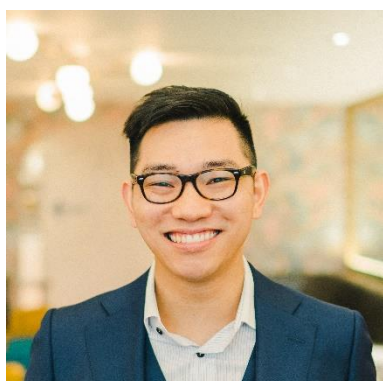




## CAME Webinar Series



**Date:** Tuesday, December 8, 2020 - *This webinar will be delivered in English*

**Delivery 1:** 12:00pm-1:00pm EST

**Delivery 2:** 12:00pm-1:00pm PST (3:00pm-4:00pm EST)

**Title:** "The Virtues of (in)Fidelity: Reimagining Simulation in Service of Integration and the Transfer of Learning"

**Presenter:** Dr. Jeffrey Cheung, University of Illinois at Chicago College of Medicine

**Biography:** Jeffrey is an Assistant Professor in the Department of Medical Education at the University of Illinois at Chicago College of Medicine. He received his PhD in Medical Sciences and from the University of Toronto and was the 2017-2019 Richard and Elizabeth Currie Research Fellow at The Wilson Centre for Research in Education. His research aims to clarify the relationship between learners' cognition and the curricula they experience, and how educators can design learning experiences that better prepare learners for the ambiguity they will encounter in their future clinical practice. In the context of simulation-based training, he is exploring novel instructional strategies that support the learners' integration of different types of foundational knowledge (e.g., basic, clinical, and social sciences), and assessing how such integrated instruction facilitates learners' ability to transfer their learning to novel clinical problems and situations.

**Overview:** To determine their educational quality, simulated clinical experiences are often judged by their degree of similarity to real-life clinical experiences. Though the fidelity of simulations may be useful in some circumstances, its ability to enhance what ultimately matters in simulation-based training – trainee's ability to transfer their learning to real-world practice – is hotly contested. Rather than considering the instructional utility of various dimensions of fidelity, Dr. Cheung proposes that researchers and educators may find more meaningful answers by considering its inverse – the potential virtues of infidelity. Drawing from research in cognitive psychology, clinical reasoning, and the Dr. Cheung's own work, new possibilities for simulation will be discussed that may help clarify how to create more effective education through simulation.

### **Objectives:**

- *Characterize some of the limitations of using fidelity as a construct for simulation instructional design*
- *Identify virtues of deviating from realism when designing simulation*
- *Consider the alignment between simulation design and learning outcomes, and the role of theory-informed mediators*
- *Explore novel ways to use simulation to support trainees' learning and transfer*