

IUPHAR EDUCATION SECTION
VIRTUAL CONFERENCE
June 30th 2021

Future-proofing Pharmacology Education

The IUPHAR Education Section is pleased to invite all those interested in Pharmacology Education to join a virtual conference. This conference will include asynchronous and synchronous activities.

Asynchronous “free” presentations:

Recorded presentations (up to 10 minutes) relevant to the overall conference theme - future-proofing pharmacology education, or in the following key areas are encouraged:

- *Blended learning in resource limited countries*
- *What COVID has taught us about assessment*

Presenters should provide a short description (~100 word) of their presentation, along with a link to the recording (e.g. YouTube, Vimeo), **by June 15, 2021** (note this deadline has been extended). Links will be made available to registrants.

Live Q&A discussion sessions:

Live discussion sessions will be held as part of the virtual conference (via Zoom) to provide opportunities for participants to ask questions of the presenters.

SESSION 1: Wednesday 30th June 9:00 – 10:30 am UTC*

(* Coordinated Universal Time – check [HERE](#) for your local time)

Keynote: Professor Ray Land (Durham University, UK)

Threshold Concepts and Troublesome Knowledge: A Transformational Approach to Pharmacology Education (see below for further information)

Q&A discussion sessions

SESSION 2: Wednesday 30th June, 21:00 – 22:30 pm UTC*

(* Coordinated Universal Time – check [HERE](#) for your local time)

Workshop: Lead facilitator: Professor Paul White (Monash University, Australia)

Core concepts & concept inventories (see below for further information)

Q&A discussion sessions

Key Dates

April 12, 2021: Registrations open (via https://iuphar_ed_2021.eventbrite.com.au/)

June 15, 2021: EXTENDED Deadline for submission of presentation recording link and description (via <https://tinyurl.com/IUPHARed2021>)

June 30: 9:00 am (UTC) – Session 1

June 30: 9:00 pm (UTC) – Session 2

For Further Information contact Liz Davis (elizabeth.davis@monash.edu)

SESSION DETAILS

Session 1: Keynote

Threshold Concepts and Troublesome Knowledge: A Transformational Approach to Pharmacology Education

Ray Land, Emeritus Professor of Higher Education, Durham University UK.

This workshop will introduce and discuss the Threshold Concepts Framework (TCF), a discipline-based and transformative model of learning which can be used as a conceptual tool and an analytical framework to inform course and programme design. Threshold concepts have been characterised as the 'jewels in the curriculum' – the key transitions in understanding and shifts in emerging professional identity that have lasting effect. A threshold concept can be considered akin to a portal, opening up a new and previously inaccessible way of thinking about something, and leading the learner into new conceptual terrain. It represents a transformed way of understanding, without which the learner cannot progress, and invariably involves a shift in the learner's subjectivity, or sense of self. As a consequence of comprehending a threshold concept there is a transformed internal view of subject matter, subject landscape, or even world view. This transformation may be protracted, however, with the transition to understanding often involving 'troublesome knowledge'. Depending on discipline and context, knowledge might be troublesome because it is ritualised, inert, conceptually difficult, alien or tacit, because it requires adopting an unfamiliar discourse, or perhaps because the learner remains 'defended', resisting the inevitable 'ontological' shift that threshold concepts entail. Difficulty in understanding threshold concepts may leave the learner in a state of 'liminality', a suspended state or 'stuck place' in which understanding approximates to a kind of 'mimicry' or lack of authenticity. This session will provide an outline of the Thresholds approach followed by an exploration, through discussion, of its implications for Pharmacology Education.

About the speaker



Ray Land is Emeritus Professor of Higher Education and Emeritus Fellow of University College at Durham University. He has published widely in educational research, including works on academic development, learning technology and quality enhancement. He is best known for the educational theory of Threshold Concepts and Troublesome Knowledge, which he established with Prof Jan Meyer. He has acted as consultant for the OECD, the European Commission and the British Council and has conducted projects in Europe, Latin America, Africa, Russia and India. He has presented his research in over fifty countries across six continents. He is a Fellow of the Academy of Social Sciences, Fellow of the Royal Society of Arts and Principal Fellow of the Higher Education Academy. He recently spent a year as Gambinus Fellow of the Technical University of Dortmund, Germany.

Session 2: Workshop

This workshop will provide pharmacology educators with an opportunity to contribute to the refinement of a set of core concepts in pharmacology, which has been developed by an international group of pharmacology educators. In addition, attendees will be invited to participate in the development of an inventory of multiple-choice questions (a la the physics "Force Concept Inventory). Once available, this inventory can be used to assess students at entry and again at graduation, providing the first evidence-based indicator of learning gains that can inform teaching improvement and test innovative teaching approaches.