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The University of Applied Sciences in our domain have to take measures to anticipate for the decrease in job positions. These measures have to be taken in close collaboration with the professional field.

So how do we prepare our students Microbiology for the future? What kind of competences, knowledge and skills is required?

Oo81

General discussion onderwijsvernieuwing: Kiest u maar!

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Hoe gaan we de toekomstige generaties microbiologen in Nederland opleiden? Nu veel microbiologisch werk geautomatiseerd is en deelonderzoeken uitbesteed worden aan gespecialiseerde laboratoria, zullen de taken van microbiologen over paar jaar anders zijn dan voorheen. Waarschijnlijk zullen zij veel minder klassieke technieken toepassen en meer tijd doorbrengen achter de computer om moleculaire data te analyseren. En hoe bereiden we onze collega's microbiologen van de toekomst voor op de snelle technische ontwikkelingen op het gebied van big data?

Onderwijsinstellingen volgen de arbeidsmarkt, maar zij moeten nog verder vooruitkijken dan de markt. En dat willen we vandaag doen samen met u, de specialisten in het werkveld. Wat verwacht u van uw toekomstige collega arts-microbioloog? Of, welke eisen stelt u over een paar jaar aan een sollicitant die uw onderzoeksteam wil komen versterken?

Aan de hand van een aantal stellingen willen we met u bediscussiëren welke competenties en vaardigheden prioriteit hebben en welke niet meer in de opleiding van de aanstaande microbioloog hoeven voor te komen. Kiest u maar!

Oo82

Team-based learning in a medical microbiology course

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Team-based learning is a novel approach to teaching, designed to enhance active participation and motivation of students in their learning process, make them more accountable for their performance (and presence), make them learn how to effectively work together as a team, learn from each other in the process, and have fun in doing so!

The basic steps in team-based learning are (i) individually study materials (book chapters, articles) selected by the

teacher to provide the student with basic knowledge on a particular subject. This knowledge is tested in a so-called iRAT, the individual Readiness Assessment Test, consisting of 10-20 multiple choice questions. The students make the test but do not yet get the answers. (ii) They then immediately do the same test as a team, the tRAT, and are subsequently provided with the answers. In case they have objections to particular questions or answers they can file written, argued appeals which are discussed with the entire group. This can lead to question retraction or change in scoring. (iii) The third step is a much more elaborate exercise, the 'Application'. The student groups all receive the same assignment and need to find answers to a number of questions. By studying and discussing the provided documents they need to reach one answer to each question which the entire Group agrees upon. In a plenary session, the groups then need to defend to the other groups why they have chosen a particular answer. The teachers will provide different viewpoints to deepen the discussion and to help reach a final well-argued conclusion.

We have designed and performed a short team-based learning module in the 2015 course 'Advanced Medical Microbiology' of the Master Biomedical Sciences of the University of Amsterdam. The subject of this module was 'Vaccination against Group B meningococcal disease'. The outline of the module and the experience in running the program will be presented. The experience of both the students and the teachers, all novices to team-based learning, was absolutely positive.

Oo83

How to stimulate students to design their own microbiological experiment?

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In the course Advanced Food Microbiology at Wageningen University, Master students design their own experiments from scratch based on their prior knowledge gained in previous courses. This group of students has diverse backgrounds, levels, and nationalities (25 different nationalities in group of 93 students). The number of students has increased from 57 (2010) to 93 (2015) and is expected to increase even further in the future. During the practical course of two weeks, the students (groups of 3) design two experiments. One experiment is the preservation experiment, in which the students apply a preservation technique on a chosen fresh product. The development of spoilage microorganisms in the preserved product is investigated during a specific storage time and temperature. After the preservation they observe the structural characteristics of the food product. The students have one