

Gillian Kette Final Thesis Presentation



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Gillian commenced at Flinders University in 2000 as a Problem-Based-Learning tutor in the graduate entry medical programme. Over the years Gillian noticed a change in the way students prepared and participated in the PBL process. These changes were due to students utilising Information-Communication-Technologies. This stimulated many questions that led to this research



Brad Mitchell Preliminary Findings



*BNursing/BClinPrac(Paramedic), PostGradCert ICP
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Brad is a lecturer in the Paramedic Science degree at Flinders University and currently studying the Master of Clinical Education at Flinders. He is a registered paramedic working part-time for SA Ambulance Service, and is a Director on the National Board of Paramedics Australasia.

‘Possible misalignment of student-controlled Information & Communication Technology (ICT) affordances and effectivities during active learning sessions’

Active learning pedagogies presumes that students actively use their minds and not their smart devices to learn. However, students control their information needs, in their broader sense, through access to the whole internet, via smart phones, laptops and tablets. These Information-Communication-Technology (ICT) affordances can no longer be ignored. In my presentation I will discuss how, when and why students access ICT affordances, and the resultant effectivities, for first year graduate-entry-medical-doctorate active learning sessions. The implications, either positive or negative, of student-controlled ICT affordances and the influence on learning will be discussed.



Prideaux Centre
for Research in Health
Professions Education

‘Paramedic student experience with violence and aggression whilst on clinical placement’

Recent studies suggest that workplace violence (WPV) is a contemporary issue within healthcare, with paramedics reported to be the most at-risk profession, experiencing high incidences of violence and aggression in their ever-changing work environment. Undergraduate paramedic students enter this uncontrolled setting when undertaking clinical placements as part of their work-integrated learning (WIL). This research aims to explore the prevalence of violence and aggression experienced by paramedic students at Flinders University and to what extent are they prepared for the unpredictable nature of paramedic practice and WPV.

