

# Extra self-selective goal setting and self-directed learning promotes learning and teaching in ILP

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# Outline of Presentation

- **Challenge of ILP**
- **Problem solving**
- **Outcomes**



# Current Setting of ILP

<b>ILP course</b>	<b>Time</b>	<b>Assessment</b>	<b>Other course</b>
<b>ILP1 (MFAC4501)</b>	<b>Full (8 weeks)</b>	<b>Literature review progress report</b>	
<b>ILP2 (MFAC4502) (lab. work)</b>	<b>Part</b>	<b>Supervisor report</b>	<b>Two (12 unit)</b>
<b>ILP3 (MFAC4503)</b>	<b>Part/ Full</b>	<b>Final report</b>	



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# Extra goal setting (optional)

(Effective time management and filling the gaps)

- **Review specific rare cancer (ILP1)**
- **Broad review of cancers (for ILP3 and potential publication)**
- **Review methodologies (for ILP2)**
- **Learning technologies (for ILP2)**

# Teaching & Learning

- **Teacher/Supervisor/Facilitator/Mentor/Learner**
  - *Direction, feedback, resource, T&L research*
- **Student/Learner/Performer/Researcher**
  - *Actively engaged, voluntary extra goal setting, learning contract, written material, proactive learning, reflection, self-direction, problem solving*



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# Outcomes

- ILP1 specific review
  - ***Soft Tissue Sarcoma***
- ILP1 broad review
  - ***cancers***
  - ***J Cancer Res Clin Oncol (2009) 135:1137–1148***
- For ILP2
  - ***Table 3 Methodology and learning skills***
- For ILP3
  - ***Report***
  - ***High distinction, conference abstract***



# Conclusion

- **Extra self-selective goal setting**
- **Self-directed learning**



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