

Contents

Foreword	v
Acknowledgements	vii
Preface	ix
Medical Education as a Discipline	xi
Reasons for Interest in Medical Education	xi
Readership of the Book	xii
Benefits of Reading the Book	xii
Our Approaches	xiii
Organization of the Book	xiii
Conventions	xiv
Section 1 / Chapter 1 Basic Competencies in Medical Teaching	3
Educational Principles	4
Curriculum Planning and Design	5
Instructional Methodologies	6

Student Assessment	7
Conclusion	9
References and Further Readings	10
Section 2 / Chapter 2 Historical Perspectives in Medical Education	13
Asian Medical Schools	15
Deficiencies of the System	16
Call for Reforms	18
What Is Being Done?	20
Role of Medical Education Units	21
Conclusion	22
References and Further Readings	23
Section 3 Educational Concepts and Philosophies	
Chapter 3 Teaching and Learning Concepts	27
Learner-Centered Learning	28
Surface versus Deep Learning	32
Experiential Learning	34
The Common Themes	37
References and Further Readings	38
Chapter 4 Understanding the Learner	41
Conceptual Underpinning	42
Implication of Learning Principles	43
References and Further Readings	46
Chapter 5 Building the Skills of Learning	49
Concepts of Metacognition	50
Importance of Metacognition	50
Helping Students Develop Metacognitive Skills	50
References and Further Readings	53

Section 4 Curriculum and Learning Cycle

Chapter 6 Curriculum Design and Implementation 57

 Definition 58

 Strategies for Implementation of Curriculum

 Innovations 63

 References and Further Readings 67

Chapter 7 Learning Cycle 69

 Reference and Further Reading 71

Section 5 Educational Objectives

Chapter 8 Classification of Educational Objectives 75

 Cognitive Domain 78

 Psychomotor Domain 81

 Affective Domain 82

 References and Further Readings 86

Chapter 9 Writing Educational Objectives 89

 The Purpose of Educational Objectives 90

 Characteristics of Good Educational Objectives . . . 91

 Components of Educational Objectives 93

 Pitfalls to Avoid 94

 References and Further Readings 95

Section 6 Instructional Methodologies: General

Chapter 10 Overview of Teaching and Learning Methods 99

 Range of Teaching and Learning Methods 99

 Educational Effectiveness of Teaching and Learning Methods 100

Organization of Chapters	103
References and Further Readings	103
Chapter 11 Making Lecture Effective	105
Advantages	106
Limitations and Concerns	107
Components	108
Ways to Make Lecture More Learner-Centered . . .	110
References and Further Readings	112
Chapter 12 Understanding Small Group	115
Definition	115
Advantages	116
Challenges for Small Group	118
Life Cycle of a Group	119
Types of Group	120
Role and Responsibilities of Tutors in Small Groups	121
References and Further Readings	122
Chapter 13 Case-Based Teaching	123
Definition	123
Educational Rationale	124
Concerns for Case-Based Teaching	125
Variations of Cases for Teaching	126
Case-Selection	126
Preparing the Case for Teaching	127
References and Further Readings	130
Chapter 14 Role-Play	131
Advantages	132
Applications	133
Implementation Considerations	134
The Process	134
Example of Scripts for Role-play: Counseling Focused	136

Example of Scripts for Role-play:	
Clinical Skill Practice	137
References and Further Readings	139
Chapter 15 Questions and Questioning Technique	141
Types of Question	143
Dealing with Students' Wrong Responses	145
Use of Silence	147
References and Further Readings	150
Chapter 16 Providing Effective Feedback	153
Educational Rationale	154
Distinguishing Feedback from Praise and Criticism	154
Nature of Good Feedback	155
Feedback in Group Settings	158
References and Further Readings	159
Section 7 Instructional Methodology:	
Clinical Teaching	
Chapter 17 Conceptual Framework for	
Clinical Teaching	163
Educational Characteristics of Clinical Teaching . .	163
Precepting in the Context of Clinical Teaching . . .	165
Determining the Learners' Needs	166
Knowledge Base for Clinical Teaching	167
References and Further Readings	170
Chapter 18 Delivery of Clinical Teaching	171
Models of Delivery of Clinical Teaching	172
Teaching Clinical Reasoning Process	175
Common Mistakes During Clinical Teaching	178
References and Further Readings	180

Chapter 19	Assessment of Clinical Competence	181
	Concepts of Clinical Competency	181
	Assessing Clinical Competence	182
	Criterion-Based Assessment	185
	References and Further Readings	186
Chapter 20	Teaching Procedural Skills	189
	Educational Principles	190
	Broad Categories of Procedural Skills	191
	Less Desirable Way of Teaching Procedural Skill	192
	Structured Approach to Procedural Skill Teaching	192
	Barriers to Learning and Teaching Procedural Skills	196
	References and Further Readings	198
Chapter 21	Teaching Communication Skills	201
	The Magnitude of Poor Communication in Medicine	201
	Effects of Good Communication	202
	Teaching Communication in Conventional Ways	203
	Communication is a Learnable Skill	204
	Educational Strategies for Teaching Communication Skills	204
	References and Further Readings	208
Section 8	Instructional Methodology: Problem-Based Learning	
Chapter 22	Problem-Based Learning (PBL): Concepts and Rationale	213
	Definition	213
	Historical Overview	215
	Educational Rationale of PBL	215
	Objectives and Outcomes of PBL	216
	Conclusion	217
	References and Further Readings	217

Chapter 23	The PBL Process	219
	Meeting with Case Writers	220
	Setting the Pace and Tone of the New Group	220
	Session One	221
	Session Two	223
	References and Further Readings	224
Chapter 24	The Tutor and the Case-Writer	225
	The Tutor's Roles and Responsibilities	226
	Practical Skills	227
	The PBL Case-Writer	229
	References and Further Readings	233
Chapter 25	Student Assessment in PBL	235
	Goals of Student Assessment in PBL	236
	Assessment During Tutorial	236
	Objective Examinations	237
	Assessing Process of PBL—Triple Jump	237
	References and Further Readings	238
Chapter 26	Implementation Options of PBL	241
	PBL in New Medical Schools	241
	PBL in Existing Medical Schools	242
	PBL in Asian Medical Schools: Issues, Challenges, and Options	245
	More Research	246
	References and Further Readings	247
Section 9	Assessment and Evaluation	
Chapter 27	Overview of Assessment and Evaluation	251
	Concepts of Assessment and Evaluation	252
	Value of Needs Assessment	254
	Assessor and Assessment Audience	255

The Broad Purposes of Student Assessment	257
Directions in Student Assessment	258
References and Further Readings	260
Chapter 28 Formative and Summative Assessment	261
Formative Assessment	261
Summative Assessment	262
References and Further Readings	265
Chapter 29 Characteristics of Assessment Instruments	267
Validity	267
Reliability	269
Objectivity	270
Practicability	270
Value	271
Errors in Test Items	272
References and Further Readings	274
Chapter 30 Road Map to Student Assessment	275
Factor One: Educational Objectives or Domains	276
Factor Two: Level of Knowledge	277
Factor Three: Formative or Summative Assessment	278
Factor Four: Validity of the Instrument	278
Factor Five: Reliability of the Instrument	279
Factor Six: Single Instrument versus Multiple Instruments	279
References and Further Readings	282
Chapter 31 Multiple Choice Questions	283
Advantages	284
Limitations	285
Components of MCQ	286
Examples of MCQ With Hierarchical Cognitive Objectives	287
Further Improvements in MCQ	293

Evaluating MCQ	294
References and Further Readings	297
Chapter 32 Essay Questions and Variations	299
Advantages	300
Challenges and Limitations	301
Basic Categories of Essay Questions	302
Short Answer Questions (SAQ)	303
Modified Essay Questions (MEQ)	304
References and Further Readings	306
Chapter 33 Oral Examinations	309
Advantages	310
Limitations	311
Improving the Validity and Reliability of Oral Examinations	312
References and Further Readings	315
Chapter 34 Standardized Patient	317
Why Do We Need Standardized Patients?	319
Uses	319
Advantages	320
Implementation Considerations	322
References and Further Readings	323
Chapter 35 Portfolio	325
What is a Portfolio?	325
The Value of Portfolio	327
Nature of Artifacts in Portfolio	329
Organization of the Portfolio	331
References and Further Readings	333
Chapter 36 Teaching Program Evaluation	335
Level One: Reaction	337
Level Two: Learning	338

Level Three: Transfer	339
Level Four: Results	339
References and Further Readings	341
Section 10 / Chapter 37 Internet and Medical Education	345
What is E-Learning?	346
E-learning in Learner-Centered Learning Models	346
Design Considerations in E-Learning	350
Learning Objects in E-Learning Models	351
References and Further Readings	354
Section 11 / Chapter 38 Research in Medical Education	357
Nature of Research in Medical Education	358
Difficulties with Interventional Research	361
Value of Qualitative Studies	362
Secondary Researches in Medical Education	363
Framework for Research	364
Priority Research Areas in Medical Education	365
Collaboration in Medical Education Research	366
References and Further Readings	367
Appendix A: Calgary-Cambridge Observation Guide	369
Appendix B: Example of Standardized Patient Case Script	375
Appendix C: Further Resources	381
Appendix D: Glossary of Terms	385
Index	397