

Oktatásmódszertan

Továbbvezető irodalom

Szerkesztette:

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Lektorálta:

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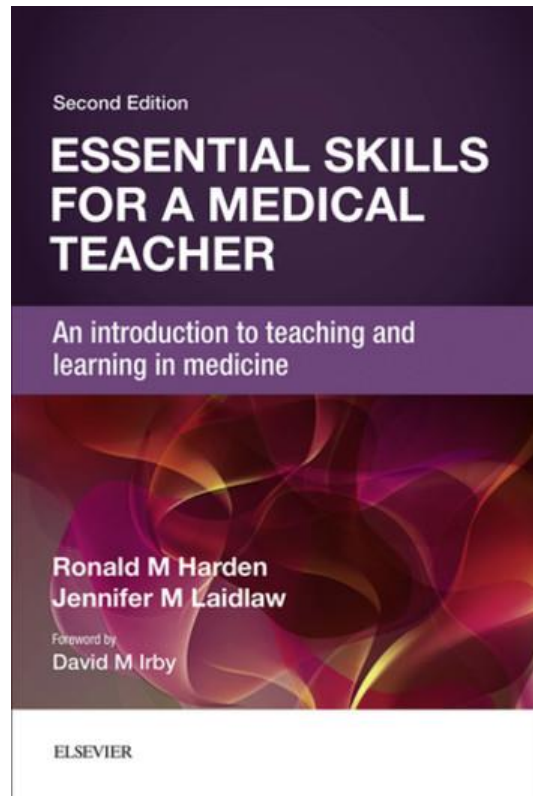
Ajánlott könyvek

- Harden, Laidlaw:
Essential Skills for a
Medical Teacher

kölcsönözhető:

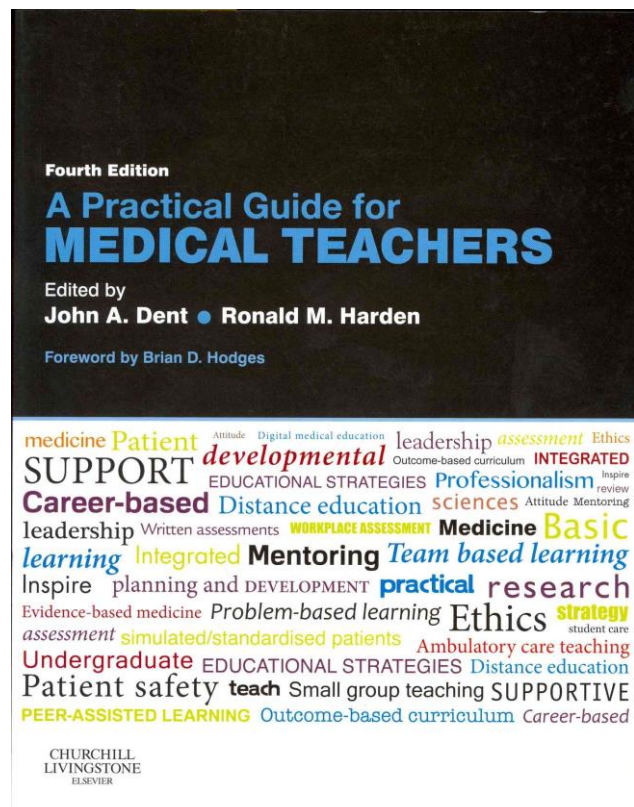
EOK Könyvtár, 1094 Budapest, IX.
Tűzoltó u. 37-47.

Központi Könyvtár, 1088
Budapest, Mikszáth Kálmán tér 5.



Javasolt részletesebb szakkönyv

- Dent, Harden:
A Practical Guide for
Medical Teachers



A jó orvosegyetemi oktató

Rövidebb idő alatt áttekinthető anyagok:

Harden & Crosby: AMEE Guide No 20: The good teacher is more than a lecturer – the twelve roles of the teacher. *Medical Teacher*, 22, 4: 334-347.

Steinert, Y., 1996. Twelve tips for effective small-group teaching in the health professions. *Med. Teach.* 18, 203-207.

Gunn, V: Approaches to small group learning and teaching. Learning and teaching Centre, University of Glasgow, 2007.

Rudland, J.R. : Learning in small groups. In: A practical guide for medical teachers. Churchill Livingstone, Elsevier, 2009. pp. 80-85.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Hinchliff, S: The Practitioner as Teacher. Elsevier Health Sciences, 2009.

Curriculum és oktatási stratégiák

Rövidebb idő alatt áttekinthető anyagok:

Flexner A., Medical education in the United States and Canada. From the Carnegie Foundation for the Advancement of Teaching, Bulletin Number Four, 1910., Bull World Health Organ. 2002;80(7):594-602.

Harden, R.M., Crosby, J.R., Davis M.H., 1999. Outcome-Based Education. AMEE Medical Education Guide no. 14 Part 2. An introduction to outcome-based education. Med. Teach. 21, 7-14.

Harden, R.M./, 1986. Ten questions to ask when planning a course or curriculum. Med. Educ. 20, 356-365.

Dunn, W.R., Hamilton, D.D., Harden, R.M., 1985. Techniques of identifying competencies needed of doctors. Med. Teach. 7, 15-25.

Hafferty, F.W., Castellani, B., 2009. The hidden curriculum. A theory of medical education. In: Brosnan, C., Turner, B.S.(Eds.), Handbook of the Sociology of Medical Education. Routledge, London, pp. 15-35.

Carraccio, C., Wolfsthal, S.D., Englander, R., et al., 2002. Shifting paradigms: from Flexner to competencies. Acad. Med. 77, 361-367.

Harden, R.M., Stamper, N., 1999. What is a spiral curriculum? Med. Teach. 21, 141-143.

Harden, R.M., Sowden, S., Dunn, W.R., 1984. Some educational strategies in curriculum development: the SPICES model. ASME Medical Education Booklet No. 18. Med. Educ. 18, 284-297.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Burke, J. (Ed.), 1995. Outcomes, Learning and the Curriculum. Implications for NVQs, GNVQs and other qualifications. The Falmer Press, London.

Spady, W.G., 1994. Outcome-Based Education: Critical Issues and Answers. The American Association of School Administrators, Arlington, Virginia.

The CanMEDS, 2005. Physician Competency Framework. Better Standards. Better Physicians. Better Care. In: Frank, J.R. (Ed.), The Royal College of Physicians and Surgeons of Canada, Ottawa.

Kiscsoportos tanítás

Rövidebb idő alatt áttekinthető anyagok:

Crosby J., 1997. Learning in Small Groups. AMEE Guide No. 8., Medical Teacher 19:189-202.

Edmunds, S., Brown, G., 2010. Effective Small Group Learning. AMEE Guide No. 48.AMEE, Dundee.

Crosby, J.R., Hesketh, E.A. 2004. Developing the teaching instinct: 11: Small group learning. Med. Teach. 26, 16-19.

Steinert, Y., 1996. Twelve tips for effective small-group teaching in the health professions. Med. Teach. 18, 203-207.

Mifflin, B., 2004. Small groups and problem-based learning: are we singing from the same hymn sheet? Med. Teach. 26, 444-450.

Gunn, V: Approaches to small group learning and teaching. Learning and teaching Centre, University of Glasgow, 2007.

Rudland, J.R. : Learning in small groups. In: A practical guide for medical teachers. Churchill Livingstone, Elsevier, 2009. pp. 80-85.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

McCrorie, P., 2010. Teaching and leading small groups. In: Swannick, T. (Ed.), Understanding Medical Education: Evidence, Theory and Practice. Wiley-Blackwell, Chichester.

Szabo, P., Meier, D., Hankovszky K.: Rövid és tartós coaching. Ad Librum, 2010

E-learning az orvosegyetemi oktatásban

Rövidebb idő alatt áttekinthető anyagok:

Cartwright, C.A., Korens, N., Urbach, L.E., 2002. Teaching the teachers: helping faculty in a family practice residency improve their informatics skills. *Acad. Med.* 77, 385-391.

Dennick, R., Wilkinson, S., Purcell, N., 2009. Online eAssessment. *AMEE Guide No. 39. Med. Teach.* 31, 192-206.

Ellaway, R., Masters, K., 2008. e-Learning in Medical Education. *AMEE Guide No. 32. AMEE, Dundee.*

McKendree, J., 2010. E-Learning. In: Swanwick, T. (Ed.), *Understanding Medical Education: Evidence, Theory and Practice.* Wiley-Blackwell, Chichester, pp. 151-163 (Chapter 11).

Ruiz, J.G., Minytzer, M.J., Leipzig, R.M., 2006. The impact of e-learning in medical education. *Acad. Med.* 81, 207-212.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Dron, J., 2007. *Control and Constraint in E-Learning, Choosing when to Choose.* Idea Group Publishing, London. Rowntree, D., 1990. *Teaching Through Self-Instruction.* Kogan Page Ltd, London.

Sandars, J.E., 2011. M-learning. In: Dent, J., Harden, R.M. (Eds.), *A Practical Guide for Medical Teachers.* Elsevier, London (Chapter 32).

Clark, R.C., Mayer, R.E., 2007. *E-learning and the Science of Instruction – Proven Guidelines for Consumers and Designers of Multimedia Learning,* second ed. Jossey Bass, Chichester.

Littlejohn, A., Pegler, C., 2007. *Preparing for Blended E-learning.* Routledge, London.

Harden, et al., 2012. Ten steps in planning an e-learning course. *AMEE Guide.* In press. *Med. Teach.* 2011. 33 (4), 265-333.

A tantermi előadás gyakorlata

Rövidebb idő alatt áttekinthető anyagok:

Brown,G.,Manogue, M., 2001. Refreshing lecturing: a guide for lecturers.AMEE Medical Education Guide No. 22. Med. Teach. 23 231-244.

Harden, R.M., 2008. Death by PowerPoint – the need for a `fidget index`. Med. Tech. 30, 833-835.

Neman, L.R., Lown, B.A., Jones, R.N., et al., 2009.Developing a peer assessment of lecturing instrument: lessons learned. Acad. Med. 84, 1104-1110.

O`Brien, T.E., Wang, W., Medvedev I., et.al., 2006. Use of a computerized audience response system in medical student teaching:its effect on exam performance. Med. Teach. 28, 736-738.

Robertson, L.J., 2000. Twelve tips fo using computerised interactive audience response system. Med. Teach. 22, 237-239.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Bigh, D.A., 2000. What`s the use of lectures? Jossey-Bass, San Francisco.

Tanulási útmutató segédanyagok

Rövidebb idő alatt áttekinthető anyagok:

Harden, R.M., 2009. Independent learning. In: Dent, J.A., Harden, R.M. (Eds.), A Practical Guide for Medical Teachers. Third ed. Elsevier, London, pp. 168-173 (Chapter 21).

Harden, R.M., Laidlaw, J.M., Hesketh, E.A., 1999. Study guides – their use and preparation. AMEE Medical Education Guide No. 16 Med. Teach. 21, 248-265.

Montemayor, L.L.E., 2002. Twelve tips for the development of electronic study guides. Med. Teach. 24, 473-478.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Blumberg, P., 2009. Developing Learner – Centred Teaching. A Practical Guide for Faculty. Jossey-Bass, San Francisco.

Laidlaw, J.M., Hesketh, E.A., Harden, R.M., 2009. Study guides. In Dent, J.A., Harden, R.M. (Eds.), A Practical Guide for Medical Teachers. third ed. Elsevier, London (Chapter 27).

Standardok kialakítása

Rövidebb idő alatt áttekinthető anyagok:

M Friedman Ben-David, 2000. AMEE Educational Guide No. 18. Standard setting in Student Assessment. *Med. Teach.* 22 (2), 120-130.

Bandaranayake, R.C., 2008. Setting and maintaining standards in multiple choice examinations. *AMEE Guide No.37. Med. Teach.* 30, 836-845.

Kramer A., Muijtjens A., Jansen K. et al., 2003. Comparison of a rational and an empirical standard setting procedure for and OSCE. Objective structured clinical examinations. *Medical Education* 37:132-139.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Norcini, J., McKinley, D.W., 2010. Standard setting. In: Dent, J.A., Harden, R.M. (Eds.), *A Practical Guide for Medical Teachers*. Elsevier, London. (Chapter 41).

Berk R.A., 1986. A consumer's guide to setting performance standards on criterion-referenced tests. *Review of Educational Research* 56:137-172.

Az értékelési módszer kiválasztása

Rövidebb idő alatt áttekinthető anyagok:

Harden, R., 2009. Five myths and the case against a European or national licensing examination. *Med. Teach.* 31, 217-220.

Norcini, J., Anderson, B, Bollela, V., 2011. Criteria for good assessment: consensus statement and recommendations from the Ottawa 2010 conference. *Med. Teach.* 33, 206-214.

Holmboe, E.S., Ward, D.S., Reznick, R.K., et al., 2011. Faculty development in assessment: the missing link in competency-based medical education. *Acad. Med.* 86, 460-467.

Shumway, J.M., Harden, R.M., 2003. AMEE Medical Education Guide No. 25. The assessment of learning outcomes for the competent and reflective physicians. *Med. Teach.* 25, 569-584.

Boursicot, K., Etheridge, L., Setna Z., et al., 2011. Performance in assessment: consensus statement and recommendations from the Ottawa conference. *Med. Teach.* 33, 370-383.

Boursicot, K.A.M., Roberts, T.E., Burdick, W.P., 2010. Structured assessments of clinical competence. In: Swanwick, T. (Eds.) *Understanding Medical Education: Evidence, Theory and Practice*. Wiley-Blackwell, Chichester, pp. 246-258.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Downing, S.M., Yudkowsky, R. (Eds.), 2009. *Assessment in Health Professions Education*. Routledge, New York.

Gronlund, N.E., Waugh, C.K., 2009. *Assessment of Student Achievement*, ninth ed. Pearson Education, Upper Saddle River, New Jersey.

Holmboe, E.S., Hawkins, R.E., 2008. *Practical Guide to the Evaluation of Clinical Competence*. Mosby, St Louis.

Hodges, B.D., Ginsburg, S., Cruiss, R., et al., 2011. Assessment of professionalism: recommendations from the Ottawa 2010 conference. *Med. Teach.* 33, 354-363.

Írásbeli kikérdezés

Rövidebb idő alatt áttekinthető anyagok:

Amin, Z., Boulet, J.R., Cook, D.A., et al., 2011. Technology-enabled assessment of health professions education: consensus statement and recommendations from the Ottawa 2010 Conference. *Med. Tech.* 33, 364-369.

Bandaranayake, R.C., 2008. Setting and maintaining standards in multiple choice examinations. *AMEE Guide No.37. Med. Teach.* 30, 836-845.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Case, S.M., Sawanson, D.B., 2002. *Constructing Written Test Questions for the Basic and Clinical Sciences*, third ed. (revised). National Board of Medical Examiners, Philadelphia.

Schwirth, L.W.T., Van der Vleuten, C.P.M., 2010. Written assessment. In: Cantillon, P., Wood, D., (Eds.), *ABC of Learning and Teaching in Medicine*. second ed. (Chapter 9). John Wiley and Sons, Chichester.

A portfólió mint értékelési lehetőség

Rövidebb idő alatt áttekinthető anyagok:

Davis, M.H., Friedman Ben-David, M., Harden, R.M., et al., 2001. Portfolio assessment in medical students` final examinations. *Med. Teach.* 23, 357-366.

Driessen, E., van Tartwijk, J., van der Vleuten, C., Wass, V., 2007. Portfolios in medical education: why do they meet with mixed success? A systematic review. *Med. Educ.* 41, 1224-1233.

Friedman Ben-Davis, M., Davis, M.H., Harden, R.M., et al., 2001. Portfolios as a Method of Student Assessment. *AMEE Medical Education Guide No. 24.* AMEE, Dundee.

van Tartwijk, J., Driessen, E.W., 2010. Portfolios for Assessment and Learning. *AMEE Guide No. 45.* AMEE, Dundee.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Buckley, S., Coleman, J., Davison, I., et al., 2009. The Educational Effects of Portfolios on Undergraduate Student Learning: a Best Evidence Medical Education (BEME) systematic review. *AMEE, Dundee.*

Gronlund, N.E., Waugh, C.K., 2009. *Assessment of Student Achievement*, Chapter 11, 9th ed. Pearson, Upper Saddle River, New Jersey.

Tochel, C., Haig, A., Hesketh, A., Cafdzow, A., et al., 2009. The effectiveness of portfolios for post-graduate assessment and education. *BEME Guide No. 12. Med. Teach.* 31, 299-318.

Visszajelzés a hallgatók felé

Rövidebb idő alatt áttekinthető anyagok:

Hattie, J., Timperley, H., 2007. The power of feedback. *Review of Educational Research* 77, 81-112.

Clay A.S., Que L., Petrusa E.R. et al, 2007. Debriefing in the intensive care unit: a feedback tool to facilitate bedside teaching. *Critical Care Medicine* 35 (3): 738-754.

Hesketh E.A., Laidlaw J.M., 2002. Developing the reaching instinct: 1.Feedback. *Medical Teacher* 24 (3): 245-248.

Perera J., Lee N., Win K. et al., 2008. Formative feedback to students: the mismatch between faculty perceptions and student expectations. *Medical Teacher* 30:395-399.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

General Medical Council 2003. *Tomorrow's doctors. Recommendations on undergraduate medical education* (2nd ed) General Medical Council, London

Oktatói gárda fejlesztése

Rövidebb idő alatt áttekinthető anyagok:

Whitcomb M., 2003. The medical schools's faculty is its most important asset. *Academic Medicine* 78 (2): 117-118

Wilkerson L., Irby D., 1998. Strategies for improving teaching practices: a comprehensive approach to faculty development. *Academic Medicine* 73 (4): 387-396.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Bland C., Schmitz C., Stritter F et al. 1990. *Successful faculty in academic medicine: essential skills and how to acquire them.* Springer-Verlag, New York

McLean, M., Cilliers, F., Van Wyk, J.M., 2008. Faculty development: yesterday, today and tomorrow. *AMEE Guide No. 33. Med. Teach* 30, 555-584.

Steinert Y., Mann K., Centeno A. et al., 2006. A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: *BEME Guide No. 8 Medical Teacher* 28 (6): 497-526.

Minőségbiztosítás

Rövidebb idő alatt áttekinthető anyagok:

Abdullah F. Measuring service quality in higher education: HEdPERF versus SERVPERF. *Marketing Intelligence & Planning* 2006; 24(1): 31-47.

Hetesi E, Kürtösi Zs. A felsőoktatás képzési teljesítményének mérési problémái. *A szolgáltatások világa*. Szeged, JATE Press, 2009; 168-185.

Dinya L. A versenyhelyzet alakulása a felsőoktatásban a Bologna-folyamat nyomán. "Informatika a felsőoktatásban - 2005" konferencia kiadványa, Debreceni Egyetem, 2005. aug. 24-25., 21-32.

Ghobadian A, Speller S, Jores M. Service quality: concepts and models. *International Journal of Quality and Reliability Management* 1994;11(9): 43-66.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

World Federation for Medical Education (WFMA): Global standards for quality improvement in Medical Education (European specifications), Denmark, 2007

Báthory, Falus. *Pedagógiai lexikon I-III*. Keraban Kiadó, 1997

Vicsek L. *Fókuszcsoport*, Osiris kiadó, 2006

Kenesei Zs., Kolos K. *Szolgáltatás-marketing és -menedzsment*, Alinea kiadó, 2007

Kotler P. *Marketing menedzsment*, Műszaki tankönyvkiadó, 1998

Klinikai, ágymelletti oktatás

Rövidebb idő alatt áttekinthető anyagok:

Mitchell, H.E., Harden, R.M., Laidlaw, J.M., 1998. Towards effective on-the-job learning: the development of a paediatric training guide. *Med. Teach.* 20, 91-98.

Clay A.S., Que L., Petrusa E.R. et al, 2007. Debriefing in the intensive care unit: a feedback tool to facilitate bedside teaching. *Critical Care Medicine* 35 (3): 738-754.

Dolmans, D.H.J.M., Wolfagen, I.H.A.P., Essed, G.G.M., et al., 2002. The impacts of supervision, patient mix, and numbers of students on the effectiveness of clinical rotations. *Acad. Med.* 77, 332-335.

Dornan, T., Littlewoods, S., Margolis, S.A., et. al., 2007. How Can Experience in Clinical and Community Settings Contribute to Early Medical Education? A BEME Systematic Review. *BEME Guide No. 6.* AMEE, Dundee.

Ramani, S., Leinster, S., 2008. Teaching in the clinical environment. *AMEE Guide 34.* *Med. Teach.* 30, 347-364.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Calman, K., 2006. *Medical Education: Past, Present and Future.* Churchill Livingstone, London.

Hargreaves, D.H., Bowditch, M.G., Griffin, D.R., 1997, a. *On-The-Job Training for Surgeons.* Royal Society of Medicine Press, London.

Hargreaves, D.H., Southworth, G.W., Stanley, P., Ward, S.J., 1997, b. *On-The-Job Training for Physicians.* Royal Society of Medicine Press, London.

Spencer, J., 2010. Learning and teaching in the clinical environment. In: Cantillon, P., Wood, D. (Eds.), *ABC of Learning and Teaching in Medicine*, second ed. John Wiley and Sons, Chichester (Chapter 8).

Hallgatók oktatása a járóbetegellátásban

Rövidebb idő alatt áttekinthető anyagok:

Mitchell, H.E., Harden, R.M., Laidlaw, J.M., 1998. Towards effective on-the-job learning: the development of a paediatric training guide. *Med. Teach.* 20, 91-98.

Swanwick, T., 2005. Informal learning in postgraduate medical education: from cognitivism to `culturism`. *Med. Educ.* 39, 859-865.

Sutkin, G., Wagner, E., Harris, I., et al., 2008. What makes a good clinical teacher in medicine? A review of the literature. *Acad. Med.* 83, 452-466.

Irby, D.M., Papadakis, M., 2001. Does good clinical teaching really make a difference? *Am. J. Med.* 110, 231-232.

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Calman, K., 2006. *Medical Education: Past, Present and Future*. Churchill Livingstone, London.

Hargreaves, D.H., Bowditch, M.G., Griffin, D.R., 1997, a. *On-The-Job Training for Surgeons*. Royal Society of Medicine Press, London.

Hargreaves, D.H., Southworth, G.W., Stanley, P., Ward, S.J., 1997, b. *On-The-Job Training for Physicians*. Royal Society of Medicine Press, London.

Szimulált/standardizált betegek

Rövidebb idő alatt áttekinthető anyagok:

Barrows, H.S., 1993. An overview of the uses of standardized patients for teaching and evaluating clinical skills. *Acad. Med.* 68, 443-453.

Cleland, J.A., Abe, K., Rethans, J.J., 2009. The use of simulated patients in medical education. *AMEE Guide No. 42 Med. Teach.* 31, 477-486.

Collins, J.P., Harden, R.M., 1998. The use of real patients, simulated patients and simulators in clinical examinations. *AMEE Guide No. 13 Med. Teach.* 20, 508-521.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Tekian, A., McGuire, C.H., McGaghie, W.C., 1999. *Innovative Simulations for Assessing Professional Competence: From Paper-and-Pencil to Virtual Reality.* University of Illinois at Chicago Department of Medical Education.

Skill centrumok/szimulációk

Rövidebb idő alatt áttekinthető anyagok:

Issenberg, S.B., McGaghie, W.C., Petrusa, E.R., et al., 2005. Features and uses of high-fidelity medical simulations that lead to effective learning. BEME Guide No. 4. Med. Teach. 27, 10-28. Med. Teach. 2009. 31 (8), 683-770.

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Huang, G., Reynolds, R., Candler, C., 2007. Virtual patient simulation at U.S. and Canadian medical schools. Acad. Med. 82, 446-451.

Berman, N.B., Fall, L.H., Chessman, A.W., et al., 2011. A collaborative model for developing and maintaining virtual patients for medical education. Med. Teach. 33, 319-324.

Hosszabb, összetettebb háttéranyagok, szakkönyvek:

Tekian, A., McGuire, C.H., McGaghie, W.C., 1999. Innovative Simulations for Assessing Professional Competence: From Paper-and-Pencil to Virtual Reality. University of Illinois at Chicago Department of Medical Education.