

# Mrs Kathryn Green BSc, MA

Research Fellow in Education

Medical Science and Education

## Contact details

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## About

Kathryn Green is a Research Fellow in Education in the School of Clinical and Experimental Medicine focusing medical education and the MBChB programme.

Her past research interests include engagement and retention of first year students in a health profession course and factors influencing national board exam scores in the US.

## Qualifications

- MA Research and Evaluation Methodology 2006
- BSc Psychology, minor in Statistics 2003

## Biography

Kathryn graduated from the University of Central Florida (USA) with a BSc in Psychology in 2003 and subsequently began a masters degree course at the University of Florida (USA) in Research and Evaluation Methodology, where she was a Graduate Teaching Assistant lecturing on Assessment. Kathryn developed her interests in education research and upon completion of the course, relocated to Boston, Massachusetts and took up an Institutional Research post at Massachusetts College of Pharmacy and Health Sciences. She provided a research and statistical consultancy services to staff and sat on both the IRB (ethics committee) and Institutional Effectiveness Committee. Kathryn taught First Year Seminar and partook in research projects across the university, with particular emphasis on first-year students.

In 2011, Kathryn began at the University of Birmingham as a Research Fellow in Education focusing on medical education research and the MBChB programme.

## Teaching

- BMedSci Statistics (Year 2)

## Research

Kathryn's current research interests include assessment and feedback in medical education, factors influencing performance in a medical course, and access to medical education.

Her previous research focused on retention, engagement, and success of first year students. She also studied students enrolled in their second-choice programme and the effects on progression to Year 2 and future programme choices. She worked extensively with the Master of Physician Assistant Studies programme to predict national board scores and studied the effects of synchronized distance education on stress, anxiety, and academic performance.

Prior to her research in higher education, Kathryn's primary research interest was in the consequences of high stakes testing in primary and secondary schools and completed her master's thesis on the topic.