

# Teaching research literacy to medical students through experiential learning

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## Context

### Aims from the Faculty of Medicine 3-Year Plan:

- Prepare the next generation of medical students to be research literate
- Increase proportion of MD students/grads doing Masters/PhD (HDR)

**Project aim:** to design, implement and evaluate an innovative course which improves medical students' knowledge, skills and interest in research

Wk	Project Work	Learning Activities	Assessments
1	Supervised by a UQ-affiliated researcher	Intro to medical research	
2			
3		Writing a project synopsis	Project synopsis
4	16-week project (~8h/week)		
5			
6			
7			
8	Broad range, e.g. clinical research, lab work, literature reviews, IT/digital, knowledge translation, medical education	Presenting your findings (online + drop-in session)	Progress report
9			
10			
11			
12			
13		Symposium	Oral presentation
14			
15			
16			Final report

## Preliminary Outcomes

### Students (total = 78, 42% response rate)

- 91% received sufficient guidance
- 88% had weekly/fortnightly contact
- 84% learnt about research process
- 73% increased interest in being involved in research (42% in HDR)

### Supervisors (total = 46, 74% response rate)

- 85% interested in supervising students again in 2020 (15% unsure)

## What's next

### Potential changes for 2020:

- Stats workshops / support?
- ½ day in timetable for MEDI7281?
- More lab & surgery projects
- Improve allocation process
- Streamline onboarding
- Presentations + Q&A panel by 3-4 2019 students (Lecture1)

### Supervisors:

"My student was fantastic & made a great contribution to the team"

"It was good to have a medical perspective"

"Genuine help with progression of the project!"

### Student:

"I am thoroughly enjoying the entire experience... while it is at times difficult, I am learning a lot and my confidence and eagerness to continue pursuing research is growing"

