



THE UNIVERSITY OF
MELBOURNE

Department of
Medical Education

Melbourne
Medical School



Research & Scholarship Activities: June and July 2026

Hybrid (DME Library N401) and Zoom: [Click here to join the meeting](#)

If prompted for a password, please enter: 753711 (meeting ID: 817 8953 2225 if required)

Convenor: Dr Louise Allen louise.allen@unimelb.edu.au

Recordings of previous Seminars are available [here](#)

June Activities

Session type: Research Focus Roundtable

Title: Navigating the discomfort dilemma in work-based assessment

Presenters: Prof Walter Eppich (The University of Melbourne) and Prof Margaret Bearman (Deakin University)

Overview: Discomfort is unavoidable in clinical training and practice. In particular, workplace-based assessment (WBA) is often associated with discomfort, which can be either unproductive or productive. In this talk, Walter and Margaret explore how productive tensions or discomfort can promote behaviour change to minimise future tensions and how clinical supervisors and trainees must develop the capacity to hold discomfort to foster learning productively. To illustrate key ideas, Walter and Margaret share short quotes from their empirical qualitative research to add richness to these concepts. In doing so, they expand the traditional conceptualisations of WBA to include informal moments of appraisal and explore the role of self-assessment in transformative learning. They also offer tangible guidance for clinical educators.

Associated paper: [Navigating the discomfort dilemma in work-based assessment](#)

Thursday 4
June

(1-2pm)

Session type: Research Training Focus Roundtable

Title: Holding the problem open: Resisting fixed destinations in research

Presenter: A/Prof Tim Fawns (Monash University)

Overview: In health professions education, many doctoral students and clinicians begin research projects with a fixed destination that inhibits exploration of alternative ways of understanding a problem. Agendas of supervisors, institutions or funders often push the inquiry towards the development or testing of a predefined intervention, which while appealing, bypasses a critical phase of learning about the problem itself, its context and the assumptions shaping the problem. This talk discusses the value of holding research problems open, resisting premature closure in defining a research focus or outcomes.

Associated paper: [Holding the problem open: Resisting fixed destinations in research](#)

Thursday 11
June

(1-2pm)

Session Type: ANZAHPE Online Professional Development

Title: Masterclass - Realist Methods

Presenter: Dr Rachelle Martin

[Register at this link](#)

Thursday 18
June
(1.00-2.30pm)

Thursday 25 June – No Roundtable

Thursday 25
June

July Activities

Thursday 2 July – No Roundtable (ANZAHPE conference)

Thursday 2 July

Session Type: Research and Scholarship Focus Roundtable

Title: ANZAHPE Christchurch 2026 Reflections and Learning on Scholarship and Research

Chair: Dr Brett Vaughan (University of Melbourne)

Overview: This session will involve a discussion on reflections from the ANZAHPE conference. We welcome those who attended to share their learnings, and those who didn't attend to come along to see what the main takeaways were.

Thursday 9 July
(1-2pm)

Session Type: Scholarship Focus Roundtable

Title: To be confirmed

Thursday 16 July
(1-2pm)

Session Type: Research Focus Roundtable

Title: Widening Access to Medicine a Realist Review

Presenter: Dr Emma Bartle (University of Western Australia)

Overview: Widening access to medicine is often framed as a problem of supporting individual applicants, yet persistent inequities suggest deeper systemic barriers. Drawing on a realist review of 32 studies, this session examines the mechanisms through which selection pathways influence diversity outcomes across contexts. It will consider how current approaches may reinforce the status quo and explore implications for research, policy, and practice.

Associated paper: [Widening access to medicine: A realist review](#)

Thursday 23 July
(1-2pm)

Session Type: Research Training Focus Roundtable

Title: From Experience to Insight: The Role of Theory in Work-Based Learning Research

Presenter: A/Prof. Christy Noble (University of Queensland)

Overview: This session will examine how theory helps us, as health professions education researchers, turn experience into insights. It will explore how theory illuminates, explains and connects what we see in our workplaces.

Thursday 30 July
(1-2pm)

For further information, please contact Ms Andrea Meyer: andrea.meyer@unimelb.edu.au