10th International Innovations in Education (Anglo-Italian) Colloquium
10th – 13th May 2012
Brescia, Italy

“Back to the Future”

Collaboration between
King’s College London
&
School of Dental Medicine,
Università degli Studi di Brescia

With delegates from
Australia, Canada, China, Croatia,
Italy, Malawi, Norway, Romania,
Spain, Switzerland, UK, Ukraine and
USA
Dear Colleague,

I am delighted to welcome you again to Brescia for the 10th Anniversary International (Anglo-Italian) Colloquium that will take place on 10th - 13th May 2012 in Salò, on the shore of Lake Garda. This year is very special as it marks a very important milestone in our collaboration. We will consider our achievements and look onwards in our theme “Back to the Future”.

This year my team and I are especially looking forward to receiving you at Hotel Bellerive where the owner Mr. Rossi and his staff are waiting to warmly welcome you. We are also pleased to offer two other top rated hotels, the Vigna and the Benaco overlooking the lake - all within walking distance of each other.

On Thursday afternoon, we have a special ice-breaker treat led by our accomplished Italian artist and visiting Professor to Brescia – Paola Ferroni. You are all invited to learn how to express your inner self through a fun workshop activity (Appendix 1).

On Friday we’ll keep the meeting at the Brescia Dental School as usual and arrange a special celebratory reception in the evening. On Saturday afternoon, we will have the opportunity to visit an old castle at Malcesine on Lake Garda; followed by the celebratory Gala Dinner.

The Brescia Dental School and I are looking forward to meeting you soon. Please do not hesitate to contact me for any further information (paganell@med.unibs.it).

Sincerely,

Corrado Paganelli
Table of Contents

1. List of Delegates ........................................................................................................... p. 4
2. Thursday 10th May ....................................................................................................... p. 6
3. Friday 11th May ........................................................................................................... p. 6
4. Saturday 12th May ....................................................................................................... p. 13
5. General Information .................................................................................................... p. 15
6. Important Reminders .................................................................................................. p. 15
7. Useful numbers and addresses .................................................................................... p. 15
8. Medicine and Art on the Lake ..................................................................................... p. 17
9. Roundtable TEL Questionnaire ................................................................................ p. 19

Also included in your pack

1. Conference questionnaire
2. Two publications arising from the 2011 Colloquium:

GIRSO also carries the Actae of the 9th Anglo-Italian Colloquium & 3rd International Innovations in Dental Education Colloquium Meeting 5-8th May 2011, http://www.girso.eu/journal/index.php/girso thanks to Profs Marie Cristina Mazanares and Corrado Paganelli
## 1. List of Delegates

<table>
<thead>
<tr>
<th>Delegates</th>
<th>Name</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Prof.</td>
<td>Paganelli</td>
<td>University of Brescia, Italy</td>
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<tr>
<td>Prof.</td>
<td>Visconti</td>
<td>University of Brescia, Italy</td>
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<tr>
<td>Mr.</td>
<td>Ainger</td>
<td>Ergon Communications, UK</td>
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<tr>
<td>Dr.</td>
<td>Birnbaum</td>
<td>King’s College London</td>
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<tr>
<td>Dr.</td>
<td>Brayshaw</td>
<td>King’s College London</td>
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<tr>
<td>Mr.</td>
<td>Cornforth</td>
<td>Tier 2 Consulting, UK</td>
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<tr>
<td>Prof.</td>
<td>Coates</td>
<td>University of Curtin, Western Australia</td>
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<tr>
<td>Prof.</td>
<td>Denga</td>
<td>ONMU, Odessa, Ukraine</td>
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<tr>
<td>Prof.</td>
<td>Donaldson</td>
<td>King’s College London</td>
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<td>Prof.</td>
<td>Eaton</td>
<td>King’s College London</td>
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<tr>
<td>Mr.</td>
<td>Elson</td>
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<tr>
<td>Dr.</td>
<td>Fabrikant</td>
<td>International College of Dentists, Switzerland</td>
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<tr>
<td>Prof.</td>
<td>Ferroni</td>
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<tr>
<td>Dr.</td>
<td>Gallagher</td>
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<tr>
<td>Prof.</td>
<td>Hensten</td>
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<tr>
<td>Mrs.</td>
<td>John</td>
<td>King’s College London</td>
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<tr>
<td>Prof.</td>
<td>Johnson</td>
<td>University of Michigan, USA</td>
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<td>Prof.</td>
<td>Kerosuo</td>
<td>University of Tromso, Norway</td>
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<tr>
<td>Prof.</td>
<td>Leinonen</td>
<td>King’s College London</td>
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<tr>
<td>Dr.</td>
<td>Madden</td>
<td>UHI, Scotland</td>
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<tr>
<td>Prof.</td>
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<td>University of Barcelona, Spain</td>
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<tr>
<td>Prof.</td>
<td>Martín</td>
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<td>Prof.</td>
<td>Millar</td>
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<td>Mipando</td>
<td>Malawi College of Medicine</td>
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<td>Mr.</td>
<td>O’Driscoll</td>
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<td>Mr.</td>
<td>O’Neill</td>
<td>King’s Health Partners</td>
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<td>Prof.</td>
<td>Reynolds</td>
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<td>Prof.</td>
<td>Russell</td>
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<tr>
<td>Ms.</td>
<td>Sabalic</td>
<td>University of Zagreb, Croatia</td>
</tr>
<tr>
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<tr>
<td>Prof. Samaranayake</td>
<td>Lakshman</td>
<td>University of Hong Kong, China</td>
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<tr>
<td>Dr. Schonwetter</td>
<td>Dieter</td>
<td>University of Manitoba, Canada</td>
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<tr>
<td>Mr. Sumani</td>
<td>Suwedi</td>
<td>QECH, Malawi</td>
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<tr>
<td>Ms. Taylor</td>
<td>Alison</td>
<td>Elsevier</td>
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<td>Prof Wilson</td>
<td>Nairn</td>
<td>King's College London</td>
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<tr>
<td>Dr. Woolford</td>
<td>Mark</td>
<td>King's College London</td>
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**Undergraduate and Postgraduate Students**

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<tr>
<td>Mr. Berr</td>
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<tr>
<td>Ms. Kobus</td>
<td>Marta</td>
<td>King's College London</td>
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<tr>
<td>Mr. Shahriari-Rad</td>
<td>Arash</td>
<td>King's College London</td>
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<tr>
<td>Dr. Stagnell</td>
<td>Sami</td>
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<tr>
<td>Ms. Dengia</td>
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<td>ONMU, Odessa, Ukraine</td>
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<td>Dr. Kaddour</td>
<td>Sarah</td>
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**Administrative staff**

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<tr>
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<tbody>
<tr>
<td>Ms. Bocci</td>
<td>Antonietta</td>
<td>King's College London</td>
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<tr>
<td>Ms. Marilyn</td>
<td>Clark</td>
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2. Thursday 10\textsuperscript{th} May

<table>
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<tr>
<th>Time</th>
<th>Venue</th>
<th>Event</th>
<th>Speakers</th>
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<tr>
<td>09.00 – 12.00</td>
<td>Hotel Bellerive</td>
<td>Delegates arrive</td>
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<tr>
<td>13.30 – 14.30</td>
<td>Hotel Bellerive</td>
<td>UDENTE International Advisory Board Meeting</td>
<td>IAB Members (with Skype links)</td>
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<td>14.30 – 16.30</td>
<td>Hotel Bellerive</td>
<td>Ice breaker workshop: Medicine and Art (All)</td>
<td>Professor Paola Ferroni</td>
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<td></td>
<td>Aula G</td>
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3. Friday 11\textsuperscript{th} May

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<th>Time</th>
<th>Venue</th>
<th>Event</th>
<th>Speakers</th>
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<tr>
<td>08.30</td>
<td>Hotel Bellerive</td>
<td>Coach to Medical School</td>
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<tr>
<td>09.30 – 09.50</td>
<td>Medical School Aula G</td>
<td>Welcome from Deans and Video from the Principal</td>
<td>Eeva Leinonen</td>
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<td>09.50 – 10.00</td>
<td>Medical School Aula G</td>
<td>Response by Vice Principal</td>
<td>Pat Reynolds</td>
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<td>10.00 – 10.05</td>
<td>Medical School Aula G</td>
<td>Introduction</td>
<td>Pat Reynolds</td>
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<td>10.05 – 10.30</td>
<td>Medical School Aula G</td>
<td>Keynote: Curricular Innovations</td>
<td>Jenny Gallagher</td>
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<td>10.30 – 11.00</td>
<td>Medical School Aula G</td>
<td>Keynote: Back to the Future: the curriculum</td>
<td>Mark Woolford</td>
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<td>11.00 – 11.15</td>
<td>Medical School Aula G</td>
<td>Coffee Break</td>
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<td>11.15 – 11.45</td>
<td>Medical School Aula G</td>
<td>Keynote: TEL eVision – Making the Mark</td>
<td>Mark Russell</td>
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<td>11.45 - 12.30</td>
<td>Medical School Aula G</td>
<td>Keynote: Back to the Future : TEL Tools</td>
<td>Dieter Schönwetter</td>
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<td>12.30 – 14.00</td>
<td>Dental School Library</td>
<td>Buffet Lunch</td>
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<td>14.00 – 14.30</td>
<td>Dental School Library</td>
<td>Keynote: Blended Learning: A Decade of Delivery</td>
<td>Brian Millar</td>
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<td>14.30 – 15.00</td>
<td>Dental School Library</td>
<td>Cartoons and Characters</td>
<td>Pat Reynolds &amp; Nora Donaldson</td>
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<tr>
<td>15.00 – 15.30</td>
<td>Dental School Library</td>
<td>GRAPHIC serious games</td>
<td>Eunan O’Neill</td>
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<td>15.30 - 16.00</td>
<td>Dental School Library</td>
<td>Tea break</td>
<td>Arash S-Rad: Poster: Virtual Reality Assessment</td>
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<td>16.00 – 16.30</td>
<td>Dental School Library</td>
<td>Social Networking: Global Perspectives</td>
<td>Charlie Lei Ding</td>
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<td>16.30 – 17.00</td>
<td>Dental School Library</td>
<td>Threshold concepts in Dental Education</td>
<td>Marta Kobus</td>
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<td>17.30</td>
<td>Dental School Library</td>
<td>Coach leaves for Celebratory Reception</td>
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<td>19.00</td>
<td>Town Hall, Brescia</td>
<td>Group photo</td>
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<td>19.15 – 21.00</td>
<td>Hotel Bellerive</td>
<td>Celebratory Reception at Hotel Bellerive – Swimming Pool</td>
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Keynote address abstracts

Eeva Leinonen – Address on behalf of King’s College London

The Vice Principal for Education at King's College London, will respond to the Rector of Brescia University, Professor Sergio Pecorelli, and to the video presentation of the Principal of King's College London, Professor Sir Rick Trainor. Drawing from her experience and leadership in directing successful enterprise level TEL in two UK Universities, she will emphasise that institutional journeys can be complex and challenging, and yet always interesting and inspiring.

Jenny Gallagher - Revolutionising the Dental Curriculum - Delivering Better Oral Health

There is a paradigm shift taking place in healthcare with the recognition that every consultation should count for health - not merely the treatment of disease, drawing on the evidence-base for clinical prevention. Furthermore institutions such as King’s Health Partners recognise the need to ensure that research and development work across the whole system from 'bench' to 'kerbside' and our responsibilities extend beyond the clinical environment to promoting oral health in the community. Kings College London Dental Institute serves the ethnically and socially diverse communities of SE London, and beyond. We have just agreed a strategy to become a Health Promoting Dental Institute as part of our plans as a clinical academic group. This presentation will outline the underlying philosophy, actions taken and the evidence-based resources available as well something of the challenges to be overcome.

Mark Woolford – Back to the Future of the Curriculum

The General Dental Council have been remarkably influential with regard to the education and training of dentists throughout Europe. Why? It is about to define a new set of learning outcomes for the whole dental workforce. How useful are these? What effect will they have with regard to dental education in the United Kingdom, but also throughout Europe? What are the current and future challenges for dental education? Can/should countries in Europe stand alone or is the best way forward a collaborative approach? Is there a collaborative solution to some of the challenges to be faced? This presentation will be thought-provoking and almost certainly controversial, but it is essential a mechanism is found to allow discussion of these topics in a wide forum, ideally to find common solutions to some of the challenges to be faced in dental education. The presentation will not include all/any answers, but it is hoped that it will stimulate healthy debate.

Mark Russell – TEL eVision – Making the Mark

Mark has just recently taken up the post of TEL Director at King's College London, having previously been at the University of Hertfordshire where he was Deputy Director of the Blended Learning Unit. An engineer by training, he brings a fresh perspective to the importance of assessment and feedback in the biosciences. He will outline his JISC funded Effecting Sustainable Change in Assessment Practice and Experience (ESCAPE) project. ESCAPE addressed concerns over student motivation and performance. He notes that student's study behaviours, their interpretation of a given curriculum and their learning approaches are all influenced by the prevailing assessment regime. But how will TEL influence assessment and feedback in the future?

Collaborators: Prof. Dieter J. Schönwetter, Dr. Cecilia Dong, Ms. Janet Rothney, and Prof. Pat Reynolds

Objectives of Keynote:
As the result of attending this presentation, participants will:
1. Appreciate the evolution of various types of dental TEL tools developed over the last decade.
2. Identify and categorise various TEL tools based on a taxonomy.
3. List important evaluation criteria for stakeholders involved in implementation of TEL tools.
4. Provide direction for the next decade of TEL tool development, research, and implementation.

Abstract of Keynote:
As part of the 10th year anniversary of the Anglo-Italia Colloquia, it is important to visit the past in terms of TEL tool developments and the lessons learned in order to be effective in developing and implementing current and new TEL tools. Participants will be provided with an overview of the past 10 years of TEL tools, and participate in identification and categorization of the various types of TEL tools available in relation to a taxonomy (use Schonwetter and Reynolds, 2011 paper as a starting point). Then, as an important step to directing our future, participants will be invited to identify critical evaluation criteria for the purposes of assessing the utility of the TEL tools for stakeholders involved in implementation of TEL tools in the curriculum. The ideas from the audience members will be transcribed and used for an upcoming publication for the purpose of guiding the future of TEL tools assessment.

Brian Millar – A Decade of Delivery

Blended Learning (BL) in dentistry has been pioneered at Kings for over 20 years but has seen major growth over the past decade. Our success can be measured in growth of both applications and accepted places as well as in levels of student satisfaction. This is in part due to the increased blending together of different teaching modalities through ongoing programme development: the online content, e-library and face-to-face teaching is supported by our online tutorials, lecture capture and clinical mentoring.

Running face-to-face programmes in foreign locations is most popular as part of our strategy of taking our education to the students. A recent survey of students and graduates indicated that 94% of new students, 87% of current students and 100% of our graduates reported a high level of satisfaction and that the programme is meeting their expectations. Over 90% of respondents agreed that they gained academic, clinical and career benefits through the programme. The majority of respondents agreed that blended learning enabled them to study effectively at a distance while maintaining other commitments. Areas of concern were: difficulties in time management, rigorous demands of the course, perceived feelings of isolation and insufficient feedback.

Future plans include increasing the range of courses by launching MSc programmes in Endodontics, Periodontology and Minimal Intervention. We are also setting up programmes in non-dental fields through the broader King’s College as the awareness of the popularity of blended learning to both students and teachers becomes apparent. The presentation will cover these points for further discussion and to encourage further development through our EU partnerships.
Special Feature: Paola Adrian Ferroni: Medicine and Art on the Lake Workshop (See Appendix 1) Biography

Professor Paola Ferroni developed and led the Centre for International Health, at Curtin University, Perth, Australia, from 2000-2010. She currently holds an Adjunct Professorial position in International Health and teaches in Norway at Oslo University College. Professor Ferroni has been working in international settings for 20 years developing teaching programs and supervising student research in various countries including Indonesia, Vietnam, South Africa, Malaysia, Hong Kong and Bangladesh. Her eclectic practice is well reflected by her professional background as Professor Ferroni holds degrees in Sociology, Health Sciences, and a PhD in Epidemiology from the Australian National University (ANU).

She is especially interested in exploring health issues within a socio-cultural context as many health problems are directly associated with poor living conditions, and influenced by social mores and gender issues. Her current collaborative research on chronic renal failure in Sarawak, Borneo, and sexual health and ageing in Western Australia, respectively, are examples of studies where the socio-cultural and environmental underpinnings are considered as influential factors. Professor Ferroni also teaches Applied Epidemiology and supervises student research at Masters and PhD levels.

Prof. Ferroni comes from a well established family of artists. As a child she always spent her school holiday, in her brother-in-law’s Atelier in Pietrasanta, Tuscany, where she met many famous artists. Some of these included Henry Moore, Mark Chagall, Tommaso Ferroni, Knut Steen, Kan Yasuda, Fernando Botero, and Janet Stayton. Both her nephews are artists in their own right and one of them also teaches at the Academy of Art in Milano.

Even though Paola pursued an academic career as an epidemiologist, she was deeply influenced by her early exposure to the rich environment of art and has undertaken, when time allowed, a number of courses in art. She has exhibited her work in academic circles. She has often used art as a therapeutic medium while dealing with the pressure of her work and her constant travel to developing communities.

In recent years Paola has used the medium of art in a number of pre-conference workshops in International and national settings.
Symposium: Innovative Technologies - Abstracts

1. Cartoons and Characters

*Scott and the Log: Design and Data Capture*

in a preparatory online package for children undergoing GA for dental procedures

Reynolds PA1, Donaldson N1, Huntington C1, Liossi C2, and Hosey MT1.

(1) King’s College London
(2) University of Southampton

**Introduction**

This National Institute of Health Research (NIHR)* funded project aims to test if children scheduled for anaesthesia benefit from an interactive online package. This presentation will discuss the design and data capture (logs) of a prototype (alpha) online interactive cartoon created to answer the research question: “Will internet delivered information help children cope better with anaesthesia?” Following modification of the alpha package the resultant beta package will be compared to two control groups: standard care procedures and reviewing a non-medical computer game.

**Method**

After obtaining ethical permission, a prototype (alpha) online cartoon package was designed for testing on 70 5-7 year olds undergoing general anaesthesia for extraction of teeth. A storyline of a 6 year old child called Scott was devised to take him through the series of procedures as part of the overall clinical management. Particular care was taken with disability, cultural and gender considerations.

To analyse the use of the online (alpha) interactive package, a series of logs were obtained from the server hosting the package. The logs captured the time taken for users to view the package, their interactivity and navigation by clicks. From these logs, the ideal method of log data collection was refined for the beta package.

The views of the audience will be obtained to further refine the design and data capture.

**Results**

Each slide can be identified with a unique code and description. Child ID was included in each line of data and each click was recordable from each slide. The duration of the narration for each slide was recorded. The text log data was convertible to an excel file for further analysis.

**Conclusion**

A suitable system of data capture to analyse the use of online package use in the beta testing phase can now be created.

*This abstract presents independent research funded by the National Institute for Health Research (NIHR) under its Research for Patient Benefit (RfPB) Programme (Grant Reference Number PB-PG-1208-17227). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*

**Acknowledgment**

The research team wishes to acknowledge Professor Tim Newton as a member of the project group.

2. GRAPHIC Serious Games

O’Neill E, Gallagher J and Reynolds PA. King’s College London
3. POSTER: Virtual Reality and Assessment Methods

The Effects of a Virtual Reality Simulator on Formative and Summative Assessment Methods for Dental Clinical Skills
Shariari-Rad, A  King’s College London Dental Institute
Supervisors: Dr. Mark Woolford, Professor Margaret Cox, Dr. Jonathan San Diego

Dental students’ psychomotor skills are being assessed implicitly by formative feedbacks during clinical laboratory sessions and through knowledge-based questions and practical performance measurements given in forms of summative assessments such as a Clinical Skills Examinations (CSE) and Objective Structured Clinical Examinations (OSCE).

As part of this PhD research the association between psychomotor skills and these curricular-based assessments has been investigated. Data was collected involving BDS Year 1 psychometric scores from three cohorts (2007/2008, 2008/2009 and 2009/2010). These data were obtained for this research in order to examine any correlation with the scores of CSE and OSCE and psychometric scores during the following BDS years.

Preliminary results from the three BDS Year 1 groups showed a moderate association between some of the psychomotor skills and CSE and OSCE results (1st Cohort BDS1 2007/2008, 2nd Cohort BDS1 2008/2009 and 3rd Cohort BDS1 2009/2010). Further work is now being completed to analyse the entire dataset.

This research will extend the investigation to include TEL feedback from a haptic virtual-reality simulation system such as the hapTEL (developed in KCL) to identify whether TEL systems can objectively and explicitly assess psychomotor skills.

4. International Perspectives on Social Networking in Higher Education

KINSHIP - King's Social Harmonisation Project
Developing a pilot social network for use in higher education (HE): International perspectives
Ding CL & John B.  Dept of Primary Care and Health Sciences, King’s College London School of Medicine

Background
Students entering HE are increasingly ICT literate. Many students (graduates and undergraduates) arrive as "Digital Residents", who are adept with social media and technologically fluent. The informal use of social media for learning is becoming increasingly evident, along with the potential detrimental effects of a poor digital profile on employment prospects. At a round-table discussion at the Brescia Colloquium 2011 ‘The Use of Social Media in Education’, it was established there was need for a university hosted, members only, social network. Benefits were considered to include enhanced communication, collaboration, informal learning opportunities and enhanced skills for professional profiling.

Aim
This King's Teaching Fund project, Kinship, aims to identify, customise, and evaluate a social networking platform, to meet the diverse educational needs of King’s. This presentation will demonstrate the working site and discuss functionality with international delegates.

Methods
The Kinship (Elgg) platform was developed supported by an exemplar from Brighton University. It is hosted on a commercial external cloud server, mindful of College regulations and the TEL strategy. This included the need for simple access. It has been piloted with 650 medical students for 3 months. The views of the audience will be sought following a live demonstration.

Results
A working social networking platform, built in Elgg has been developed. It has enables secure authentication using students’ own College logins and is accessible via [http://kinship.kcl.ac.uk](http://kinship.kcl.ac.uk). Early usage statistics and student feedback in Medicine have shown the site to be popular, especially for group working and a valuable addition to their portfolio of ICT tools.

**Conclusion**

A live open-source social network has been developed. Further work now includes:
- Evaluation of students' needs for academic social networking
- Gaining an international perspective of Kinship and its functionality for wider global applicability
- Identification of the best technical solutions to meet student needs

**5. Threshold Concepts in Dental Education**

**Testing the theory of threshold concepts in a context of dental education**

Kobus, M. King's Learning Institute, King's College London

This study explores the relationship between teachers’ and students’ perceptions of the curriculum and theory of threshold concepts, which claims that there are concepts in all disciplines which must be understood, if learners are to progress to a more advanced level of understanding. It is suggested that threshold concepts may represent ways of thinking and practising within disciplines (Meyer and Land, 2003). In this study consideration is given to the troublesome aspects of knowledge as described by David Perkins (Perkins, 1999) and further developed by Meyer and Land (2003). Researcher’s intention is to investigate if students experience any conceptual difficulties and what the nature of these might be. Students’ and teachers’ accounts of how they perceive the dental curriculum might help to verify if there is a relationship between the curriculum and the theory of threshold concepts. Analysis of the troublesome aspects of knowledge may lead to the identification of threshold concepts in the dental curriculum.
4. Saturday 12th May

<table>
<thead>
<tr>
<th>Saturday 12th May</th>
<th>Venue</th>
<th>Event</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 – 9:45</td>
<td></td>
<td>Intro</td>
<td>Patricia Reynolds</td>
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<td></td>
<td></td>
<td>Introduction</td>
<td>Sami Stagnell</td>
</tr>
<tr>
<td>9.45 – 10.15</td>
<td>Hotel Bellerive</td>
<td>Innovations Showcase</td>
<td>John Cornforth</td>
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<td>Performance Indicator Tool</td>
<td>Bruce Elson</td>
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<tr>
<td>10.15 – 10.30</td>
<td></td>
<td>Coffee break</td>
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<tr>
<td>10.30 – 12.00</td>
<td></td>
<td>Roundtable discussions</td>
<td></td>
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<tr>
<td>12.00 – 12.30</td>
<td></td>
<td>Report back from groups (10 minutes each)</td>
<td>Corrado Paganelli</td>
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<tr>
<td>12.30 – 12.35</td>
<td></td>
<td>Round-up</td>
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**Roundtable Discussions – Workgroups**

Members may move groups but are selected for their special expertise and interests.

**Two workgroups will be held to consider a Needs Analysis for Technology Enhanced Learning (TEL) in Emerging Economies, focusing on Malawi and the Ukraine respectively.**

One overall outcome is to enable the creation a proforma to aid detailed data collection for a needs analysis. The questionnaire used for the needs assessment of at King's College London Dental Institute based on the TEL strategy of King's is included as Appendix 2.

**1. Malawi**

Chair: Nairn Wilson  
Rapporteur: Dieter Schonwetter  

**Objectives:**

1. Identify the general needs for implementing successful TEL in the context of Africa such as:
   a. Principles of good practice in blended learning  
   b. Desirable pedagogical practices and curricular development in health education
2. Discuss the pre-requisites for a successful distance learning project in Malawi such as:
   a. The African perspective: culture, students, staff  
   b. Ethical and discrimination issues  
   c. Resources
3. Consider how you would analyse the TEL needs in Malawi such as:
   a. Strategic approaches underpinning needs analysis  
   b. Mode of performing a detailed needs analysis  
   c. Sustainability issues

**Members:**  
Mwapatsa Mipando, Suwedi Sumani, Eeva Leinonen, Rosemary Coates, Bruce Elson, Paola Ferroni, Jenny Gallagher, Bernadette John, Marta Kobus, Brian Millar, Caroline Pankhurst, Lakshman Samaranayake, Arash Shahriari-Rad, Mark Woolford.

**Support staff:** Marilyn Clark
2. Ukraine
Chair: Ken Eaton
Rapporteur: Kate Fabrikant

Objectives:
1. Identify the general needs for implementing successful TEL in Eastern Europe such as:
   a. Principles of good practice in blended learning
   b. Desirable pedagogical practices and curricular development in health education
2. Discuss the pre-requisites for a successful distance learning project in the Ukraine such as:
   a. The Ukrainian perspective: culture, language, students, staff
   b. Ethical and discrimination issues
   c. Resources
3. Consider how you would analyse the TEL needs in the Ukraine such as:
   a. Strategic approaches underpinning needs analysis
   b. Mode of performing a detailed needs analysis
   c. Sustainability issues

Members:
Anastasia Denga, Oksana Denga, Corrado Paganelli, Lynn Johnson, Isobel Madden, Conchita Martín, Colin Ainger, Warren Birnbaum, John Cornforth, Nora Donaldson, Eero Kerosuo, Eunan O’Neill, Barry Quinn, Alison Taylor

Support staff: Antonietta Bocci

3. The third workgroup will consider the submitted EU Application, PIONEER (Personalised Intraoperable Networked Environments for Education and Research)
Chair: Bruce Elson
Rapporteur: Cristina Manzanares

Objectives:
1. Review objectives of PIONEER
2. Consider the timeline if successful including
   a. initial steps
   b. further meetings
   c. communications strategy
3. Consider the next steps if his application is unsuccessful such as future bids

Members:
Lukas Berr, Chris Brayshaw, Arne Hensten, Sarah Kaddour, Doina Onisei, Pat Reynolds, Mark Russell, Maja Sabalic, Sami Stagnell
5. General Information

Weather
The temperatures are very similar to the UK at this time of the year but because it is near the mountains and a lake, there is a micro climate and so there can be dramatic changes in a short time. Temperatures have reached 30°C, but you are advised to bring light waterproofs.

Dress
For the meeting, a suit or blazer are appropriate for gentlemen and the equivalent for ladies.
Friday Reception: Day wear or casual.
Saturday Gala Dinner: smart dress is appropriate

Included in your package:
- Transfer to and from Airport
- Coffee and Tea at the meeting(s)
- Breakfast included in price of room
- Medicine and Art on the Lake: Ice breaker (Thursday pm)

Not included
- Lunch and dinner
- Snacks and bar drinks
- Any other orders in the Hotel
- Evening meals (Celebratory Reception €37.50 & Gala Dinner €55.00 per person including drinks)
- Transfer from Hotel to Brescia University €10 per person
- Additional transfers
- Visit to Malcesine - € XX per person (fees will be collected on Saturday morning at Hotel Bellerive)
- Personal insurance

Hotel Facilities
Experience the beautiful colours of Lake Garda and the lights of Salò. Many of you will be staying at Hotel Bellerive (www.hotelbellerive.it). We also recommend the Hotel Vigna www.hoteltvignasalo.it and the Hotel Bonaco www.benacohotel.com all of which are within easy walking distance of each other on the edge of the lake.
NB: Delegates are responsible for their own hotel bills and extras.

Meeting venue
- The UDENTE IAB meeting on Thursday afternoon will take place at the Hotel Bellerive 13.30-14.30
- The Plenary Session on Friday morning will be held in the Medical School; lunch will be served in the Dental School library and the afternoon sessions will take place in the Dental School.
- The Round Table Meetings on Saturday morning will be held at the Hotel Bellerive
6. Important reminders

1. CPD Certificates are available on request but the questionnaire in your pack will need completion.
2. Bring your passport as you need this at the airport to identify yourself as the person booked on the flight and for the Hotel requirements.
3. Check your flight times and allow about an hour and a half when checking in because of additional security. Car transport will be provided if you have given us your arrival and departure times.
4. Bring your flight numbers.
5. Ensure you have adequate travel insurance.
6. Be careful with your belongings, we cannot be responsible for losses and thefts, although we will do our utmost to help.
7. Bring some Euros, you may wish to go shopping and you will need to settle all extra dining and excursions.

7. Useful telephone numbers and addresses

Hotel Bellerive
Via Pietro da Salò, 11,
25087 Salò, Brescia, Italy
Tel: +39 0365 520410 Fax: +39 0365 290709
www.hotelbellerive.it

Hotel Vigna
Lungolago Zanardelli, 62, 25087 Salò -Italy
Tel: +39 0365.520144 Fax:+39 0365.20516
www.hotelvignasalo.it

Brescia Dental School
Dental Clinic, University of Brescia
P.za Spedali Civili 1, 25100 Brescia, Italy
Tel +39 030 3995782/3
Fax +39 030 303194/3996097/030300353

Hotel Benaco
Lungolago Zanardelli, 44, 25087 Salò Italy
Tel: +39 0365 20308 Fax: +39 0365 20724
www.benacohotel.com

Corrado Paganelli:
Mobile +39 335 293501
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Luca Visconti
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Email lvisco@libero.it

Patricia Reynolds
Mobile: +44 7860 133500
Email: p.a.reynolds@kcl.ac.uk

Antonietta Bocci
Mobile: +39 340 7644 212
Email: antonietta.bocci@kcl.ac.uk

Enjoy your stay!
Express your inner self through art in a fun workshop and exhibit your results.
The artist in you

INTRODUCTION

This interactive workshop is designed to encourage self-exploration through art. The process should be fun, even a bit mysterious. Participants will explore their creative side through drawing, colours and or other media. You do not need to have a background in art to be able to participate to this workshop and to reveal your hidden creative talents. When required the facilitator will help you to develop your ideas, liberating the natural artistic skills in you.

OBJECTIVES

a) To provide an opportunity to explore yourself through art.

b) To provide an opportunity, only for willing participants, to describe to the group, the meaning of the finished work

STRUCTURE & SUPPORT

The Workshop will be held in a room at the Anglo-Italian Forum. Tables and chairs will be positioned to enable each participant to undertake the activity with the appropriate material. The activities will be guided by the workshop, Prof. Paola Ferroni. Material provided include the following:

- Brushes
- Pencils
- Erasers, blue tack, pins and staplers
- Coloured pencils
- Coloured pens
- A4 special drawing & painting papers
- Some material for collage
- Rulers
- Cutting utensils
- Special glue
- Sponges, cloths to wipe brushes, etc
- Boarders for each art work

DURATION

The workshop is open from 14:30 to 16:30 hr. The facilitator, however, will remain available after the workshop and throughout the period of the Colloquium to assist in refining individual art work.

With the agreement of the participants, the facilitator will suggest to the Forum organizers, to exhibit the participants’ art. Some might agree to auction their art to the Forum, supporting the Anglo Italian Colloquium in future activities.

Participants attending and completing the scheduled activity, will receive a Certificate acknowledging their artistic undertaking.

We will have enough art for 25 participants, so come along and discover your hidden talents.
Appendix 2. Roundtable Sessions
Questionnaire for assessing TEL needs

Profile: Are you a:
- Undergraduate student
- Postgraduate student
- Dental Care Professional
- Chair of any DI Dental Education Committee
- Senior faculty/Clinical Director/Director of Centres
- Administrator
- Head of Department/Group
- Other, please specify

Do you: Agree strongly, agree, neither agree nor disagree, disagree or strongly disagree with the following statements:

Section 1: Resources
1. The Dental School should provide further funding to support Technology Enhanced Learning (TEL) (e-learning)
2. The University should provide more funding to support Technology Enhanced Learning (TEL) (e-learning)
3. The Dental School is well placed within the University to continue to research and develop TEL.
4. The Dental School will benefit from peer reviewed e-content resources covering the whole dental curriculum
5. The Dental School already has access to a virtual learning environment (VLE) eg WebCT, Moodle
6. The Dental School will benefit from provision of central University and/or external hosting of servers that run TEL

Section 2: Reward and recognition
1. Engagement with TEL should be more highly valued for purposes of recognition and promotion.
2. Recognition for providing quality assured, peer-reviewed teaching resources in the same way as producing research publications would provide an incentive for staff to engage with TEL.

Section 3: Staff and student development
1. Equity of access by students to TEL resources needs to be assured.
2. There is a general digital divide between students and staff.
3. A support course (with CPD accreditation) to aid staff in the design of TEL courses should be provided.
4. Central facilities are needed to support staff in development of TEL.
5. I specifically require the following to assist in developing TEL (choose as many as apply)
   a. I do not want to develop TEL
   b. More information about TEL
   c. Digitisation support for teaching resources
   d. Copyright assurance
Section 4: Using TEL in the curriculum

1. The whole student cycle needs to be addressed in TEL terms (e.g., tools for admission, assessment etc), not just the curriculum (e-content).
2. There is much scope for further student engagement in TEL. E.g., use of technology in managing electives, mobile technology etc.
3. Blended approaches need to be widened to allow maximal benefit to all course providers.
4. Sharing quality assured reusable learning resources will be valuable in creating new courses.
5. Pedagogical and practical advantages of TEL need to be explained to staff.
6. Central facilities should be provided to help staff use TEL tools (e.g., assessment and Virtual Learning Environments).
7. The availability of wireless internet in all areas of the University is essential to allow accessibility for all users of TEL.
8. The Dental School’s Alumni should be included in the TEL initiatives, e.g., further training opportunities, and funding.

Section 5: Research

1. The value and profile of TEL research should be raised.
2. Enhanced central co-ordination of TEL research applications would help to maximise joint research proposals across the College.
3. International collaborations to further the research and use of TEL globally should be encouraged,

Section 6: Culture

1. A major cultural change towards TEL is required in the Dental School to enhance a traditional teaching approach with a blended approach (face to face with e-learning).
2. Strong leadership will be required to facilitate the cultural change described above.
3. Significant financial investment will be required to facilitate the cultural change.
4. Personal advantages of engagement with TEL needs to be made clear.
5. Sharing of teaching resources, through a central learning resource database, can be acceptable to staff if assurances over copyright and data protection are made.
6. Students with advanced IT skills should be harnessed in future TEL developments in the College.
7. Working with organisations such as the International College of Dentists will improve our TEL provision.

Section 7: Future Innovations

1. The Dental School should help develop the potential of TEL.
2. Effectively managing assessment and feedback online is central to the future success of TEL in the Dental School.
3. Cutting edge research into TEL should be encouraged e.g., Emerging technologies should be researched, for example, robotics, and 3D worlds.
4. At this stage we need just basic provision of TEL.