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Altri autori (Persone)	HassanShahid BigdeliShoaleh ZehraTabassum
Disciplina	610.78
Soggetti	Medical education Mass media and education Artificial intelligence Medical Education Media Education Artificial Intelligence
Lingua di pubblicazione	Inglese
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Nota di contenuto	Introduction - Part 1: Educational Concepts and Philosophies -- Part 2: Ready to practice graduates - Part 3: Students' involvement in career guidance -- Part 4: Professional development through interaction -- Part 5: Professionalism & Medical Ethics -- Part 6: Curriculum development - Part 7: Assessment & Evaluation -- Part 8: Learning resources and technology in medical education -- Part 9: Academic leadership -- Part 10: Research and scholarship -- Part 11: Globalisation of medical education -- Part 12: Medical education in the future -- Conclusion: Medical education is an art and a science. It is perpetually evolving. COVID-19 posed unprecedented challenges, enforcing rapid transition from conventional to many innovative techniques. It has changed the traditional method of paternalistic teaching, and synchronous F2F mode to a virtual synchronous/asynchronous mode transcending time and borders.

Traditional classes changed to hyper flex formats and educational methodology became embedded with digital technology. Blended teaching is here to stay. We, believe that Medical and Health Professions Educationists (HPE), physicians, scholars, health workers and students, will benefit from this collection of wisdom of experts from several developing and developed countries.

Sommario/riassunto

This book is written by several medical educators from developed as well as developing countries based on decades of experience in teaching. The unique experience gained during the COVID-19 pandemic has added new dimensions to the traditional pedagogy, andragogy, and heutagogy, documented here. The salient topics include distance learning, virtual classrooms, virtual workshops on OSCEs, open book exams, micro-learning, micro-credentialing, blended or digitalized curriculum delivery, academic leadership, communication skills, professionalism, telemedicine, bioethics, cyber clinics, artificial intelligence, etc. This book is used as a text or reference book by physicians, teachers, scholars, students, and medical universities for teachers' training, capacity building, and guidance on fundamental pillars of cognitive domains of knowledge, skills, and attitude, as well as factual, conceptual, procedural, and metacognitive skills. It is also a source of guidance in faculty enhancement and toward continued quality improvement in medical education.