



HKU Med LKS Faculty of Medicine
Bau Institute of Medical & Health
Sciences Education
香港大學鮑氏醫學及衛生教育研究所

Welcome to the 2019 issue of the BIMHSE Bulletin, presented by the Bau Institute of Medical and Health Sciences Education to inform and update colleagues about Medical Faculty news related to education.

Highlights

in this issue include

Frontiers in the Medical and Health Sciences Education Conference 2018, “Learning in Alliance: Inter-professional Health Education and Practice”, December 18–19, 2018

Pre-launch Ceremony of the Master of Education (MEd) programme in Health Professions Education (HPE), December 18, 2018

New BIMHSE Structure

Spotlight on Dr Brian Chung Hon Yin and Dr Esther Chan Wai Yin, recipients of the Faculty Teaching Medal

Welcome to new BIMHSE members

Frontiers in Medical and Health Sciences Education 2018

Learning in Alliance: Inter-professional Health Education and Practice

December 18–19, 2018



Effective collaboration between health professionals from different disciplines in multidisciplinary teams positively affects patients' health care outcomes. However, preparing students for such collaborative practice can be challenging. The theme of this symposium was *Learning in Alliance: Inter-professional Health Education and Practice*, hosted by the LKS Faculty of Medicine on December 18–19, 2018. The main themes included the use of innovative pedagogies and technology, development of faculty and leadership, and examples of successful collaborative practice. The symposium drew on the expertise and experience of international and local speakers on the best way to implement IPE and to illuminate the possibilities and pitfalls in implementing inter-professional education.

The conference was attended by over 297 local, regional and overseas participants and featured 133 abstract submissions, 30 oral presentations and 65 poster presentations.

Amongst the many highlights of the conference were three plenary sessions, a film screening of *Bending the Arc*, and a forum on Experience Sharing. The first plenary session on Evidence of Impact featured Professor Elizabeth Anderson from the University of Leicester, UK, who spoke on 'Inter-professional Health Education and Practice: Evidence and Impact'; Dr Cynthia Whitehead from the University of Toronto, Canada, whose talk was 'Impactful Education for Collaboration: Is it Time for a Paradigm Shift in IPE'; and Dr Devin Nickol from the University of Nebraska Medical Center, USA, who spoke on 'Inter-professional Education and Practice: The State of the Evidence'. The second plenary session, Future of Inter-professional Education: Technology and Pedagogy, invited Professor Chia Chin Lin from the University of Hong Kong, whose talk was 'Future of Inter-professional Education: Learning with Machine and Machine Learning'; Professor John M O'Donnell from the University of Pittsburgh, who spoke on 'Quality Improvement for Simulation Programs: From Task Training to IPE'; and Dr Hing Yu So from the Hong Kong Jockey Club Innovative Learning Centre for Medicine, Hong Kong, who shared his views on 'Simulation and Inter-professional Education'. The third plenary session on Faculty Development and Leadership of Inter-professional Education was conducted by Professor Ruby Grymonpre from the University of Manitoba, Canada, who spoke on 'Faculty Development in Inter-professional Education (IPE): A Vital Component of a Sustainable Interprofessional Curriculum'; and Dr Ling Yu Yang from Taipei Veterans General Hospital, Taiwan, who addressed the topic 'Using Simulation based Inter-professional Education for Faculty Development'.

The conference gala dinner, hosted by the Chairman of the Organising Committee, Dr Lap Ki Chan, was held on December 18, 2018.

Pre-launch Ceremony of the Master of Education (MEd) programme in Health Professions Education (HPE)

December 18, 2018

The pre-launch ceremony of the Master of Education (MEd) programme in Health Profession Education (HPE) was held on December 18, 2018. The joint specialism delivered by both the Faculty of Education and the Bau Institute of Medical & Health Sciences Education (BIMHSE) of the LKS Faculty of Medicine aims to advance the field of HPE in Hong Kong and internationally. This specialism was created for educators in the health sciences disciplines who were looking to enhance clinical supervision, lead educational change and transform students' lives. It supports innovation in educational design and delivery in light of the latest research on learning and teaching. Graduates will also have the capacity to develop and evaluate educational quality in health care organization. The MEd (HPE) will also provide a recognized platform from which graduates can pursue research at the doctoral level (EdD or PhD).



2018-2019 BIMHSE Calendar – at a Glance

December 2018

18-19 Frontiers in Medical and Health Sciences Education 2018

January 2019

- 14 Research and Scholarship Sharing Session
 “The Use of Video in Prosecution Practical Classes”
 Dr Lap Ki Chan/School of Biomedical Sciences

February 2019

- 1 1st General Meeting of Newly Re-structured BIMHSE

March 2019

- 14 Research and Scholarship Sharing Session
 “Enhancing Empathy, Knowledge and Positive Attitude Among Nursing Undergraduates via a Virtual Reality-based Mental Health Education Programme”
 Ms Angie Lam/School of Nursing
 “Experiential Learning to Enhance Nursing Students’ Situation Awareness Regarding Patient Safety”
 Dr Maggie Chan/School of Nursing

April 2019

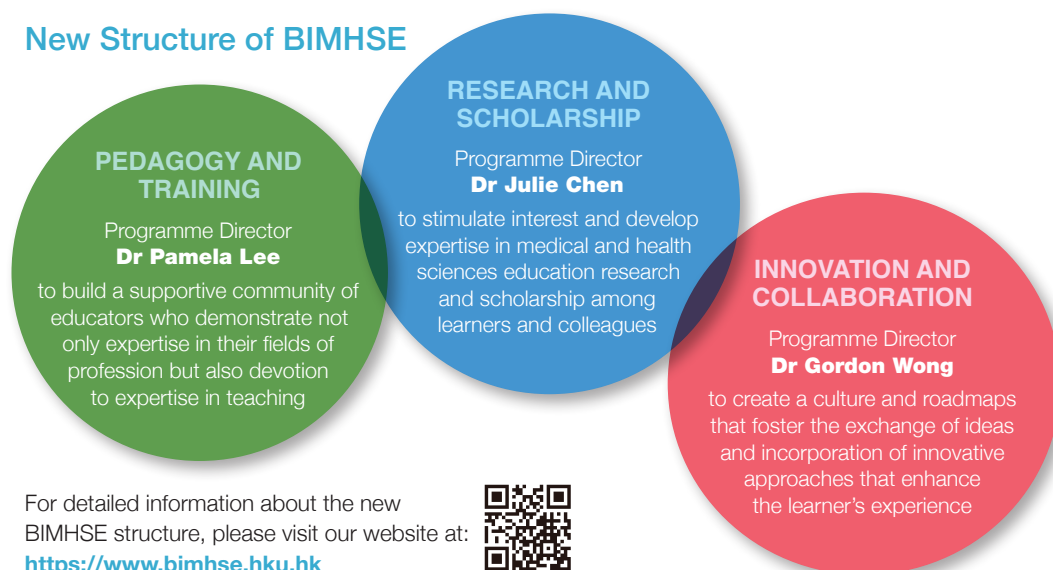
- 29 Research and Scholarship Sharing Session
 “Blending Team-Based Learning in Medical Biochemistry at the Bench-side”
 Dr Joanna Ho/School of Biomedical Sciences
 “Students Perspectives of the Pilot MMI Admission Interviews”
 Dr Weng Yee Chin/Department of Family Medicine and Primary Care

Restructuring of BIMHSE

As an entity providing infrastructure to foster excellence in medical and health sciences education within the faculty and beyond, the BIMHSE revamped its functions into three programmes in 2019: Pedagogy and Training, Research and Scholarship, and Innovation and Collaboration. This three-prong structure will enable BIMHSE to better facilitate its strategic objective of addressing the ever-changing teaching and learning needs of the medical and health care professions.

Dr George Tipoe, Director of BIMHSE, explained that the restructuring of BIMHSE was essential to provide cohesive and integrated educational support to the faculty's new curriculum initiatives. With the introduction of different teaching and learning activities such as e-learning, AR/VR, inter-professional education, 130 MBBS Enrichment Year, Life Enrichment Programmes for Nursing students as well as the MEd (HPE) programme, the new structure of BIMHSE will focus on providing synergy in implementing various projects related to medical and health sciences education.

New Structure of BIMHSE



For detailed information about the new BIMHSE structure, please visit our website at:
<https://www.bimhse.hku.hk>



We invite you to contact our BIMHSE members if you would like to further explore BIMHSE's programme.

2018-2019 BIMHSE Calendar – at a Glance

May 2019

- 9 Research and Scholarship Sharing Session
 “Do Medical Students Benefit from 3D Stereoscopic Models?”
 Dr Dongmei Cui/Department of Neurobiology and Anatomical Sciences,
 The University of Mississippi Medical Centre
- 20 TDG Research and Scholarship Sharing Session
 “E-Learning Tools for Enhancement of Clinical Reasoning in Undergraduate Medical Education”
 Dr Keith Chiu/Department of Radiography
 “Engaging Students through Mimicking the Peer Review Process in an Undergraduate Biomedical Sciences Course”
 Dr Julian Tanner/School of Biomedical Sciences

June 2019

- 19 TDG Research and Scholarship Sharing Session
 “Developing and Evaluating an Interactive Online Concept Map for Evidence-based Practice Teaching in Undergraduate Medical Education”
 Dr June Leung/School of Public Health
 “Development of a Diversified Moodle-based E-Chinese Medicine Question Bank for Enhancing Teaching Effectiveness and Student Learning Outcomes: A Pilot Study”
 Dr Olivia Fan Cheung/School of Chinese Medicine

SPOTLIGHT

Outstanding Teaching Award (Team)

The Award Presentation Ceremony for Excellence in teaching, research, knowledge exchange and professional services 2018 was held at the Rayson Huang Theatre on March 29, 2019.

Professor Gray Meredith Kochhar-Lindgren (Leader), Common Core Office; Professor Gina Marchetti, Faculty of Arts; Mr Mathew Robert Pryor, Faculty of Architecture and **Dr Julian Alexander Tanner, LKS Faculty of Medicine** were presented with the Outstanding Teaching Award (Team) for their project, 'Transdisciplinarity in Action: Creating Multiscalar Teaching and Learning Platforms in the Common Core'.



2018-2019 BIMHSE Calendar – at a Glance

September 2019

- 25 TDG Research and Scholarship Sharing Session
 “A.I.natomy - Artificial Intelligence Chatbots for Blended Learning in Anatomy”
 Dr Christopher See/School of Biomedical Sciences
 “Experiential Learning to Empower Nursing Students’ Competence in Clinical Handover by Applying ISBAR (Identify, Situation, Background, Assessment, and Recommendation) through Simulation Teaching”
 Dr Maggie Chan/School of Nursing

October 2019

- 16 Research and Scholarship Sharing Session
 “How to Ensure Trainees’ Readiness for Practice: The Value and Function of Medical Education in a Healthcare System”
 Dr Phoenix Chen/Ohio State University College of Medicine
- 23 TDG Research and Scholarship Sharing Session
 “Mobile Electronic Platform and Electronic Resources for Histology Education, the Histology E Classroom”
 Dr Jian Yang/School of Biomedical Sciences
 “Developing and Evaluating Inter-professional Blended Team-based Learning and Clinical Simulation Education in Medical and Nursing Curricula”
 Dr Abraham Wai/LKS Faculty of Medicine

November 2019

- 5 Research and Scholarship Sharing Session
 “AMEE Conference Sharing Meeting”
 Professor John Nicholls/Department of Pathology
 Dr Jacqueline Yuen/Department of Medicine
 Dr Christopher See/School of Biomedical Sciences
 Dr Dana Vackova/School of Public Health
 Dr Sarah Chan/BIMHSE
 Miss Cynthia Sin Nga Lam/MBBS Year 4 student

December 2019

- 2 Lunchtime Seminar
 “The Philosophy of Teaching Anatomy and How Using Ultrasound Brings Anatomy to Life”
 Professor Claire Smith/Brighton & Sussex Medical School

SPOTLIGHT



Dr Esther Wai Yin Chan

Faculty Teaching Medal

The LKS Faculty of Medicine Faculty Prize Presentation Ceremony was held at Cheung Kung Hai Conference Centre, William MW Mong Block, on February 11, 2019. Award winners were Dr Brian Chung from the Department of Paediatrics and Adolescent Medicine and Dr Esther Chan from the Department of Pharmacology and Pharmacy.

Dr Esther Chan Wai Yin (Department of Pharmacology and Pharmacy, LKS Faculty of Medicine)

Brief profile

Dr Esther Chan joined the Department of Pharmacology and Pharmacy in 2012 and is currently Associate Professor in the Department and Research Lead for the Centre for Safe Medication Practice and Research.

Dr Chan was a recipient of the HKU Outstanding Young Researcher Award in 2018 and, along with colleagues, received the Faculty of Medicine Outstanding Research Output Award in 2016, 2017, 2018 and 2019. On the topics of pharmacotherapy and medication safety, Dr Chan has authored over 100 publications for an international readership in journals such as *JAMA*, *Gastroenterology*, and *Journal of the American College of Cardiology*.

Her commitment in transferring the latest research findings to students is made possible through her enthusiasm in research. Dr Chan believes that to be an outstanding teacher, she must also be an outstanding researcher and appreciate the importance of translating the latest research into captivating educational materials to inspire students. As a teacher and clinical pharmacist, she is passionate about communicating knowledge gained through first-hand experience to students.



Communicating knowledge gained through first-hand experience to students

Teaching philosophy

My ultimate teaching goal is to enrich student learning through my enthusiasm for teaching and research, specifically by using research to guide and enhance clinical practice and education in clinical pharmacy. To that end, my teaching philosophy is underpinned by three main themes: achieve an enriching and strong nexus between teaching and research to nurture students, adopt effective teaching approaches and utilize a student-centred approach to teaching and learning.

Prize Presentation

February 11, 2019



Dr Esther Wai Yin Chan, recipient of the 2018 Faculty Teaching Medal, receives her award from the Dean of Medicine, Professor Gabriel Leung



Committed to transferring the latest research findings to students

SPOTLIGHT



Dr Chung Hon Yin Brian

Prize Presentation

February 11, 2019



Dr Chung Hon Yin Brian, recipient of the 2018 Faculty Teaching Medal, receives his award from the Dean of Medicine, Professor Gabriel Leung

Dr Brian Chung Hon Yin (Department of Paediatrics and Adolescent Medicine, LKS Faculty of Medicine)

Brief profile

Dr Brian Chung is a graduate of HKU MBBS Class '99. He joined the Department of Paediatrics and Adolescent Medicine as Clinical Assistant Professor in 2000. Currently he is a Clinical Associate Professor and the MBBS Curriculum Coordinator for the department. Dr Chung provides care to children admitted to the General Ward in Queen Mary Hospital and serves as the clinical geneticist for Queen Mary Hospital, Tsan Yuk Hospital and the Duchess of Kent Children's Hospital. He is the Secretary of the Subspecialty Board of Genetics & Genomics under the Hong Kong College of Paediatricians.

Teaching philosophy

Teaching Medicine is a difficult task. Of all the disciplines, paediatrics is certainly one of the most difficult to teach. Many medical students choose to keep a distance from sick children simply because it is more demanding to interact with and take care of these lovely, fragile little angels. However, it is my belief that paediatrics provides good learning material for all students to acquire a board spectrum of knowledge, the skills of clinical reasoning and a good foundation to practise medicine in the most humane manner, even if they will not choose to become paediatricians in the future.

As a teacher, my goal is to go beyond teaching content knowledge and foster critical thinking and problem-solving skills, which are essential for a good clinician. I believe that outcome is the most crucial element for curriculum design, implementation of teaching and its evaluation/assessment. I always make it clear to students that their ultimate aim is not to be a good student but to be a good doctor and a team player that I will entrust with important responsibilities in patient care. Only by setting clear goals early in the learner's journey will our future doctors be able to acquire the knowledge, skills and competence to guarantee lifelong learning and a successful career.



Teaching Common Core Curriculum The World Changed by DNA



Teaching Clinical Reasoning in Paediatric Specialty Clerkship

Teaching and Development Grants (TDG)

TDGs are intended to support projects and activities that will have an impact on strategic development and the enhancement of Teaching and Learning (T&L). In the past year, grants were awarded to eleven projects.

Project: The use of technology innovation ‘simulation ward’ teaching model to promote undergraduate nursing students’ clinical performance competence



Dr Veronica SF Lam

Principal Investigator: Dr Veronica SF Lam, School of Nursing (E: veronica@hku.hk)
Co-investigators: Ms Cecilia Kong, Mr John Fung, Ms Michelle Pang, Ms Vivien Tsang, Dr Maggie Pun, Mr Edmond Chan, Ms Stella Lo, Mr Vincent Chan, Mr Peter Lai, Dr Janet Wong

The project aims to provide a simulation ward environment with mixed-human simulators to enhance students’ clinical competence, self-confidence and self-satisfaction. The mode of simulation teaching is usually related to the use of one simulator to a few participants. In reality, each nurse has to take care of more than 10 patients within a shift. Therefore, an innovative project is designed by using a new concept, Simulation Ward, in which students are required to provide nursing care to mixed-human simulators with patients with various conditions.

This project engages Year 4 nursing students. They are required to participate in three to six sim ward sessions, and in each session they have to look after three to four mixed-human simulators, including high-fidelity, mid-fidelity simulators, and one standardized patient, with various clinical conditions.

The outcome measures are to evaluate students’ clinical competence, clinical thinking, self-satisfaction and self-confidence.

Project: A.I.natomy: Artificial Intelligence chatbots for blended learning in anatomy



Dr Christopher YH See

Principal Investigator: Dr Christopher YH See, School of Biomedical Sciences (E: drsee2@hku.hk)
Co-investigator: Dr Lap Ki Chan

How do we give each student an individualised learning experience in the anatomy laboratory? Our solution is an Artificial Intelligence (AI) powered chatbot accessed via students’ mobile devices. As a digital companion whilst navigating real cadaveric specimens and models, it provides stimulating questions, instantaneous feedback and supplementary multimedia resources and can even answers students’ own questions, all in users’ natural language.

This chatbot allows each student to learn at his or her own pace, with the freedom to make mistakes and learn from them. As an AI program, it gets better every year, as we generate more than 6,000 student-bot interactions in a single session to train our algorithm powered by Google’s DialogFlow AI software. MBBS year II and BDS year I students have already experienced this AI-era learning method, and MBBS students Cynthia Sin Nga Lam and Yik Sum Li are part of the research and programming team respectively.

There is a short (around 1 min) demonstration video which readers might be interested in, accessible through QR code:

https://drive.google.com/file/d/1jQK9UiHa-3l_O2jyT1m7YCINEIMvDHfj/view?usp=sharing





Dr Jian Yang

Project: Mobile electronic platform and electronic resources for histology education, the Histology E classroom

Principal Investigator: Dr Jian Yang, School of Biomedical Sciences (E: jianyang@hku.hk)

Co-investigators: Dr Lap Ki Chan, Prof George Sai Wah Tsao, Dr Yick Pang Ching, Dr Tomasz Stanislaw Cecot, Dr Wilton Wai Tung Fok, Dr Fridolin Sze Thou Ting

Histology is the study of the microscopic anatomy of cells and tissues. It allows medical professionals to comprehend the relationship between tissue structures and functions. The disadvantages of traditional histology teaching include focusing on memorization rather than application of knowledge. There is also lack of interaction with students. Judging from previous student comments, they often found histology too abstract and considered it 'boring'. However, the hands-on histology experience is valuable in enhancing students' microscope and tissue-handling abilities and critical for their professional development. In this project, we will create a fully interactive HKU histology E-book, combining the E-atlas, E-manual and demonstration videos. Furthermore, a mobile-web-based platform will be developed to create a pressure-free E-learning environment. The platform will enable the students to access the knowledge before and after class for self-directed learning, exchange learning tips during class, perform team-based learning, provide peer review and support, and give feedback on their learning experience. For teachers, this platform will provide a virtual environment to deploy tasks, provide instant feedback, gauge students' learning activities, organize game-based learning, conduct formative assessment, and collect data for future pedagogical improvement.

Project: Experiential learning to empower nursing students' competence in clinical handover by applying ISBAR (Identify, Situation, Background, Assessment, and Recommendation) through simulation teaching

Principal Investigator: Dr Maggie Chan, School of Nursing (E: chanmk1@hku.hk)

Co-investigators: Dr Janet Wong, Ms Claudia Chan, Ms Michelle Pang, Ms Jessica Cheuk, Ms Vivian Tsang and Dr Angela Chan (School of Nursing, PolyU); Ms Shirley Ng (Clinical Teacher, United Christian Hospital)

Effective clinical handover among health care professionals can ensure safe practice and reduce adverse events. Nursing students feel stressed during clinical handover because of difficulties in verbalizing their thinking and explaining their actions in an organized way. To enhance nursing students' communication skills, it is essential that they are taught the process of clinical reasoning. Nursing students can learn how to interpret a situation, identify a patient's problems, establish goals and take action. The aims of this project are to enhance nursing students' knowledge, confidence and competence in clinical handover. Findings from this project will help us in the development and evaluation of simulation teaching.



Dr Maggie Chan

Project: Flipped classroom model in dementia care: Cultivating nursing students' clinical reasoning and clinical judgement

Principal Investigator: Dr Maggie Chan, School of Nursing (E: chanmk1@hku.hk)

Co-investigators: Dr Janet Wong, Dr Kelvin Wang, Dr Tyrone Kwok, Ms Claudia Chan, Mr Henry Chan, Mr WH Wan and Mr Leon Cheung and Dr Shea YF (Department of Medicine, Queen Mary Hospital), Dr Daphne Cheung (School of Nursing, PolyU).

According to the World Health Organization, dementia is one of the major causes of disability and dependency in older people worldwide. Dementia affects not only elderly people but also their families. Knowledge is important for nursing students to develop positive attitudes towards dementia patients and their families. In this project, clinical reasoning has been adopted as a conceptual framework to build the knowledge and attitudes of nursing students in caring for dementia patients. Using this framework, nursing students can develop clinical judgement, understand patient problems and plan to implement interventions. An e-learning strategy will be used to foster nursing students' clinical reasoning by providing structure and context to understand patients' feelings and needs. Findings from this project will be used to explore the feasibility and effectiveness of e-learning in the nursing curriculum.



Dr Eric Yuk Fai Wan

Project: Identifying and articulating the student learning experience in the MBBS 130 curriculum Enrichment Year

Principal Investigator: Dr Eric Yuk Fai Wan, Department of Family Medicine and Primary Care & Department of Pharmacology and Pharmacy (E: yfwan@hku.hk)

Co-investigators: Mr Zhihao Li, Dr Julie Yun Chen, Dr Weng Yee Chin, Prof Cindy Lo Kuen Lam, Dr Tai Pong Lam, Dr Gordon Tin Chun Wong, Dr George Lim Tipoe, Dr Kai Sing Tony Sun, Dr So Ching Sarah Chan

The new innovative 130-curriculum for the Bachelor of Medicine and Bachelor of Surgery Programme (MBBS) began in 2016–17. Students were allowed to design their own learning experience by choosing from a combination of activities such as intercalation or exchange programmes, research attachments, and service and humanitarian work in Hong Kong and/or overseas during the third year (Enrichment Year (EY)). However, the barriers and facilitators, and the overall student learning during EY are unknown. The aim of this project is to identify the barriers and facilitators to achieve the proposed learning outcomes in the EY using a mixed-method design for all 206 MBBSIII students who participated in the EY during 2018–19. The empirical findings from this study can help to inform the future planning of the programme to enhance the student learning experience.



Dr Janet Yuen Ha Wong

Project: Virtual ER: A serious online game for enhancing clinical competence and teamwork in medical and nursing undergraduates

Principal Investigator: Dr Janet Yuen Ha Wong, School of Nursing (E: janetyh@hku.hk)

Co-investigators: Dr Veronica Lam, Ms Jessica Cheuk, Ms Zoe Ng, Dr Maggie Chan, Dr Abraham Wai, Dr LP Leung, Dr Gordon Wong, Dr To Kwok, Prof Ricky Kwok

Serious gamification in clinical education has emerged exponentially in recent decades. It uses game mechanics to enhance learners' motivation and influence their behaviours. Learning objectives of serious games vary considerably from specific technical skills training to general case-based scenarios that require clinical reasoning and problem-solving skills. In this project, we plan to develop a serious online game with the specific learning goals of enhancing clinical competence and teamwork in both medical and nursing students at emergency units in a virtual hospital. As clinical competence in decision making and teamwork are two promising soft skills substantially required in emergency care, we expect serious gamification will be an effective pedagogic approach to engage students in emergency medicine and nursing. In addition, by analysing the relevant data, we will be able to understand which game mechanics will lead students toward engaging behaviours.



Dr Tomasz Stanislaw Cecot

Project: Introduction, development and evaluation of the Task-Oriented Practical (TOP)

Principal Investigator: Dr Tomasz Stanislaw Cecot, School of Biomedical Sciences (E: tscecot@hku.hk)

Co-investigators: Dr Jian Yang, Dr George Lim Tipoe, Dr Andrew O'Malley

Learning by exploration and direct experience is regarded as the most natural, intuitive and highly effective way of gathering information, acquiring new skills and changing attitudes. To support the learning of anatomy, histology and embryology we propose a new approach to teaching in the format of Task-Oriented Practical (TOP). TOP is a learning session which comprises a series of tasks that are carried out at stations by groups of students. A station is a physical area equipped with relevant teaching resources to enable students to complete the task and achieve the specified learning outcomes. The task itself will contain open-ended instructions for students to accomplish at the station, align to the learning outcomes, correspond with higher levels of Bloom's taxonomy, help students to understand complex concepts and promote communication and team learning. We hope to create a truly stimulating and creative learning environment for our students.



Dr Polly Siu Ling Chan

Project: Evaluating the effectiveness of 'internationalization at home' in the university learning environment

Principal Investigator: Dr Polly Siu Ling Chan, Senior Lecturer, School of Nursing
(E: pollycha@hku.hk)

Co-investigators: Prof Chia Chin Lin, Dr Patsy Chu, Dr Veronica Lam, Dr Esther Lo, Dr John Fung, Ms Mary See, Ms Cherry Sun, Mr Abraham Wan

Internationalization is a strategic theme for teaching and learning in the HKU. This TDG focuses on Internationalization at Home (IaH), and its main purpose is to facilitate international and intercultural learning between local and international students in the university learning environment. To achieve IaH, intercultural learning strategies for enhancing the interaction among the students will be deployed, with an aim to develop their cultural competence. The strategies include in-class intercultural learning activities and post-exchange chat forum for 'at home' undergraduate nursing students. To measure the effectiveness of IaH, students have to fill in the Inventory for Assessing the Process of Cultural Competence among Healthcare Professionals — Student Version (IAPCC-SV) before and after implementation of the strategies. Students' global citizenship is expected to be further developed through the enrichment of intercultural learning experiences.

Project: Evaluating the impact of transformative E-learning initiatives: From the clinical curricula to the university

Principal Investigator: Professor Julian Alexander Tanner, School of Biomedical Sciences
(E: jatanner@hku.hk)

Co-investigators: Dr Gordon Wong, Prof Michael Botelho, Dr Mei Li Khong

E-learning is transforming education globally. In this academic year 2019–20, our MBBS curriculum is undergoing a major modernisation reform. One part of this reform is to shift learning from the lecture hall to an online environment where rich peer-to-peer learning communities can be fostered, where students have greater flexibility, and where material can be reviewed at any time throughout their six-year curriculum. In this TDG, we will evaluate the effect of e-learning on student learning through a mixed-method approach on MBBS year one students. We will triangulate data from pre- and post-tests, questionnaires and qualitative interviews to determine the effect on their understanding of course material. This study will provide guidance on how best to implement e-learning throughout the later years of our MBBS curricula, and to provide recommendations for best practice for other curricula at HKU and globally.



Professor Julian Alexander Tanner

Project: Development of adaptive scenario-based E-learning modules to enhance clinical competencies in medication management

Principal Investigator: Ms Janet Kit Ting Wong, Department of Pharmacology and Pharmacy
(E: janetwkt@hku.hk)

Co-investigator: Dr Alan James Worsley

Aiming to offer an additional simulated environment for undergraduate students to acquire clinical knowledge, skills and experience in medication management, this project will develop adaptive scenario-based e-learning modules on the Moodle.

The e-learning modules are developed in different tiers of difficulty. Fundamental modules focus on specific skills, whereas more advanced modules require progressively greater integration of clinical knowledge, skills and judgement. Each branching virtual clinical scenario is composed of several learning nodes of narrative, photo, video and clinical data that simulate a real patient case. Different answers chosen by the students at each node will lead to different outcomes for the patient. To reinforce the correct decision, real-time adaptive feedback is provided to students, based on their answers.

Adaptive learning with simulated scenarios will allow students to learn from the consequences of their clinical decisions without fear of making mistakes, which can cause harm to patients in real-world settings.



Ms Janet Kit Ting Wong

Spotlight on Our New BIMHSE Members

Dr Tomasz Cecot

Senior Lecturer, School of Biomedical Sciences

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For the past 16 years, Dr Cecot has been involved in teaching in higher education sector at different institutions on different continents. His understanding of the role of an academic teacher evolved from a 'transmitter of knowledge' to the 'supporter of students' learning'. For different groups of learners — medical, dental, nursing and biomedical — he has introduced the idea of a Task-Oriented Practical (TOP) in the fields of anatomy, histology and embryology. TOP is an active learning session which comprises a series of tasks carried out at stations by a group of students. The task itself provokes learning by exploration, collaboration and direct experience.

Ms Claudia Chan

Lecturer, School of Nursing

E: claudia2@hku.hk



Claudia is a Nursing graduate from HKU. She received her Master of Science (Nursing) from The Hong Kong Polytechnic University and Master of Social Science (Behavioral Health) from HKU in 2007 and 2015 respectively. Claudia practised in both public and private sectors before joining academia. She first began her teaching career as an Assistant Lecturer in School of Nursing, mainly responsible for teaching and supervising students in clinical areas. She was then involved in the planning of the course and curriculum revamp in the School of Nursing after she became a Lecturer in 2016. In the past few years, Claudia has been involved in the development of incorporating simulation in nursing education in the school by joining several Teaching Development Grant (TDG) Award projects as co-investigator. The recently granted project is related to using a flipped classroom to cultivate nursing students' clinical reasoning and clinical judgement related to dementia care.

Dr Esther Chan

Associate Professor, Department of Pharmacology and Pharmacy
Research Lead, Centre for Safe Medication Practice and Research

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As a researcher, Dr Chan appreciates the importance of translating the latest research into captivating educational materials to inspire innovation and creativity and engage students in undertaking their critical inquiries. She emphasises that no research is too small or insignificant, but importantly it is the thinking process behind the research that can address clinical questions and ultimately improve patient care. With a focus on clinical pharmacy and research, Dr Chan encourages critical thinking on evidence-based practice and promote a team-based, multidisciplinary approach towards research, teaching and learning. She continues to learn from students and colleagues from different disciplines who all bring different perspectives in the design of teaching and learning materials and platforms.

Dr Polly Chan

Senior Lecturer, School of Nursing

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Dr Chan is a Senior Lecturer at the School of Nursing, HKU. She has served as the Director of the Bachelor of Nursing (Part-time) Programme for Registered Nurses since 2013 in the school. She has also served as the Chair of the School's International Affairs Team since 2017. Dr Chan is interested in teaching related to internationalization, and she was awarded the Teaching Development Grant (TDG) 2019 funded by HKU for her study in Internationalization at Home.

**Dr Jessica Chu**

Lecturer, School of Biomedical Sciences

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Dr Jessica Chu participates in the teaching of MBBS, pharmacy, nursing, and Chinese medicine students. She believes that students should have a conceptual understanding of the topics in order to act and serve in the future. Because of this, Dr Chu actively engages in the use of learner-centred pedagogy. In her lectures, she maximizes opportunities for students to share ideas, ask questions, and express their knowledge by engaging them in her tailored think-pair-share activities. Via collaborative learning and real-time constructive feedback, she believes students' learning processes is much enhanced. They will have a much deeper, multidimensional understanding of professional-related subjects and be able to make specific links between theory and concepts in coursework to 'real-world' clinical experiences.

**Dr Masayo Kotaka**

Senior Lecturer, School of Biomedical Sciences

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Dr Masayo Kotaka is Senior Lecturer of the School of Biomedical Sciences. Dr Kotaka obtained her PhD from the Chinese University of Hong Kong. She completed her postdoctoral training in Structural Biology at HKU, the University of Oxford, UK, and Nanyang Technological University, Singapore, and was a Research Assistant Professor in the Department of Physiology, HKU, and School of Life Sciences, CUHK. She was Head of Research in a start-up company based at Hong Kong Science Park before joining the School of Biomedical Sciences in 2018. She has a strong interest in developing undergraduate courses in Entrepreneurship in Biomedical Sciences and Biotechnology. She is also interested in promoting communication literacies in undergraduate courses.

**Dr Denny Ma**

Lecturer, School of Biomedical Sciences

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Dr Ma received his PhD in physiology from HKU in 2010. His postdoctoral research focused on developmental neuroscience. As a teacher and coordinator of human biology courses, he contributed to nursing programmes organised by the Hong Kong Hospital Authority for nursing schools of the Queen Elizabeth Hospital, Tuen Mun Hospital, and Caritas Medical Centre, in collaboration with higher education institutions, including The Hong Kong Institute of Education (now EdUHK), Tung Wah College, and Caritas Bianchi College of Careers. His main teaching responsibilities are in the biomedical science courses of most undergraduate programmes offered by the LKS Faculty of Medicine of HKU. The goal of his research is to improve the quality of medical education with innovative technologies. He has developed educational software with augmented reality to support learning and has been studying the effectiveness of virtual reality in curriculum enrichment.

Tips for Teachers

Useful resources for medical and health sciences teachers

Do you know that you can apply to BIMHSE for conference sponsorship related to medical and health sciences education?

BIMHSE Conference Funding Support

- For conferences in Mainland China or other countries in the Asia-Pacific region: maximum award up to HK\$7,000
- For conferences outside the Greater China and the Asia-Pacific region: maximum award up to HK\$16,500

For more information, please contact us by e-mail at imhse@hku.hk.

Recent Publications and Presentations

Invited Talks

Pedagogy and Training

1. Chan LK (invited plenary speaker). 2019. One-minute preceptor. Train the trainer: Teaching Development Programme, organised by the Hong Kong University-Shenzhen Hospital, Shenzhen, China, May 19, 2019.
2. Chan LK (invited speaker). 2019. Public engagement in anatomy education. The 19th Congress of the International Federation of Associations of Anatomists. London, August 9-11, 2019.
3. Chan LK (invited speaker). 2018. A large scale interprofessional programme involving 11 undergraduate health and social care programmes. Frontiers in Medical and Health Sciences Education – Learning in Alliance: Inter-professional Health Education and Practice, Hong Kong, December 18, 2018.
4. Chan LK (invited speaker). 2018. Gross anatomy: A “gross” discipline? NerdNite. Hong Kong, November 26, 2018.
5. Chan LK (invited speaker). 2018. Public engagement in anatomy education, for ICS, Kaohsiung. The 41st Biennial World International College of Surgeons Congress & Taiwan Neurosurgical Association Annual Meeting Combined Conference, Kaohsiung, Taiwan.
6. Chen JY. Integrating medical humanities in the core medical school curriculum Health Humanities Interest Group, Stellenbosch University, Cape Town, South Africa, April 8, 2019.

Research and Scholarship

7. Chan LK (plenary speaker). 2018. Research and publishing in basic biomedical teaching and learning. Annual Conference of the Teaching Steering Committee of Basic Medical Sciences, Ministry of Education. Shiyao, Hubei, China (湖北 · 十堰 · 武当山), August 17-21, 2018.
8. Chen JY. Transforming your work in teaching and learning into publishable scholarly output Asia-Pacific Academic Primary Care Group Symposium (AAPCG), June 22, 2018.
9. Chung BHY. The Academic Career Panel session (for post-graduate students). American Society of Human Genetics ASHG 2018, San Diego, USA, October 17, 2018.

Innovation and Collaboration

10. Chan LK (invited plenary speaker). 2019. Innovative use of technology in biomedical science education. The Second Xiangya International Symposium on Medical Education, Changsha, Hunan, China, May 3-5, 2019.
11. Chan LK (invited speaker). 2018. Technology for overcoming barriers to active learning in the gross anatomy laboratory. The 8th Asia Pacific International Congress of Anatomists and 68th Korean Association of Anatomists, Busan, October 28-31, 2018.
12. Chan LK (plenary speaker). 2018. The use of technology to promote active learning in the gross anatomy laboratory. The 5th International Anatomical Sciences & Cell Biology Conference 2018. Kuala Lumpur, Malaysia, July 24-27, 2018.
13. Chan LK (invited speaker). 2018. An e-platform for promoting interprofessional team-based learning. TEAL (Technology Enhanced Active Learning) in Tertiary STEM education. Organised by Hong Kong Polytechnic University, June 27, 2018.
14. Chan LK (plenary speaker). 2018. The use of technology to promote active learning in medicine. The 2nd International Conference on Digital Medicine. Guangzhou, China, May 25-27, 2018.
15. Chan LK (keynote speaker). 2018. Promoting active learning in gross anatomy laboratory. The 61st Annual Conference of Korean Association of Physical Anthropologist, Jeonju, Korea, May 24, 2018.
16. Chen JY. connect*ed: promoting inter-professional communities of learning using an online team collaboration tool. Frontiers in Medical and Health Sciences Education, The University of Hong Kong, December 18-19, 2018.
17. Chen JY. connect*ed: supporting connectivity and communities of learning in a virtual environment eLearning Forum Asia @ Learning and Teaching Expo, HK Convention Centre, December 14, 2018.
18. Chen JY. Beyond the e-portfolio: connectivity and communities of learning in a virtual environment Technology Enhanced Active Learning in Medicine TEAL Mini-symposium, Polytechnic University of Hong Kong, June 27, 2018.

19. Ma CW (invited speaker). 2018. Use of augmented reality to optimize the effectiveness of biomedical education. Research and Scholarship Sharing Session, Bau Institute of Medical and Health Sciences Education (BIMHSE), Li Ka Shing Faculty of Medicine, The University of Hong Kong, October 15, 2018.
20. Wong J.Y.H. (invited speaker). 2018. Keys to successful implementation of IPE: The case of HKU Nursing. Building Sustainability in Interprofessional Education, U21 Health Sciences Group Annual Meeting 2018, University of Melbourne, Australia, September 10-14, 2018.
21. Yang J (invited speaker). 2019. Application of electronic and mobile technology for enhanced active learning experience in histology and gross anatomy education, 34th Annual Congress of the Chinese Society for Anatomical Sciences and 1st Summer Symposium for the Young Anatomist Across the Strait, Hong Kong and Macau. Kunming, China, August 19-20, 2019.
22. Yang J (invited speaker). 2019. Application of Electronic and Mobile Platform for Task Based Learning in Histology and Gross Anatomy Lab, Symposium on Emerging Innovations and Evaluation of Technology Enhanced Active Learning Pedagogies in Tertiary Education, Hong Kong, July 10, 2019.
23. Yang J (invited speaker). 2019. Utilising Tablet PC and Mobile Platform for Task Based Learning and Peer Assessment in Histology and Gross Anatomy Dissection Labs, The 19th Congress of the International Federation of Associations of Anatomists, London, UK, August 9-11, 2019.

Conference Abstracts

Pedagogy and Training

1. Bridges S, Chan LK, Green J, Hmelo-Silver C. Dialogic Intervisualizing: Rethinking Text-Discourse-Learning Relations in Multimodal Problem-based Learning. Computer Supported Collaborative Learning, Lyon, France, June 17-21, 2019.
2. Bridges S, Law N, Li N, Chan LK. Evaluating multimodal learning designs for Health Professions Education advanced degree programs. American Educational Research Association 2019 Annual Meeting, Symposium on “Evaluation of Advanced Degree Health Professions Education Programs – Informing Goals, Frameworks, Components, Impact, and Limitations”, Toronto, Canada, April 5-9, 2019.
3. Cecot, TS. Development of Task Orientated Practicals (TOPs) to encourage active learning in anatomy. Task Oriented Practicals. The 19th Congress of the International Federation of Associations of Anatomist, London, UK, August 9-11 2019.
4. Cecot, TS. Learning theories in practice. Educational conference leadtorium 2019, Poland, June 13-14, 2019.
5. Cecot, TS. Introduction of the Task-Oriented Practical (TOP) in the Anatomy Laboratory. Chinese Anatomical Society Meeting, August 20, 2019.
6. Cecot, TS. The task-oriented practical (TOP). Symposium on Emerging Innovations and Evaluation of Technology Enhanced Active Learning Pedagogies Tertiary Education, The Hong Kong Polytechnic University, Hong Kong, July 10, 2019.
7. Chan M.M.K., Au M.Y., Tsang W.Y.V., Wong J.Y.H., Chan K.Y. and Pang M.T.H. Empowering Through Practice: Experience Of Nursing Students In Clinical Handover, 7th Global Congress For Qualitative Health Research, Seoul, South Korea, June 20-22, 2018.
8. Chan M.M.K., Wong J.Y.H., Chan K.Y., Pang M.T.H., Au M.Y. and Tsang W.Y.V. Using ISBAR (Identify, Situation, Background, Assessment, and Recommendation) to Enhance Nursing Students’ Clinical Handover, Frontiers in Medical and Health Sciences Education – Learning in Alliance: Inter-professional Health Education and Practice, The University of Hong Kong, Hong Kong, December 18-19, 2018.
9. Chen JY, Lam TP, HUNG IFN, CHAN ACY Chin WY, SEE CYH, Tsang JPY. A pilot project on medical students as peer tutors: Perspectives from stakeholders. Frontiers in Medical and Health Sciences Education, HKU. December 18-19, 2018.
10. Chen JY, Chin WY. Role of a family doctor: ‘teacher of professionalism’ WONCA World Conference, Seoul, Korea, October 17-21, 2018.
11. Chen JY, Chin WY, Tsang JPY. How Medical Students’ Attitudes towards Professionalism Evolve During Medical School. WONCA World Conference, Seoul, Korea, October 17-21, 2018.
12. Chen JY, Chin WY, Tsang JPY. The impact of early family doctor attachments on medical student attitudes towards professionalism. Society of Teachers of Family Medicine Annual Conference, Toronto, Canada, April 28-May 2, 2019.
13. Chen JY, Wu HYJ, Wong V, Wong S. Cultivating compassion: building resilience in medical students. International Conference on Physician Health. Toronto, Canada, October 11-13, 2018.

14. Chen JY, Wu HYJ, Wong V, Ray N, Wright A, Kerzin B, and Wong S. Cultivating compassion: building resilience in medical students *Frontiers in Medical and Health Sciences Education*, HKU, December 18–19, 2018.
15. Chen JY, Wu HYJ, Wright A, Leung GKK, Tsang JPY, Lau CS. What ethical dilemmas in clinical clerkships cause moral distress in medical students? *Transform MedEd* 2018. Li Kong Chiang School of Medicine, NTU/Imperial College London. Singapore, November 9–10, 2018.
16. Chen JY, Yu EYT. Team-based learning (TBL): a structured approach to help medical students learn problem-solving in family medicine. *WONCA Asia Pacific Regional Conference*, Kyoto, Japan, May 15–18, 2019.
17. Chen JY, Lam TP, Hung FNI, Chan ACY, Chin WY, See C and Tsang JPY. A pilot project on medical students as peer tutors: Perspectives from stakeholders, *Frontiers in Medical and Health Sciences Education – Learning in Alliance: Inter-professional Health Education and Practice*, The University of Hong Kong, Hong Kong, December 18–19, 2018.
18. Cheung RCC, Chan LK, Bridges S. Why is anatomy difficult to learn and teach? Exploring the views of different populations of anatomy learners and teachers. The 19th Congress of the International Federation of Associations of Anatomists, London, UK, August 9–11, 2019.
19. Chin WY, Lam TP, Chen JY, Lam CLK. Quality Assurance Of A New 7-Week Clerkship In Family Medicine And Community Care In The MBBS Program At The University Of Hong Kong. *WONCA World Conference*, Seoul Korea, October 17–21, 2018.
20. Chung, B.H.Y., Lam V.H.M., Chan J.C.M., Wong W.H.S., Lee P. Monitoring learning outcome in paediatric specialty clerkship using E-logbook. *Frontiers in Medical and Health Sciences Education – Learning in Alliance: Inter-professional Health Education and Practice*, The University of Hong Kong, Hong Kong, December 18–19, 2018.
21. Khong, M.L. & Tanner, J.A. Developing the research-teaching nexus within a transdisciplinary open platform Common Core Course. Co-constructing Excellence: Recognising, Scaffolding and Building Excellence in University Learning and Teaching, The University of Hong Kong, Hong Kong, December 18–19, 2018.
22. Khong, M.L. & Tanner, J.A. Designing and implementing a student-led collaborative biomedical project as a transdisciplinary course. *Frontiers in Medical and Health Sciences Education – Learning in Alliance: Inter-professional Health Education and Practice*, The University of Hong Kong, Hong Kong, December 18–19, 2018.
23. Lee P., Lam V.H.M., Chan J.C.M., Wong W.H.S., Chung, B.H.Y. Teaching and learning physical examination in the clinical setting: Authentic assessment of multi-domain competences for independent professional practice. *Frontiers in Medical and Health Sciences Education – Learning in Alliance: Inter-professional Health Education and Practice*, The University of Hong Kong, Hong Kong, December 18–19, 2018.
24. Lee PPW, Lam HM, Chan CM, Wong WHS and Chung BHY. Teaching and learning physical examination in the clinical setting: Authentic assessment of multi-domain competencies for independent professional practice. (Best Paper Award) 2019 World Federation for Medical Education World Conference, Seoul, Korea, April 7–10, 2019.
25. Sdenka ZSP, Law N, Bridges S, LK Chan, Li L. 2018. Design patterns of problem-based learning for professional development. Abstract for The European Association for Research on Learning and Instruction (EARLI) 2019 in Aachen: Thinking Tomorrow's Education: Learning from the past, in the present, and for the future, Aachen, Germany, August 12–16, 2019.
26. See C, Cecot TS, Choi PH, Ng LS and Siu MFP. Functional Anatomy Training: An interdisciplinary approach to enhancing student wellbeing in health professions education. Bridging the Gap: Translating Interdisciplinary Research into Evidence-Based Practice, Hong Kong Shue Yan University, Hong Kong, May 3, 2019.
27. Shen, P. C. H, Coiffier, B., Lee, E. Y. P. Chiu K.W.H, Vardhanabhuti, V.V. The experience and feasibility of implementing an ultrasound curriculum for medical students. *Frontiers in Medical and Health Sciences Education – Learning in Alliance: Inter-professional Health Education and Practice*, The University of Hong Kong, Hong Kong, December 18–19, 2018.
28. Tanner, J.A. Mimicking scholarly peer review – a feedback-rich collaborative learning opportunity. Showcasing Excellence in Teaching & Learning Symposium, The University of Hong Kong, Hong Kong, December 14, 2018.
29. Wong KP, Leung G, Co M, Ma WK, Wong TCL, Chu KM, Cheng S. Learning The Surgical Stethoscope - Introduction of Surgical Bedside Ultrasound Examination in Medical Undergraduate. *Frontiers in Medical and Health Sciences Education – Learning in Alliance: Inter-professional Health Education and Practice*, The University of Hong Kong, Hong Kong, December 18–19, 2018.
30. Wong KP, Leung G, Co M, Ma WK, Wong TCL, Chu KM, Cheng S. Learning The Surgical Stethoscope - Introduction of Surgical Bedside Ultrasound Examination in Medical Undergraduate. The Royal College of Surgeons of Edinburgh & College of Surgeons of Hong Kong Conjoint Scientific Congress 2018, The University of Hong Kong, Hong Kong, September 15–16, 2018.
31. Yang J, Chan LK, Fok WWT, Ting FST and Shroff RH. 2019. Application of Dissection Peer-Support System in Pre-Clinical Gross Anatomy Education. The America Association of Anatomist Annual Meeting at Experimental Biology, Orlando, USA. (Accepted for poster presentation), April 6–9, 2019.
32. Yang J, Chan LK, Fok WWT, Ting FST and Shroff RH. 2018. Dissection Peer-Support System, Application in Gross Anatomy Teaching. 34th Annual Congress of the Chinese Society for Anatomical Sciences and 1st Summer Symposium for the Young Anatomist Across the Strait, Hong Kong and Macau, Hohhot, China, August 2–4, 2018.
33. Yuen JK, See C, Lum CM, Cheung TK and Wong WT. Empathy Training For Medical Students Through A Blended Learning Communication Skills Training Programme: A Mixed-Methods Study, 16th Asia Pacific Medical Education Conference (APMEC) 2019: Education for Health – Trends, Issues, Priorities, Strategies (TIPS), National University of Singapore, Singapore, January 9–13, 2019.

Research and Scholarship

34. Chan S. Balancing Career & Family: Experience Sharing from a Physician Teacher in Hong Kong. *Medical Women International Association Centennial Congress*. New York, United States, July 25–28, 2019.
35. Chan S. S. C, Patil N.G. The Licensing Examination for Doctors-Use of Multilingual Format in Hong Kong, The Association for Medical Education in Europe (AMEE) 2018 Conference, Basel, Switzerland, August 25–29, 2018.
36. Chan S. S. C, Patil N.G. Use of Local Language in Summative Examinations Held in English Medium Medical Education. *Asia Pacific Medical Education Conference (APMEC) 2019*, Singapore, January 9–13, 2019.
37. Tsui MYS and See C. Is peer-ethnography a useful tool for postgraduate medical education research? An analysis of the literature and experience sharing. 5th Medical Education Conference, Hong Kong Academy of Medicine, Hong Kong, May 4, 2019.

Innovation and Collaboration

38. Khong, M.L. & Tanner, J.A. A Student-Led Transdisciplinary Team Project (TTP) in Biomedical Research: Development, Implementation and Evaluation. *Asia Pacific Medical Education Conference (APMEC) 2019*, Singapore, January 9–13, 2019.
39. Lam CSN, Chan LK, See CYH. 2018. Converse, Connect and Consolidate – The Development of an Artificial Intelligence Chatbot for Health Sciences Education. Oral presentation in the *Frontiers in Medical and Health Sciences Education – Learning in Alliance: Inter-professional Health Education and Practice*, Hong Kong. (Won Best Oral Presentation Prize and Audience Choice Award), December 18–19, 2018.
40. Lam CSN, Li YS, Chan LK, Cheung RCC, See C. Converse, Connect and Consolidate – Can the A.I.natomy Chatbot teach anatomy? The Association for Medical Education in Europe (AMEE) 2019 Conference, Vienna, Austria, August 24–28, 2019.
41. See C, Lam CSN, Li YS, Chan LK. Methods for training an AI for higher education. Centre for Information Technology in Education Research Symposium, The University of Hong Kong, Hong Kong, May 31 – June 1, 2019.
42. Wong J.Y.H., Lam S.F. and Wai K.C.A. Inter-professional simulation as a mean to foster teamwork skills training in medical and nursing education: A qualitative analysis. *Conference for Education in Medicine and Simulation (CEMS)*, Taipei Medical University, Taiwan, August 3, 2019.
43. Yang J, Chan LK. Application of iclass Platform and Dissection Peer-Support System in Gross Anatomy Teaching, Technology Enhanced Active Learning (TEAL) in Tertiary STEM Education: A Mini Symposium, Hong Kong, June 27, 2018.
44. Yang J, Chan LK, Tsao GSW, Ching YP, Cecot TS, Ting FZT, Fok WWT, Tipoe GL. Application of Electronic and Mobile Platform for Task Based Learning in Histology and Gross Anatomy Labs. Symposium on Emerging Innovations and Evaluation of Technology Enhanced Active Learning (TEAL) Pedagogies in Tertiary Education. Organised by the Hong Kong Polytechnic University, Hong Kong, July 10, 2019.



Journal Papers

Pedagogy and Training

1. Chan, K., Wong, F. K. Y., Chan, L. K., & Ganotice, F. (2019). Interprofessional team-based learning: A revealing process for cultivating professional identity among nursing students. *Open Journal of Nursing*, 9, 249–267.
2. Coiffier, B., Shen, P. C. H., Lee, E. Y. P., Kwong, T. S. P., Lai, A. Y. T., Wong, E. M. F., ... & Khong, P. L. (2019). Introducing point-of-care ultrasound through structured multifaceted ultrasound module in the undergraduate medical curriculum at the University of Hong Kong. *Ultrasound*. <https://doi.org/10.1177/1742271X19847224>
3. Cutiongco-de la Paz, E. V., Chung, B. H. Y., Faradz, S. M. H., Thong, M. K., David-Padilla, C., Lai, P. S., ... Lauriono, M. (2019). Training in clinical genetics and genetic counselling in Asia. *American Journal of Medical Genetics (Part C)*. doi:10.1002/ajmg.c.31703
4. Lam, T. P., Sun, K. S., Piterman, L., Lam, K. F., Poon, M. K., See, C., & Wu, D. (2018). Impact of training for general practitioners on their mental health services. *Australian Journal of General Practice*, 47(8), 550.
5. Li, H., Chung, B. H. Y., Wang, W., Dai, H., & Cai, J. (2019). Standard training and certification of clinical geneticists in the United States. *Chinese Journal of Medical Genetics*, 36(1), 28. 李虹, 鍾佩言, 王偉, 戴紅政, 蔡俊慧。美國臨床遺傳專科醫師的規範化培訓與認證。中華醫學遺傳學雜誌, 36(1), 7.
6. Wang, W., Chung, B. H. Y., Zhang, K., Li, H., & Cai, J. (2019). Standardization and accreditation of training programs in clinical genetics. *Chinese Journal of Medical Genetics*, 36(1), 7. 王偉, 戴紅政, 鍾佩言, 李虹, 蔡俊慧。美國臨床遺傳學培訓基地的規範及認證標準。中華醫學遺傳學雜誌, 36(1), 7.

Research and Scholarship

7. Ganotice, F. A., & Chan, L. K. (2018). Psychometric validation of Team Experiences Questionnaire in pre-registration Chinese health and social care students in Hong Kong. *Journal of Interprofessional Care*, 33(2), 163–169.
8. Ganotice, F. A., & Chan, L. K. (2019). Which of the four models? Examining the measurement properties of the Interdisciplinary Education Perception Scale (IEPS) in healthcare and social care prelicensure curriculum in Hong Kong. *Journal of Interprofessional Care*, 33(1), 1–7. doi:10.1080/13561820.2018.1512958

9. Henning, M. A., Chen, J. Y., Krägeloh, C. U., Hill, E. M., Booth, R., & Webster, C. (2019). A comparative, multi-national analysis of the quality of life and learning factors of medical and non-medical undergraduate students. *Medical Science Education*, 29, 475.
10. Lachman, N., Chan, L. K., Evans, D. J. R., Wilson, T. D., & Pawlina, W. (2019). In pursuit of excellence reconsidered: Expertise and expert performance in the teaching, learning and application of anatomy (editorial). *Anatomical Sciences Education*, 11, 5–6.
11. Marcus, A., Henning, C. U., Krägeloh, R. B., Hill, E. M., Chen, J., & Webster, C. An exploratory study of the relationships among physical health, competitiveness, stress, motivation, and grade attainment: Pre-medical and health science students. *The Asia Pacific Scholar TAPS*, 3(3), 5–16
12. Pawlina, W., Evans, D. J. R., Chan, L. K., Ruit, K. G., Wilson, T. D., & Lachman, N. (2018). Student-teacher trust and journal-reader trust: Engines driving education and research in anatomical sciences (editorial). *Anatomical Sciences Education*, 11, 5–6.

Innovation and Collaboration

13. Ganotice, F. A., & Chan, L. K. (2018). How can students succeed in computer-supported interprofessional team-based learning? *Computers in Human Behavior*, 91:211–219. Retrieved from <https://doi.org/10.1016/j.chb.2018.09.029>
14. Ma, C. W. (2019). Nursing students' perceptions of biomedical education with augmented reality. *Integrative Biomedical Sciences*, 5(1), 70–73.

Books

Pedagogy and Training

Chan LK (editor), Chan Dick (photographer). 2018. The Trek (探). Hong Kong: brownie publishing. [A collection of aesthetic photographs of anatomical specimens, to promote the public's curiosity and appreciation of their own body. Won 2018 International Photography Awards, in the category of "Professional Book, Nature" 3rd Place.]

Book Chapters

Pedagogy and Training

See C. Gamification for Anatomy Education. Book Chapter, Teaching Anatomy (2nd ed.), Springer, Eds. Chan LK, Pawlina W. Accepted for Publication May 2019.

Save the Date

Upcoming Conferences in Medical and Health Sciences Education

Frontiers in Medical and Health Sciences Education 2020

November 20–21, 2020 in Hong Kong

<https://www.bimhse.hku.hk/home/frontiers-conferences/>

17th Anniversary of Asia Pacific Medical Education Conference (APMEC)

January 8–12, 2020 in Singapore

<http://medicine.nus.edu.sg/cenmed/apmec17/index.html>

2020 Annual Group for Research in Pathology Education (GRIPE) Annual Winter Meeting

January 23–25, 2020 in San Antonio, Texas, United States

<http://www.gripeweb.org/annual-conference/>

Integration in Medical and Health Science Education (IAMSE) in Asia 2020

February 28, 2020 in Kuala Lumpur, Malaysia

<http://www.iamse.org/annual-conference/>

Ottawa Conference 2020

February 29–March 4, 2020 in Kuala Lumpur, Malaysia

<http://ottawa2020.org/>

19th Annual Team Based Learning Collaborative (TBLC) Conference

March 14–17, 2020 in Portland, Oregon, United States

<http://www.teambasedlearning.org/conferences/>

Integration in Medical and Health Science Education (IAMSE) Annual Meeting

June 13, 2020 in Denver, Colorado, United States

<http://www.iamse.org/annual-conference/>

Association for Medical Education in Europe (AMEE) 2020

September 4–9, 2020 in Glasgow, Scotland

<https://amee.org/conferences/amee-2020>

Learn Serve Lead 2020: The AAMC (Association of American Medical Colleges) Annual Meeting

November 13–17, 2020 in Washington, DC, United States

<https://www.aamc.org/meetings/347984/upcomingmeetings.html>