**Faculty of Life Sciences and Medicine**

**Centre for Education**

***Ed Works*** *- Education Workshops Seminar Series*

The intellectual and practice community in the Centre for Education seeks to develop a series that supports and sustains our scholarly work as educators in the biosciences and health professions. Our time together should serve to inspire each other; to encourage and develop ourselves as educators; to share ways of enhancing our practice; to celebrate our successes; and to build our community both within the Centre and beyond.

We believe that for the seminar series to be successful, it must be community-owned and discursive in nature.

To support these aims, the Seminar Series will consist of the following types of meeting, which will rotate through on a monthly basis:

1. **Workshop Seminars**. These seminars will consist of early-stage research or innovation plans, or work-in-progress, which will call on the expertise of the community to further shape, develop, and inspire.

This is the forum where members of the community share with each other, ask for feedback and seek to develop the ideas. This type of seminar can also lead to the emergence of special interest groups within the centre, and seek out potential collaborators.

*Format*: short, structured presentation of ideas, with prompts for feedback and discussion (e.g. 15 minutes) is followed by a structured discussion workshop (45 minutes).
2. **Presentational Seminars**. These seminars will consist of short presentations that share research or innovative practice in bioscience and health professions education, either from members of the Centre community or from selected external colleagues. The focus of these seminars is discursive sharing of practice and conceptualisation of how the principles of the innovative practice or scholarship can be extended, generalised, and used in the various areas of the Faculty.

*Format:* A short, structured presentation on innovation or scholarship (e.g. 20 minutes), followed by a structured discussion workshop with the specific aims and discussion of applications in our teaching. Pre-reading or information may be circulated before the session
3. **Developmental Seminars**. These seminars will focus on development of individual and shared skills as educational researchers and scholars in the biosciences and health professions. These could include such topics as: methodology or method; working through the process of designing a scholarly project in education; planning for submission to conferences or disseminating scholarly work in education; planning and writing an application for grant funding; etc.

*Format:* pre-reading and information may precede the session, which will take the form of an interactive seminar that allows colleagues to engage with the concepts and get specific guidance and direction. Although this is less structured than the other formats, it must remain interactive, engaging, and discursive in nature. Seminar leaders can be either internal or external to the Centre.

The following principles will guide the Seminar Series:

* Leadership of the series will be shared amongst the members of the Centre community, and colleagues will be asked to commit to a monthly slot.
* Regardless of type, the focus of each seminar will be on advancing our thinking about teaching and scholarship in our fields.
* Seminars will be open to TFs and PhD students, as well as people outside the Centre in FoLSM, IOPPN and FoDOCS.
* Structure appropriate to each type will need to be developed and provided (e.g. a guide for for external or internal speakers; question prompts to structure our discussions; etc).
* Recognising the potential for blended learning opportunities for our students, we will seek to use the HyFlex capacity for the series, enabling face-to-face and remote participation options for colleagues located at various sites.
* Recognising that the faculty is dispersed, the seminars will rotate locations between campuses.
* The content should be unique and specific to our work as educators in the biosciences and health professions, and should seek to avoid replication of content from other sources (e.g. King’s Academy).

*Gabriel Reedy & Bernadette O’Neill*

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