

# Preface

---

We started to work on the second edition almost immediately after the publication of the first edition of the book four years ago. Major changes have taken place in our professional lives. Khoo Hoon Eng has recently taken on a new assignment as the Vice President for Academic Planning of an exciting new venture, the Asian University for Women. Zubair Amin moved to the Yong Loo Lin School of Medicine at the National University of Singapore, and is currently busy with planning and implementing the revised curriculum there.

Throughout the intervening period, we have continued to learn. We have more first-hand experience with educational program development, teaching, and assessment, especially in resource-limited situations. We have had opportunities to conduct workshops in various countries, resulting in incredibly enriching interactions with many distinguished colleagues. They have challenged us with thought-provoking questions, provided us with new examples, and highlighted issues that are most relevant to medical teachers. All of these have helped us to develop this new edition.

We have kept the sequence of the second edition unchanged. A general overview of medical education leads to educational concepts related to medical education. Subsequent to that, we present, in

sequence, outcome and objectives, teaching and learning methods, and assessment and evaluation.

However, there are major changes within the second edition. We have several new chapters on introductory concepts and assessment. We have revised, consolidated, and rationalized several chapters. Examples of chapters with major revisions include those on educational outcome and objectives, curriculum design and implementation, clinical teaching, assessment, and evaluation. At a micro level, virtually all chapters of the first edition have undergone critical review and necessary changes. We have taken a more pragmatic, rather than idealistic, approach. This is evident in the general tone of the second edition.

There is one thing we have not changed: we still target medical teachers as our intended readers. We have kept the book as an introduction to medical education with a balance between theory and practice scattered with examples.

The end result is a slimmer book that, we sincerely hope, is more readable, practical, and better organized.

We extend our sincere appreciation to the many readers and reviewers who provided us with advice, encouragement, and tips. Please do continue to guide us for an even better third edition.

Zubair Amin  
Singapore

Khoo Hoon Eng  
Chittagong, Bangladesh