

Research *Rounds*

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CONTINUING PROFESSIONAL DEVELOPMENT
FACULTY OF MEDICINE

The Centre for Health Education Scholarship (CHES)
invites you to Research Rounds with:

Beyond Merely Formative: Expanding Our Conceptualization of Assessment for Learning

Dr. Mahan Kulasegaram

Date: December 13, 2017*

**Take note this session is one week earlier than the usual timing of Rounds*

Time: 12:00pm to 1:30pm

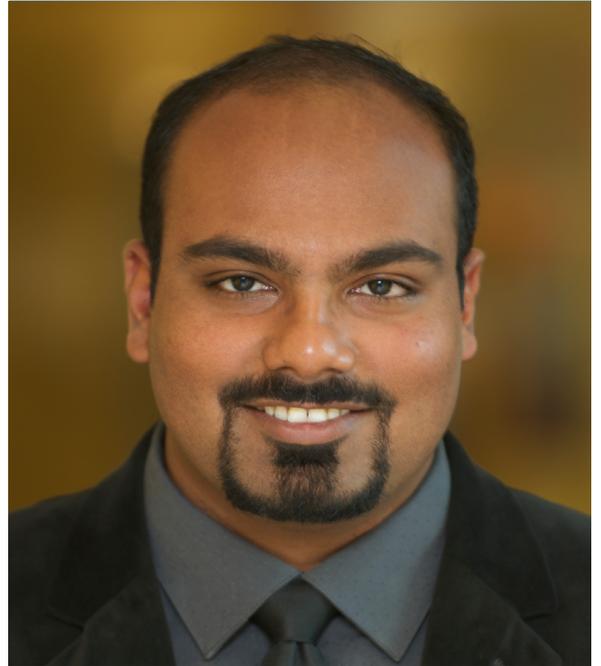
(feel free to bring a bagged lunch)

Venue: Diamond Health Care Centre, room 2267

With videoconference to:

- IRC 305
- NHSC 9-374
- RJH CA 120

**Please be aware that this session will be recorded and made available online to CHES members on a password-protected site.*



Dr. Mahan Kulasegaram, PhD

Scientist, The Wilson Centre
Assistant Professor,
Department of Family and Community Medicine
Faculty of Medicine, University of Toronto



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Research Rounds

Dr. Mahan Kulasegaram

Beyond Merely Formative: Expanding Our Conceptualization of Assessment for Learning

ABSTRACT That assessment drives learning is a truism and calls for greater use of assessment as a learning tool have increased. Much of the work on assessment for learning has focused on the benefits of assessment mediated feedback on the learning of specific content and subsequent retention. How assessment practices can enable students and faculty to reach other outcomes such as transfer of learning, enhance self-regulation, and progress to expertise is an open question. In this talk I discuss the theories and evidence that can help clarify the multiple effects assessment has on learning and how higher order outcomes can be achieved.

ABOUT Dr. Kulamakan (Mahan) Kulasegaram completed his PhD in the Department of Clinical Epidemiology & Biostatistics at McMaster University. He is currently a Scientist at the Wilson Centre and the University of Toronto MD Program and he is an Assistant Professor in the Department of Family and Community Medicine. His research explores the cognitive processes evoked by the experience of assessment and how these processes can be aligned with transfer of learning and clinical reasoning. He uses psychometric and experimental methods to understand how assessment can promote the application, adaptation, and extension of knowledge during medical training. His other major interests include the application of cognitive theory and learning sciences to instructional design as well as the use of learning analytics to predict educational outcomes. In 2017, he was the inaugural recipient of the New Investigator in Education Research salary award from the Department of Family and Community Medicine at the University of Toronto.

ACCREDITATION: As an organization accredited to sponsor continuing medical education for physicians by the Committee on Accreditation of Continuing Medical Education (CACME), the UBC Division of Continuing Professional Development designates this educational program as meeting the accreditation criteria of the College of Family Physicians of Canada for up to 1.5 Mainpro-M1 credits. This program has been reviewed and approved by UBC Division of Continuing Professional Development. Each physician should claim only those credits he/she actually spent in the activity.

The Centre for Health Education Scholarship (CHES) is committed to enhancing health education scholarship by building capacity for educational scholarship across the Faculty of Medicine through collaboration, team-building, mentorship of new faculty, successful funding applications, and other activities.