in if I understand correctly, you're a physiotherapist by training.

00:01:48 Speaker 2

Yes, I'm a physiotherapist by trade.

00:01:51 Speaker 1

And then you did a PhD in health professions education.

00:01:56 Speaker 2

No, actually, uh, I actually did a PhD in physics, but my focus was on our professional education. Yeah, or physical education. It's weird because and maybe I'll tell you a bit in my story about how.

00:02:01 Speaker 1

OK.

00:02:08 Speaker 1

OK.

00:02:13 Speaker 1

I.

00:02:14 Speaker 2

Yes, it became. Wow. I came to be so I was unemployed as a physiotherapist and I bumped into a lecturer and she asked me what I was doing and I said I don't.

00:02:25 Speaker 2

Have a job.

00:02:25 Speaker 2

And she was like, oh, well, that's odd. And then a few weeks later, she called me and asked me if I wanted to be a visually impaired.

00:02:35 Speaker 2

Coordinator at the university because they you only see takes visually impaired students, but they normally don't have vision in paid students every year, so they kind of like set aside a little bit of money if they do have so that they can have a dedicated person to sort of support these students.

00:02:51 Speaker 2

And so I took the job and I said OK, no problem, I'll do it. And it was a six month contract and then the contract just kept getting renewed and that's how I found myself as a lecturer.

00:03:05 Speaker 2

And so when I entered academia, I didn't know anything about learning and teaching wow proficiency.

00:03:12 Speaker 2

Patient and then a colleague lifting institution and she shared a data set with me from a project that she registered at UWC and it was about the learning styles of physiotherapy students. I've been analysed that data and I went to a conference in the area of our proficient education with some support from.

00:03:32 Speaker 2

Other colleagues.

00:03:33 Speaker 2

And that is just. I was like, oh, my word, this is a thing like this is actually something a potential research area. And then I they just sit for my masters. It was a masters in physiotherapy. But the focus was evidence based practise and it was evidence based practise from the students.

00:03:48 Speaker 1

OK.

00:03:52 Speaker 2

Perspective. I then wondered about. So what is evidence based practise from the lecturers perspective, this is what the students were saying. So it was kind of like my brain was already wired in this way. Yeah. And then I had used that the research project.

00:04:08 Speaker 2

You apply for a safety fellowship. I don't know if you know Stephanie. It is.

00:04:14 Speaker 1

Maybe you can explain.

00:04:16 Speaker 1

To our listeners.

00:04:16 Speaker 2

Yeah. Yes, it is a sad. It is the sad. It's a hard in Africa famous Regional Institute and in FAMA is the foundation for advancement of International medical education and research so safely subsequently does not run in South Africa anymore. But I was part of a two year.

00:04:32

More.

00:04:35 Speaker 2

Ship programme and to apply for the programme I needed to register the project. Sorry I just did the project with the evidence based practise and I guess after that.

00:04:44 Speaker 2

And yeah, I was pretty much sold on our proficient education and and funny enough, I I never once I started working in the in the higher education space, I actually stopped seeing myself as a physiotherapist. I stopped if people asked me what I did for a living, I said I was a lecturer.

00:05:04 Speaker 2

I never ever said that I was a physiotherapist, and I noticed in our profession specifically.

00:05:10 Speaker 2

My colleagues don't see it the same way. If you ask them what they do, they say they are a physiotherapist and I'm like.

00:05:16 Speaker 2

But you're not like you actually. Not like you are. Yes, by trade. But you actually now are a teacher. That's what you do. And I guess it makes it harder because in terms of of keeping ourselves up to date, you need to be up to.

00:05:31 Speaker 2

Date with both.

00:05:33 Speaker 2

With your profession, but you also need to be up to date.

00:05:36 Speaker 2

With.

00:05:37 Speaker 2

Teaching and learning practises how proficient education practises? What are we doing? How are we doing it and how are we making it better for the students and that for me I don't know if other people find that, but I I find that still today quite often my colleagues and it's not just physiotherapy, it's mates and.

00:05:58 Speaker 2

Occupational therapy it they identify as they proficient. Yeah, and not as as an educator or. Or maybe they kind of identify as both. But I found it quite odd that from the beginning I just. I think I was a teacher. Now. Like, this is what I needed to focus on. And this is what I needed to try and.

00:06:18 Speaker 2

Get better at, but I still needed to understand my content and my profession, and so it is a very difficult it's very difficult to juggle.

00:06:29 Speaker 2

To to juggle the the the profession, but and and being in in in sort of ahead of your game in that regard. But you also need to be ahead of your game as a teacher or professional educator.

00:06:36 Speaker 1

Yeah.

00:06:40 Speaker 1

Yeah.

00:06:43 Speaker 1

And do you? Do you think that you feel sort of you identify more strongly as an educator because you're sort of removed from your previous clinical physiotherapy practise?

00:06:55 Speaker 2

I do. Yes, I do. I mean, and I do, I I would see patients when I'm assisting students. Yeah. So I still have that. You still have that part because you do. We supervise our students in the clinical field. So you are able to still, you know, have a finger in the file so to say.

00:07:14 Speaker 2

I am, but I think identifies a lot more strongly with being an educator than I do. Being a physiotherapist because it's not what I do every single day. What I do every single day is work with students and the right patients, yeah.

00:07:26 Speaker 1

Yes.

00:07:29 Speaker 1

Yeah. So you're more like again sort of a step removed, but you're sort of guiding the students in becoming.

00:07:34 Speaker 2

Yeah, yeah, their own division.

00:07:34 Speaker 1

That their own profession.

00:07:37

Yeah.

00:07:38 Speaker 1

And maybe you can tell us a little bit more about your pH D topic. So you said sort of focusing moving from a students evidence based practise perspective to a lectures evidence based practise. So how did that come about? Was it just sort of again rooted in just a natural transition from the students to the lecturer or was there something in your practise that may be prompted?

00:08:00 Speaker 1

A deeper dive in that area.

00:08:03 Speaker 2

Now that you asked that question, I'm not 100%.

00:08:06 Speaker 2

How I got the I don't know.

00:08:10 Speaker 2

But I've always.

00:08:11 Speaker 2

Asked myself always, why do you do what you do? That's always been something that I've been very interested in, and so for my PhD I produced a design principles that educators could use to develop clinical reasoning.

00:08:14 Speaker 1

Yeah.

00:08:26 Speaker 2

English students.

00:08:28 Speaker 2

So I I can't answer how I how I've stumbled onto the topic for my masters, but I was very interested in why the students struggle. Why are they always? Why is everybody's feedback? Ohh they don't know how to clinically reason and I now know that it's actually not possible for them to clinically reason.

00:08:33 Speaker 1

Yeah.

00:08:49 Speaker 2

Because you need experience.

00:08:51 Speaker 2

And they just don't have it. They just haven't had enough time in the field to have the experience.

00:08:56 Speaker 2

That we have.

00:08:58 Speaker 2

So yeah, so I developed these eight design principles for the development of clinical reasoning, but I think I've always just wondered, you know, why do we struggle with this or?

00:09:10 Speaker 2

Why is this?

00:09:11 Speaker 2

So hard for us or why is it so difficult and that's probably, I think evidence based practise is maybe along the same line.

00:09:18 Speaker 2

And so maybe that's how it came about, but.

00:09:20 Speaker 2

I don't have a yeah, very philosophical answer.

00:09:22 Speaker 2

As to how?

00:09:24 Speaker 2

Yeah, might be.

00:09:24 Speaker 1

Yeah, I know I'm it's the same for my PhD topic. It's kind of like how did I fall into this specific, very niche area?

00:09:33 Speaker 1

It was a bit mysterious.

00:09:33 Speaker 2

I don't know. I just don't.

00:09:36 Speaker 2

Yeah. Same same for.

00:09:37 Speaker 2

Me, but a lot of what I.

00:09:40 Speaker 2

Try and do.

00:09:41 Speaker 2

Is, you know, just try and speak to. Yeah, student like how do we design A curriculum? Yeah. How do I design my own curriculum? What? I'm my own teaching strategies. What kind of support can I give to the students? That's sort of like what I base.

00:09:56 Speaker 2

But my choice is on now. Yeah, especially because I know.

00:10:01 Speaker 2

That they really do in order for them to develop, they need support and and so I've been focusing a lot on how can I be more supportive or what kind of networks and structures can I put in place for them to feel supported as they grow themselves.

00:10:17 Speaker 1

Yeah. I mean, I think it's also helpful for our listeners who maybe are unfamiliar with the sort of South African context and UWC in particular. I mean, when I worked at UWC, I really love the social justice sort of not just the history of the university, but it was also like an.

00:10:18 Speaker 2

You live? Yeah.

00:10:25 Speaker 2

Yes.

00:10:34 Speaker 1

Sauce that staff didn't just sort of preach for, they put into practise. And so I think being very student centred and wanting to support students and enable their success was definitely I think the takeaway from my time at UWC.

00:10:49 Speaker 2

Yes. Yeah. Same same with me. I I, I align a lot with the universities. Just the struggle and yeah we how they come to be what they are today. And so I think student success is is an important part of the university. And so I guess it spills over into us as lecturer.

00:11:08 Speaker 2

Because it it's part of the history. The apartheid history of South Africa. Yeah. And just being able to support students, to be able to do what they need to do. Yeah. As they move on through life.

00:11:22 Speaker 1

In terms of your one sort of last question about your research, what sort of recommendations would you give to any of our listeners in terms of being evidence based in their practise or to develop clinical reasoning in health profession students?

00:11:36 Speaker 2

I think what I've realised is that, like I said, supporting them in a way that they require is really important and you really have to balance. It's not about giving them the answers. It's not about, but it's about being able to facilitate their thinking for themselves. And I guess also being able to.

00:11:56 Speaker 2

To just explain your own thinking, I notice that often and I do it myself, I come up with an answer I come up with a diet.

00:12:03 Speaker 2

Knows this and you just think everybody around you can see what it is it's going on in your mind, and sometimes it's it's just a small explanation of just asking the student. What do you think I did there or why do you think I did this to just get thing to think about? OK, this is how I would do it. I think reflection is also really good.

00:12:23 Speaker 2

Practise.

00:12:24 Speaker 2

And I think that I I always think our students maybe don't have enough time to reflect because it's a very busy degree and it's a very busy programme. But if I do have a moment to reflect, I think that would also help them. Why did you do this? Why did you think that that would have helped that particular patient and and and one of the things I.

00:12:45 Speaker 2

And incorporate evidence based practise is to say, OK, you made this decision now for your patient.

00:12:51 Speaker 2

Tell me who else has done something similar? Who else has had a patient similar to this, and did they follow the same thing that you thought you did today? And then they would compare what they found in literature to what they did and and then I would say, OK, now let's reflect. Do do you think you did the right thing? Do you think you should have changed it? Do you think you should have done?

00:13:10 Speaker 2

It's a long, tedious process.

00:13:13 Speaker 2

And but I I kind of think that that is what we need to work towards. Feedback is also really valuable, but it needs to be immediate. It needs to be right then and there. It can't be 5 weeks later and often when students are taking through the clinical blocks, they are on the block for six weeks.

00:13:21 Speaker 1

Yeah.

00:13:33 Speaker 2

Sometimes you don't see them during the rotation and then they come to you afterwards with all of these questions and you think, oh, you know, to have been so great. If you just emailed me like either, like on that day and say, you know, I saw this patient today and I really didn't know what to do. These were the symptoms.

00:13:42 Speaker 1

Yeah.

00:13:50 Speaker 2

Yeah. So those are the things I I would say is is how you could develop it knowing that it's it is a timeless process. It's not something that just happens overnight and you it's not something where you see results immediately.

00:14:06 Speaker 2

Yeah. And I don't I I often I have now been thinking, I don't think our curriculums are really designed for this kind of thing because it's very fast-paced. There's a lot of content that needs to be covered, yeah.

00:14:19 Speaker 2

So I guess in your ideal world, yes, I guess in your ideal world that would be what I would say we we would need to know it, it has to be the snack like nurturing process, yeah, which if you think about it you just you don't have the time because there are systems that.

00:14:19 Speaker 1

Yeah, it's challenging.

00:14:37 Speaker 2

Need to be done.

00:14:37 Speaker 2

And they are and it just.

00:14:39 Speaker 2

It's sort of like runs away from you, yeah.

00:14:43 Speaker 1

Yeah, it's always a balancing act, but I think you're raising really important things.

00:14:46 Speaker 1

Around like relationships and trust and the importance of communication, they're like basic concepts, but in practise is always very challenging to do well with limited time and resources and personnel. And yeah, it's a battle.

00:14:50

Yes.

00:14:51

Yeah.

00:15:02 Speaker 2

100% yeah, yeah.

00:15:03 Speaker 1

Maybe just thinking about reflection a little bit as you reflect back on your own journey and how again it doesn't sound.

00:15:11 Speaker 1

Particularly planned or intentional. You just sort of stumbled upon opportunities or a colleague you know, left the data sets that happened to be about education. There was this fellowship that was offered. What sort of lessons have you learned as you think back on your own journey and sort of trusting the process, you know, like I said, students take time.

00:15:16 Speaker 2

Yes.

00:15:20 Speaker 2

He said.

00:15:31 Speaker 1

To develop and you know you're still in that process of developing and figuring out next steps.

00:15:36 Speaker 1

What? What sort of lessons do you think you have learned and what sort of advice would you give to somebody who's maybe at the start of their journey or thinking about doing a masters or PhD in health professions education?

00:15:50 Speaker 2

I think a mentor is.

00:15:52 Speaker 2

A really great resource, so if.

00:15:54 Speaker 2

You can find one.

00:15:55 Speaker 2

That you are able to work with do that because.

00:16:00 Speaker 2

Just having somebody to bounce ideas off, it's been on the journey. Yeah. And the journeys are never the.

00:16:06 Speaker 2

Same.

00:16:07 Speaker 2

But just to have is is really is really useful. I think what I've had to learn and we spoke about it a little bit earlier is that everyone is unique and they have something unique to offer and and don't sell yourself short.

00:16:20 Speaker 2

Because.

00:16:22 Speaker 2

What you have to offer is actually just as important as whatever else is out there already. We often think that because somebody else is doing it, we can't do it or we can't share what we've been doing. But your interpretation of what has been done is still going to be different to whoever has done it before. And so, yeah, my advice.

00:16:42 Speaker 2

Be well, the lesson I've learned is that, like I have something unique to offer and I shouldn't sell myself short for for whatever.

00:16:50 Speaker 2

Reason and I guess in terms of advice, something that I've learned and and didn't do very well in the beginning was that I was not very strategic and you do need to be very strategic and it's difficult if you're not really sure what you want to do. But I guess when you find something that you enjoy.

00:17:10 Speaker 2

What I've now found is that you need to just infuse it into your day and into your bit little by little, and it builds into something.

00:17:18 Speaker 2

On its own, you don't have to monitor it or worry about it, it just it just continues to build into something. But if you you need to because they're part of academia.

00:17:30 Speaker 2

That we don't enjoy or we don't like, but we need to find.

00:17:34 Speaker 2

You know our.

00:17:36 Speaker 2

Our thing. And so once you start just adding the things that you enjoy, I think it it sort of it does just it, it just happened it just it just comes and you mentioned sorry and so for us in South Africa, sorry it's the South.

00:17:37 Speaker 1

Yeah.

00:17:50 Speaker 2

South African Association of of Educationalists. So if you find yourself in where?

00:17:56 Speaker 2

Where you are find a health efficient education community and try and attend conferences, join organisations, seek out your mentors and collaborators in those organisations because it really, really does help. It helps to to so. At the moment I became the secretary of Sai for the.

00:18:14 Speaker 2

Western Cape chapter.

00:18:14 Speaker 1

Yeah.

00:18:16 Speaker 2

And that's really helped a lot because I've been able to meet just different people and and and be able to be attend meetings with different people that I have heard about before and and now I'm able to to work with on on, on small little projects.

00:18:32 Speaker 2

And and yeah, I didn't have additional training in our professions. Education itself, just my the fellowship that I did. But I think that's also really, really useful if you can do something like that. And I think it's the last thing that I've learned. And I think that's my advice would be is that.

00:18:52 Speaker 2

You need to make.

00:18:54 Speaker 2

Time for your life outside of academia? Yes, because you need to do something that you enjoy because academia can. Very often, your day or consuming. And like there is just no end, there is no end. There's always, like so many things to do and and so many things you need to keep on top of and in order for you to do good work.

00:19:16 Speaker 2

You need to be good. Yeah, so.

00:19:19 Speaker 2

Take the time to do the things that you enjoy and so that you feel refreshed and invigorated to, you know, come back to whatever it was to to work with.

00:19:31 Speaker 2

Yeah. And I guess just knowing that rejection and failure is part of the journey and that that actually could possibly be one of your biggest lessons. One of your biggest takeaways and and so you know, take that and just enjoy it and learn from it and all to enjoy it. But.

00:19:36 Speaker 1

Definitely.

00:19:49 Speaker 2

Learn from it because it might make you strong. It probably will make you stronger in the in the long run, and I think it's like this podcast that you're doing. It's really important to just keep paying it forward to grow the community and and just for people to know you literally are not alone.

00:20:06 Speaker 2

Probably what you are going through is what somebody else is going through, or maybe just slightly different, but I think at the end of the day, all of us, no matter how you see yourself or how you we are invested in time to grow our professions, education and just trying to make it better for the next generation and I guess.

00:20:26 Speaker 2

Yeah, as long as we all are just trying to pay it forward.

00:20:31 Speaker 2

Yeah, growing our own selves in order to grow the community. It's it's all going to work out.

00:20:38 Speaker 1

No thanks. That's all fantastic advice. I think as yet finding your joy, finding something you're passionate about. But that's also sort of strategically or practically linked to your daily life. So for you, it was curricula and pedagogy is not quite hitting the outcomes you'd like to achieve. So you know this is something that you're passionate about and you enjoy, but it also has real world.

00:21:00 Speaker 1

Relevance to your day-to-day teaching, learning and assessment. But then also I think community is so important. I mean, I just came back from.

00:21:09 Speaker 1

A conference. It was here in the UK, but it's sort of European international and just connecting with the other immigrants. It feels strange to call myself an immigrant, even though, you know. Yeah, I'm not sure how long I'll be in the UK for like, it could be forever. I I don't know. And just I found myself sort of gravitating towards, you know, people from Turkey.

00:21:24 Speaker 2

Yeah.

00:21:30 Speaker 1

Pakistan and Brazil, you know, Portugal just Spain, you know who might be living in the UK or in other European settings and just sort of, yeah, sure. We complain about the UK weather, but I think just that connection and feel.

00:21:44 Speaker 1

Like, we're not alone because sometimes you might be the only person in your department who's doing educational research and. And so I think, yeah, like being part of it and network or community like a local organisation is super important. Even now that I'm based in the UK, I'm still connecting with myself and colleagues. You know, Janelle is one of them. We've worked together in the past.

00:21:53 Speaker 2

Yeah.

00:22:05 Speaker 1

That, you know, we've been to the Sahi conference and so.

00:22:08 Speaker 1

Those are the people I'm still relying on and hoping to build and connect and also sort of bring it into the global family as I myself feel like I'm on the periphery, trying to find my people here. So I'm yeah, I do think and as you said, you know, everyone has a unique journey and perspective and different experiences and those are our strengths. You know, it helps us see the world in a particular way.

00:22:29

Yes.

00:22:30 Speaker 1

And that's really valuable, especially I think we're both sort of in the qualitative research side. And so subjectivity isn't something we try to minimise or we frown upon. It's something we really embrace and lean into. And I think like both of us were early career researchers and we're still sort of figure out next steps and finding our voice, but we're.

00:22:36 Speaker 2

Yes.

00:22:51 Speaker 1

Not afraid to sort of put ourselves out there or try because, yeah, we want to make the field a better place. And so we're all welcome.

00:23:00 Speaker 1

Yeah.

00:23:01 Speaker 2

Everybody is welcome and I think that what you just said now it's so important to just put yourself out there because you often think like, somebody's really done this. Like, I don't think I should, but actually you should. You should just put yourself out there, especially if it's something you are interested in and. And you also mentioned like, I'm the only person in my department.

00:23:13 Speaker 1

Yeah.

00:23:21 Speaker 2

That does our professions education research. Nobody else does it, so it is it can be very lonely and feel very isolated and and actually the University of the Western Cape doesn't have a, you know, health professions, education specific.

00:23:37 Speaker 2

Like the other institutions in Cape Town.

00:23:40 Speaker 2

Yeah.

00:23:40 Speaker 2

So it it's it's hard to, yeah.

00:23:43 Speaker 2

To kind of.

00:23:45 Speaker 2

Put what you feel or or how how you want to put yourself forward because you just feel like I, you know, I'm not really working in a space where so you need to find other ways and it might be in communities that you find. I am able to share what I want to share in this particular community.

00:24:03 Speaker 1

Yeah.

00:24:04 Speaker 1

And to get involved like join the conversation, join these organisations, attend the conferences, yeah.

00:24:07 Speaker 2

Yes, yes.

00:24:10 Speaker 2

Yes, yeah, definitely. And and I think, yeah, another advice would be to just find if if this is something you are interested in, find your networks and the communities and the conferences that specifically look at our professional education.

00:24:24 Speaker 2

In your area, in your city or in your country, and just see how you know. Would you be able to afford to go to a conference with you? Because once you start having conversations with like minded people?

00:24:36 Speaker 2

You also have a.

00:24:37 Speaker 2

Little bit of motivation to continue, especially if you're working in a department where you are the only one that is interested in HP.

00:24:44 Speaker 1

And also the power of.

00:24:45 Speaker 1

Virtual, I mean we, you know, we met.

00:24:48 Speaker 1

And we're we're doing this.

00:24:49 Speaker 2

Yeah.

00:24:51 Speaker 1

And so like and then like, especially in the global S, you know, it's very hard to find find funding to go to conferences especially international. But like often they're these online groups or these Twitter pages or, you know, there's things that you can connect online and you just need to send an e-mail to start a collaboration. Yeah. So I think be bold.

00:24:51 Speaker 2

Yeah, yeah.

00:25:11 Speaker 1

You'd be surprised if you might say yes, yeah.

00:25:12 Speaker 2

Peebles.

00:25:15 Speaker 2

Yeah, definitely be bold. Put yourself out there.

00:25:19 Speaker 1

Any last sort of reflections or comments before we wrap up?

00:25:26 Speaker 2

Now I think no, I don't think so. I think just to end up with be bold and put yourself out there, it's it is worthwhile in the end.

00:25:32 Speaker 1

Big balls. I like that.

00:25:35 Speaker 1

Definitely.

00:25:37 Speaker 1

So thank you so much Danielle, for your time. I'm. I'll leave in the show notes, show notes where you can connect with her if you're interested. And yeah, I'm very excited to see who she might recommend. I speak to going forward, drawing on that Sai network so that we can get again diverse voices from the field and verified on the global stage.

00:25:37

Yeah.

00:25:59 Speaker 2

Well done more than in your podcast, and thank you for having.

00:26:01

I think the.

00:26:02 Speaker 1

Pleasure thanks, Janelle.

00:26:08 Speaker 1

I am Danika Simms, your host and producer. Thank you for joining conversations.

00:26:13 Speaker 1

And made it.

00:26:15 Speaker 1

Hit subscribe and leave a review.

00:26:17 Speaker 1

I'd love to hear from listeners. So if you have any comments or questions or recommended guests, please get in.

00:26:24 Speaker 1

Contact with me.

00:26:26 Speaker 1

Contact details can be found in the show notes.

00:26:42 Speaker 1

Are you passionate about education? Are you interested in conducting educational research? Are you considering obtaining a formal qualification and health professions education?

00:26:53 Speaker 1

The University of Oxford offers a part-time 2 year Masters in medical education through the Department of Education and Partnership with the medical school.

00:27:04 Speaker 1

We introduced students to numerous topics, theory and evidence from the field and support them in conducting their own educational research project. For more details, visit the Department of Education Web page. Links can be found in the show notes.