

AMEE 2009

Secrets of Success – Information for Presenters

Background/aim:

Secrets of Success give presenters the chance to demonstrate an innovation in healthcare professions education with which they have been associated. It may be a product, a resource or an idea or approach that has been successfully implemented in an institution. The aim is to present the Secret of Success with sufficient detail to allow those attending to replicate it in their institution, should they wish to do so. The sessions are seen as an opportunity for conference participants to meet and talk more informally with individuals about their experience of introducing a successful innovation.

Where and when:

Secrets of Success take place in the Exhibition (Pavilion 1). The presentations/demonstrations are scheduled in one of the 90 minute simultaneous sessions as noted in the programme (please see page 2 with the list of presentations and times). There is a maximum of four Secrets of Success taking place at the same time, in each of the simultaneous sessions. The presentation should be set up in the coffee break or the lunch break immediately preceding the session in which it has been scheduled, in order that it can start promptly at the beginning of the session.

How the session works:

During the scheduled session, each Secret of Success is presented/demonstrated three times consecutively, at 20 minute intervals to groups of up to 12 participants. This will allow participants during the session to see all four demonstrations. Presenters should prepare a presentation/demonstration of approximately 10 minutes leaving 8 minutes for questions from the group. After 18 minutes a bell will ring, indicating that the audience should move on to one of the other Secrets of Success demonstrations. After a further two minutes the bell will ring again and the presenter then delivers his/her demonstration a second time to a different audience. Following completion of a third iteration, the remaining time in the session (around 30 minutes) is left free for follow-up discussions with interested participants.

What AMEE provides:

A booth of approximately 4m x 4m is available to each presenter consisting of two side-walls, a table, chair, electricity supply, wifi connection and a data projector. Twelve chairs will be placed in front of the booth for participants wishing to attend the demonstration. The abstract as submitted is included in the abstract book, and details given in the final programme.

What the presenter/demonstrator should provide:

If they wish to make a PowerPoint presentation, presenters should bring their own computer to connect to the data projector provided. Although it is not necessary to prepare a formal poster, presenters are encouraged to mount any material they wish on the two sidewalls of the booth. This should be removed at the end of the session. Printed handouts for the audience to take away are highly recommended, together with any other materials such as CDs or reference lists to assist others in implementing or replicating the resource/product/idea.

Presenters needing further information are asked to contact the AMEE Office (amee@dundee.ac.uk)

Secrets of Success presentations Exhibition – Pavilion 1

Session code	Date/time	Title	Presenter(s)
2EE1	Monday 1115-1245	The effectiveness of web-based anatomy instruction in radiation anatomy	Joanne Alfieri
2EE2	Monday 1115-1245	Enhancing anatomy teaching via e-learning	Maria Toro-Troconis
2EE3	Monday 1115-1245	Evaluation of a new interactive online teaching aid for transesophageal echocardiography	Gordon Tait
2EE4	Monday 1115-1245	Interactive three-dimensional Virtual Brain Model as a companion to Neuroscience education	Wieslaw Nowinski and Wojciech Pawlina
3EE1	Monday 1415-1600	A comparison of two methods of rating the quality of higher order thinking in problem based learning concept maps	R Damant
3EE2	Monday 1415-1600	The heart as a mechanical pump: use of a plastic siphon pump as a learning tool	Kenny Sin
3EE3	Monday 1415-1600	MD Connector: an innovative online utility for medical education	Eugenia Shmidt and Kevin Christensen
3EE4	Monday 1415-1600	Twitter for medical education – what is it and why should I care?	Julie Hewett
4EE1	Monday 1630-1800	Web 2.0 technologies and how to use them to enhance your online systems	Tony McDonald
4EE2	Monday 1630-1800	Helping medical teachers in the ongoing evaluation of the clinical reasoning process in supervision of residents	Marie-Claude Audetat and Suzanne Laurin
4EE3	Monday 1630-1800	One-week simulated internship for senior medical students	T Laack
4EE4	Monday 1630-1800	Using standardized patient instructors to train students for diabetes and physical activity counselling with patients of low health literacy	Gail Marion and Sonia Crandall
7EE1	Tuesday 1115-1245	Jeopardy! An innovative approach to teaching psycho-social aspects of Pediatrics	T Jirasevijinda
7EE2	Tuesday 1115-1245	Using interactive, video web cases to teach evidence and context based clinical skills	S Aaron
7EE3	Tuesday 1115-1245	Aligning a virtual curriculum library with targeted natural language search – tomorrow’s answers to today’s challenge of improving teaching and learning	Paul Edelblut and Alan Rosenquist
7EE4	Tuesday 1115-1245	Promoting the utility of patient video-recordings in clinical education	Richard Harrington
8EE1	Tuesday 1415-1600	Prof: a system for query-based, longitudinal feedback of progress test results	I Timmermans
8EE2	Tuesday 1415-1600	Feedback booklet, including manual, fitting in the pocket of every white coat	F Jousma
8EE3	Tuesday 1415-1600	Improving educational opportunities for clerks by using a miniportfolio as a formative assessment tool	B R Zijsling
8EE4	Tuesday 1415-1600	Assessing integration – a pilot	K Bolander Laksov
9EE1	Tuesday	Core Obstetric Self-Testing	Athol Kent

	1630-1800		
9EE2	Tuesday 1630-1800	Automating testing of neuroanatomy and cerebrovasculature	Wieslaw Nowinski