

ASME **BITESIZE**

Debates: A Neglected Andragogy in Medical Education

Presented by

Dr Ahmad Allam
Ngawang Dheden
Roy Wang
Ashvin Kuri

Hosted by

Prof. Robert McKinley
ASME Director of Career
Groups

Session's Outline

First part: Introduction into educational debates

Second part: The debate debate

Third part: A plenary



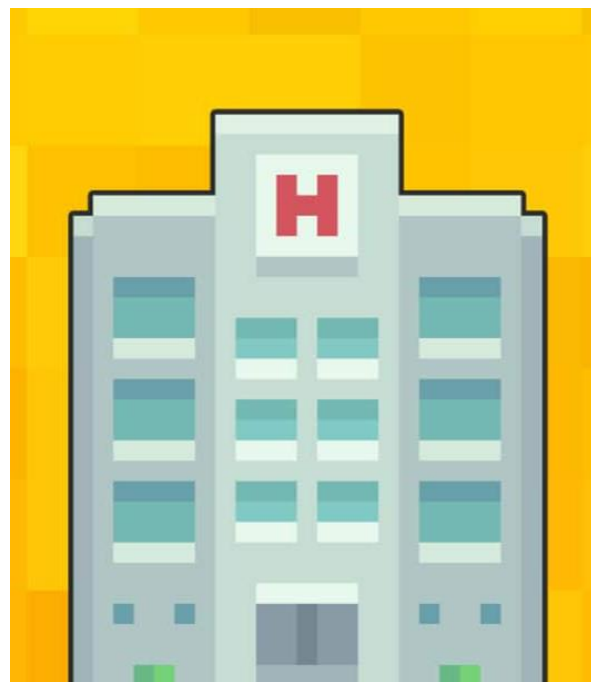
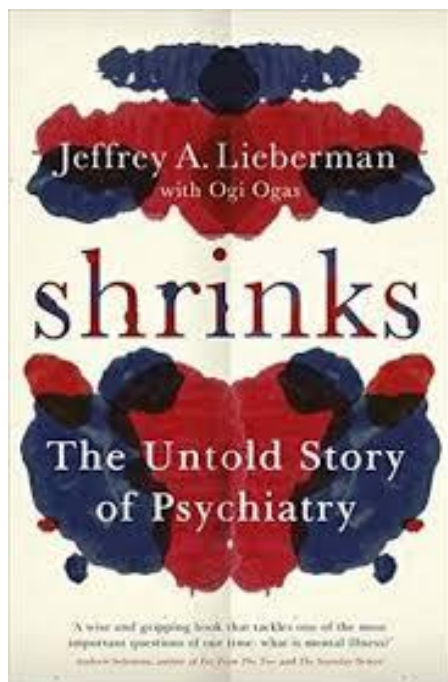


NHS Foundation Trust



Barts and The London
School of Medicine and Dentistry





Bloom's Revised Taxonomy



Year 4 Model - Critical Psychiatry Debates

6 rotations per year

One-off 90 minutes session

8-12 students

Flexible debate models

Pre-selected motions

No Rebuttals

Choosing topics but not sides

Questions from audience

4 weeks preparation time

Closing comments from facilitator

Questions bank provided

No assessment

Year 4 Model - Critical Psychiatry Debates

24 Students

79% - Positive Experience

71% - Critical Thinking

67% - More debate in
MBBS

54% - Coping with Conflict

58% - Confidence

71% - Positive towards
Psychiatry

37% - Oral Presentation
Skills

33% - Chances of choosing
Psychiatry

Year 2 Model - Examining Psychiatry through Debates

10 students

Pre-selected motions

Introduction + 5 sessions

Choosing topics but not sides

1 on 1

Pre-debate prep during the session

3 trials each

Arguments & Rebuttals

4 hours long

Group Discussion

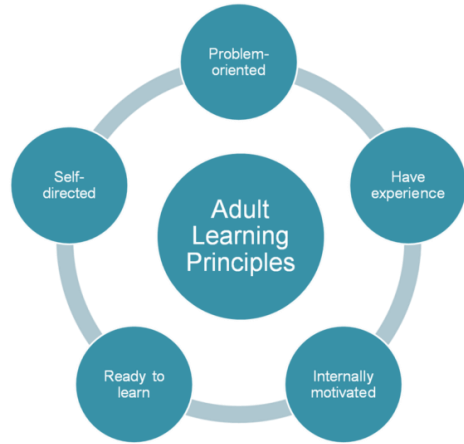
Zoom

Assessment during & after the course

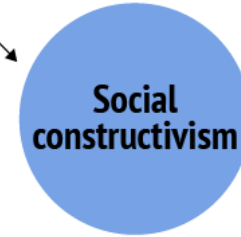
Year 2 Model - Examining Psychiatry through Debates



LOADING

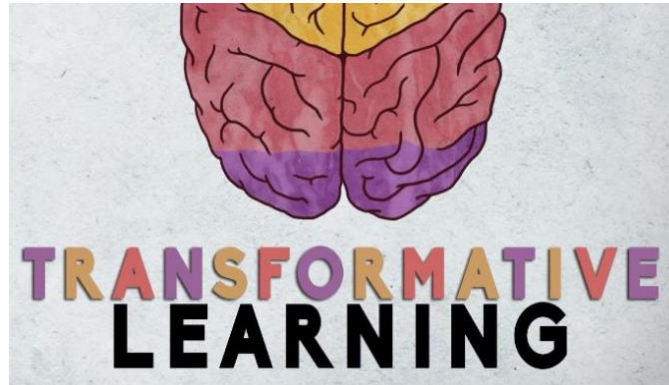


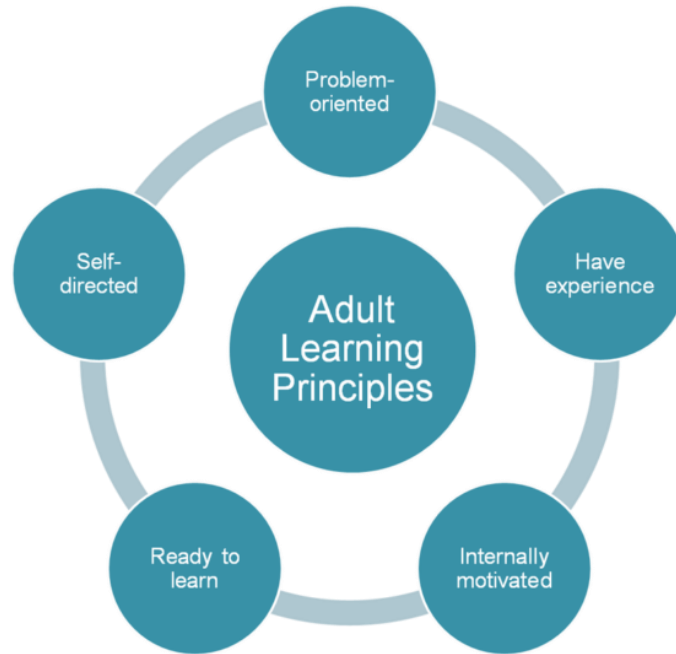
We build understanding together

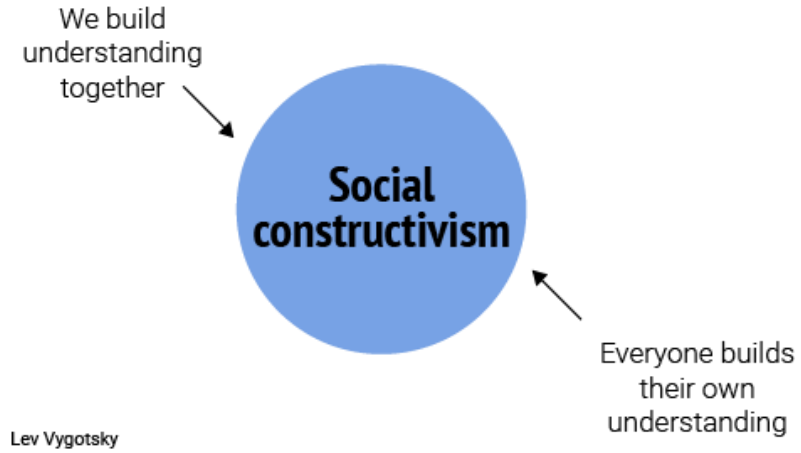


Everyone builds their own understanding

Lev Vygotsky







Vygotsky, LS (1978). *Mind in Society*. Cambridge: Harvard University Press. As referenced in Churcher, KMA, Downs, E & Tewksbury, D (2014). "Friending" Vygotsky: A Social Constructivist Pedagogy of Knowledge Building through Classroom Social Media Use. *The Journal of Effective Teaching*, 14(1), 33-50.



Mezirow, J. (1978). *Education for Perspective Transformation: Women's Re-entry Programs in Community Colleges*. New York: Teacher's College, Columbia University. As referenced in Kitchenham, A (2008). The Evolution of John Mezirow's Transformative Learning Theory. *Journal of Transformative Education*. 6(2), 104-123.



The screenshot shows the website for Maudsley Debates. At the top left is the King's College London logo. To its right is a search bar with the text 'Search...' and a 'GO' button. Below the search bar is a navigation menu with the following items: STUDY, STUDENT SERVICES, RESEARCH & INNOVATION, FACULTIES, NEWS & EVENTS, ALUMNI COMMUNITY, and ABOUT KING'S. Below the navigation menu is a breadcrumb trail: Home | Institute of Psychiatry, Psychology & Neuroscience | News | Maudsley Debates. The main content area has a blue header with the text 'MAUDSLEY DEBATES'. Below this header is a sidebar on the left with the following sections: ABOUT, STUDY, OUR RESEARCH, OUR CONNECTIONS, DIVERSITY & INCLUSION, and NEWS. The main content area has a section titled 'Maudsley Debates' with the following text: 'The Maudsley Debates take place three times a year at the Institute of Psychiatry, Psychology & Neuroscience (IoPPN). Topics generally focus on issues that have a direct impact on mental health services, service users and mental health professionals. The debates are open to all, and are attended by service users, carers, professionals, journalists and members of the public. Speakers have included Germaine Greer, Lord David Owen, mental health tsar Louis Appleby, journalist Ben Goldacre and Baroness Mary Warnock. The debates are free but extremely popular, and booking is essential. Please note that audio and video recordings are taken at each debate.' To the right of the main content area is a blue box with the text 'FIND US' and 'GETTING TO DENMARK HILL' and an image of a yellow double-decker bus.

Educational ???

Benefits of Debates in Medical Education

Critical Thinking Skills

Organisation &
Prioritisation of Thoughts

Logical Reasoning

Literature Search

Evidence Based Medicine

Ang, RX, Chew, QH, Sum, MY, Sengupta, S, & Sim, K (2019). Systematic review of the use of debates in health professions education - does it work?. *GMS journal for medical education*, 36(4).

Lampkin, SJ, Collins, C, Danison, R, & Lewis, M (2015). Active learning through a debate series in a first-year pharmacy self-care course. *American journal of pharmaceutical education*, 79(2), 25.

Hanna, LA, Barry, J, Donnelly, R, Hughes, F, Jones, D, Laverty, G, Parsons, C, & Ryan, C (2014). Using debate to teach pharmacy students about ethical issues. *American journal of pharmaceutical education*, 78(3), 57.

Benefits of Debates in Medical Education

Oral Communication

Empathy

Public Speaking

Advocacy

Self Confidence

Coping with Conflict

Ang, RX, Chew, QH, Sum, MY, Sengupta, S, & Sim, K (2019). Systematic review of the use of debates in health professions education - does it work?. *GMS journal for medical education*, 36(4).

Lampkin, SJ, Collins, C, Danison, R, & Lewis, M (2015). Active learning through a debate series in a first-year pharmacy self-care course. *American journal of pharmaceutical education*, 79(2), 25.

Hanna, LA, Barry, J, Donnelly, R, Hughes, F, Jones, D, Laverty, G, Parsons, C, & Ryan, C (2014). Using debate to teach pharmacy students about ethical issues. *American journal of pharmaceutical education*, 78(3), 57.

Uses of Debates in Some Medical Specialities: Case Studies

Microbiology

Nephrology

Shaw JA. Using small group debates to actively engage students in an introductory microbiology course. *Journal of Microbiology & Biology Education*. 2012; 13 (2): 155-160.

Jhaveri KD, Chawla A, Shah HH. Case-based debates: An innovative teaching tool in nephrology education. *Renal Failure*. 2012; 34 (8): 1043-1045.

Uses of Debates in Some Medical Specialities: Case Studies

Paediatric Surgery

Emergency Medicine

Ong CC, Narasimhan KL. A novel learning experience: case-based, evidence-based debate. *Med Educ.* 2010;44(5):515–516.

Mamtani, M, Scott, KR, DeRoos, FJ, & Conlon, LW (2015). Assessing EM Patient Safety and Quality Improvement Milestones Using a Novel Debate Format. *The western journal of emergency medicine*, 16(6), 943–946.

The Debate Debate

Debates are not a suitable learning platform in Medical Education

For the motion: Ashvin

Against the motion: Ngawang

Disclaimer: The arguments presented in this debate do not represent the personal views of Ashvin & Ngawang

Take Home Message

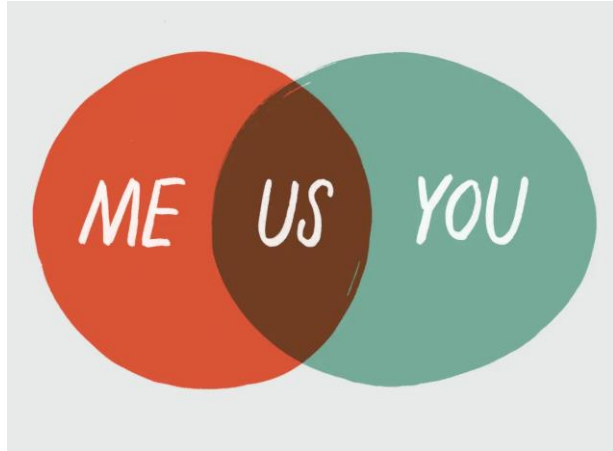
Educational debates are **collaborative not competitive.**

Educational debates are **engaging learning method.**

Educational debates help **improve non-clinical skills and clinical knowledge.**

Educational debates can be **adapted to different fields, contexts and platforms.**

Thank You



E-Mail: ahmad.allam@nhs.net

Twitter @ AllamSyndrome