

Teaching Basic Sciences to Health Professional Students – panel and audience discussion

Key areas of discussion included:

- Defining the curriculum – knowing what to teach and when it should be taught
- Recognizing and addressing students' (different) needs – adopting an approach that is relevant to the discipline and student learning
- The need to ensure the right balance between e-learning and personal interaction
- Promoting student teamwork
- How to assess teamwork across disciplines – how to assess student learning – the need for longitudinal research and evaluation
- Utilizing mixed modes of delivery – the need to support teachers – high cost area that must be given high priority
- Examples of who could and who should teach – the need for a dialogue between basic scientists and clinicians - adopting new approaches whilst ensuring a body of knowledge for the future
- The need for interdisciplinary collaboration in relation to curriculum delivery and assessment
- Overcoming the traditional research and teaching divide – structurally, culturally and financially
- Responding to the needs of the health care environment – ensuring flexibility whilst maintaining quality
- Utilizing the collective experience and expertise of the U21 Health Sciences network in negotiations with government for funding