

COULD TEAM-BASED LEARNING BE USED FOR POST-GRADUATE TRAINING

Author: Dr. Au Nhut Luan
Designation: Ex-deputy Head

Author: Dr. Do Thi Ngoc My
Designation: Lecturer

Author: Dr. Nguyen Dang Phuoc Hien
Designation: Lecturer

Affiliation: Department of Obstetrics and Gynaecology, Faculty of Medicine, University of Medicine and Pharmacy at Hochiminh City, Vietnam

Abstract

Team-Based Learning (TBL) focuses on teaching theoretical basis to undergraduates. According to available evidence, TBL effectively enhances teacher-learner interactions, solves cognitive gaps, connects concepts, and builds critical thinking.

While few studies on the use of TBL in post-graduate training (PGT) are conducted, most of them discuss the possibility of using TBL in a specific teaching context and rarely discuss in depth technical issues that may be involved. Unfortunately, they do not go in deep with technical issues. Therefore, this paper is going to discuss technical issues, focusing on the implementation of TBL for PGT and how to make it more relevant.

As PGT mainly focuses on professional competencies rather than basic concepts, appropriate adaptations are required to implement TBL in PGT. One of the greatest challenges of putting TBL in practice is the application of knowledge complexity and the ability of applying new concepts to real-life situations.

Basically, Readiness Assurance Tests (RATs) use MCQs for recognizing cognitive gaps. In PGT, relevant RATs should focus on more complex abilities (connecting, applying, synthesizing, summarizing) and concepts concerning different disciplines. In short, graduate students learn through specialized and oriented training courses in which simulated exercises are replaced with managing real-life situations features. Consequently, applications should focus on more complex and authentic subjects with consideration of the 4S principles. Furthermore, evidence-based solutions generated from the applications can help support students in enhancing critical thinking. Using various reporting tools (instead of rising color cards) in TBL also allows students to discuss and explore more potential complex options. As a result, the instructional material design and selection needs to be cross-disciplinary required.

With such particular emphasis on high order thinking level in education, TBL is highly recommended for using in PGT to significantly enhance students' study.

Biography



Dr. Luan Nhut Au is currently in charge of student assessment and curriculum development at the Department of OB-GYN, University of Medicine and Pharmacy at Hochiminh City (UMP).

In 1987, Dr. Luan Nhut Au accomplished undergraduate training in medicine at the UMP.

Since 1988, as a lecturer at UMP, he worked with lecture-based teaching.

In 1994, he started his post-graduate training in reproductive medicine at the University of Rene Descartes (Paris) and accomplished it in 1999.

In 2010, at the University of Ludwig-Maximilian (Munich), he attended special training courses in medical education that focused on problem-based learning. Later, he introduced problem-based learning into the UMP's OB-GYN curriculum.

In 2012, at DUKE-NUS (Singapore), he attended a team-based learning (TBL) fellowship program and accomplished it three years later. During his fellowship, he built the first OB-GYN TBL curriculum.

In 2016, as deputy head of the Department of OB-GYN UMP, he started up UMP's undergraduate OB-GYN TBL curriculum.

From 2017 til 2018, he attended and accomplished a 3-tier training program on quality assurance in higher education, AUN-QA (Thailand).

In 2019, he built up special courses in reproductive medicine based on the TBL approach. In 2022, he achieved the first systematic curriculum revision.

Dr. Luan Nhut Au gave several talks on medical education, domestically and internationally.

Besides his educational activities, Dr. Luan Nhut Au actively works in the domain of reproductive medicine. He is elected to the steering committee of Hochiminh City Society for Reproductive Medicine (HOSREM).

He also gave several talks on this domain, domestically and internationally.

Dr. Do Thi Ngoc My

Dr My Thi Ngoc Do was born in 1983.

She is a lecturer in Obstetrics and Gynaecology at the Faculty of Medicine, University of Medicine and Pharmacy at Hochiminh City (UMP).

In 2008, Dr My Thi Ngoc Do achieved her undergraduate training in Medicine. In 2011, she completed her residency training in Obstetrics and Gynaecology.

Shortly later, Dr My Thi Ngoc Do became a lecturer in Obstetrics and Gynaecology at UMP.



In 2012, Dr My Thi Ngoc Do began her teaching carrier with Team-Based learning. She intensively worked to wide-spread the philosophy of Team-Based Learning locally and country-wide. She effectively contributed to the success of several country-wide workshops on Team-Based Learning and student assessment.

Besides Team-Based Learning activities, Dr My Thi Ngoc Do has attended several training activities on medical education at both the domestic and international levels. Those training courses included modern teaching-learning approaches in medical education (2018) and faculty development (2023).

Since 2020, Dr My Thi Ngoc Do have taken responsibility for undergraduate training affairs at the Department of Obstetrics and Gynaecology.

As a practitioner, Dr My Thi Ngoc Do is also in charge of workplace training activities held at UMP-affiliated hospitals. Her work mainly focuses on bedside teaching and workplace assessment.



Dr. Nguyen Dang Phuoc Hien

Dr Hien Dang Phuoc Nguyen was born in 1986.

She is a lecturer in Obstetrics and Gynaecology at the Faculty of Medicine, University of Medicine and Pharmacy at Hochiminh City (UMP).

In 2010, Dr Hien Dang Phuoc Nguyen achieved her undergraduate training in Medicine. In 2014, she completed her residency training and then got the degree of master of Obstetrics and Gynaecology.

Shortly later, Dr Hien Dang Phuoc Nguyen became a lecturer in Obstetrics and Gynaecology at UMP.

In 2016, Dr Hien Dang Phuoc Nguyen began her teaching carrier with Team-Based learning.

In 2018, the UMP sent her to the University of Taipei for a specific training course on curriculum development for the residency programme.

Years later, Dr Hien Dang Phuoc Nguyen intensively worked to wide-spread the practice of Team-Based Learning at UMP and country-wide. She actively contributed to the success of several country-wide workshops on Team-Based Learning and student assessment.

Dr Hien Dang Phuoc Nguyen also attended several training activities on medical education at UMP and national levels. Those training courses included workplace-based training (2018, 2019) and mentoring in student affairs (2021).

Since 2021, UMP deployed Dr Hien Dang Phuoc Nguyen as a consultant in mentoring student affairs at UMP.

As a practitioner, Dr Hien Dang Phuoc Nguyen is also in charge of workplace training activities held at UMP-affiliated hospitals. Her work mainly focuses on bedside teaching and workplace assessment.