



Recommended Publications & Links

General texts

- Brookfield, S. D. 2006. *The Skillful Medical educator: On Technique, Trust, and Responsiveness in the Classroom* (2nd ed.). San Francisco: Jossey Bass.
- Entwistle, N. 2009. *Teaching/training for Understanding at University*. Palgrave Macmillan. (Some thought-provoking stuff based on recent educational research, and written in a fairly personal, accessible way.)
- Fry, H, S. Ketteridge and S. Marshall. 2003. *A Handbook for Teaching/training and Learning in Higher Education: Enhancing Academic Practice* (3rd ed.). London: Routledge. A good introductory text with recommendations for further reading.
- Higgs, J. (Ed.). (2008). *Clinical reasoning in the health professions*. Elsevier Health Sciences.
- Leamson, R. 1999. *Thinking about Teaching/training and Learning: Developing Habits of Learning with First Year College and University Student/trainees/trainees*. Sterling, Va: Stylus. Leamson is a US Professor of Biology and in this book employs a biological concept of learning to explore his approach to teaching/training. It's very accessible and Leamson shares a lot of his practical teaching/training activities and his rationale for them. Although it claims to be primarily about first year teaching/training, the principles and ideas he uses can be applied throughout higher education. Chapter 5, 'Teaching/training and Pedagogy' is particularly recommended.
- Morss, K. and R. Murray. 2005. *Teaching/training at University: A guide for post-graduates and researchers*. London: Sage Publications. Particularly helpful chapters on lectures and small group teaching/training, which the authors call 'tutorials' – don't get caught out! The book also discusses teaching/training portfolios and you should remember that this is general advice, not specific to the Oxford DLT portfolio.
- Ramsden, P. 2003. *Learning to teach in higher education*. London: Routledge Falmer. (One of the classics, which you are likely to find useful as you progress to more substantial teaching/training role including some design responsibility.)

- Sweet, J, S. Huttly and I. Taylor. 2003. Effective learning and teaching/training in Medical, Dental and Veterinary Education. London: Kogan Page.
- Clinical teaching/training
- Branch Jr MD, M. A. C. P. (2002). Feedback and reflection: teaching/training methods for clinical settings. *Academic Medicine*, 77, 1185-1188.
- Cantillon, P. & Sargeant, J. (2008). Teaching/training Rounds: Giving feedback in clinical settings. *BMJ* 337:a1961. doi:10.1136/bmj.a1961
- General Medical Council. (2014). Good medical practice. Retrieved from: <http://www.gmc-uk.org/guidance/>
- General Medical Council. (2009). Tomorrow's doctors. Retrieved from: http://www.gmc-uk.org/Tomorrow_s_Doctors_1214.pdf_48905759.pdf
- Neher, J. O., Gordon, K. C., Meyer, B., & Stevens, N. (1992). A five-step" microskills" model of clinical teaching/training. *The Journal of the American Board of Family Practice/ American Board of Family Practice*, 5(4), 419.
- Nilsson, M.S., Pennbrant, S., Pilhammar, E. ,& Wenestam, C-G (2010). Pedagogical strategies used in clinical medical education: an observational study. *BMC Medical Education* 10:9, <http://www.biomedcentral.com/1472-6920/10/9>.
- Spencer, J. (2003). ABC of learning and teaching/training in medicine: Learning and teaching/training in the clinical environment. *BMJ: British Medical Journal*, 326(7389), 591.
- Educational and Clinical Supervisors
- HETV "pretenders or bluffers' guide" on theories of learning for Educational Supervisors. J Siddall, 2014 – see 'virtual bookshelf': www.oxforddeanery.nhs.uk/educator_development_strategy/educator_training.aspx
- Honey and Mumford's learning style questionnaire – available at
- <http://www.peterhoney.com/>
- Learning in the Workplace: A Toolkit for Facilitating Learning and Assessment in Health and Social Care Settings Joan Mulholland and Chris Turnock Routledge 4 Sep 2012
- QOTFC Clinical educator's resource kit <http://www.qotfc.edu.au/resource/?page=65375>
- Academy of Medical Educators: <http://www.medicaleducators.org>
- GMC: Promoting Excellence: standards for medical education and training (2015) http://www.gmc-uk.org/promoting_excellence_standards_for_medical_education_and_training_0715.pdf_61939165.pdf
- HETV "Virtual Bookshelf" – online resources for supervisors.
- http://www.oxforddeanery.nhs.uk/workforceeducator_development/educator_development_strategy/educator_training.aspx
- London Postgraduate Medical and Dental Education. E-learning ,Reflective writing.

<http://www.lpmde.ac.uk/professional-development/elearning-support-and-self-review-modules>

- Sisco, B.R. (1991) Setting the climate for effective teaching and learning. In Hiemstra R, Creating Effective Environments for Effective Adult Learning. Jossey-Bass.
- http://www.amazon.co.uk/Teaching-Adults-Practical-Jossey-Bass-Education-ebook/dp/B00QQMUSP8/ref=sr_1_2?s=instant-video&ie=UTF8&qid=1433093430&sr=8-2&keywords=Creating+Effective+Environments+for+Effective+Adult+Learning

Educational and Clinical Supervisors

- Appraisal Planning: Trainer Handbook Chapter 4 First Educational Appraisal. Royal College of Psychiatrists. 2011.
- Supporting and Developing Trainees:
- Trainee in Difficulty – Handbook. Institute for Medical Education and teaching.
- http://www.utas.edu.au/data/assets/pdf_file/0006/94596/Trainee-in-Difficulty-Handbook.pdf
- Professional Support Unit. <http://www.oxforddeanerycdu.org.uk>
- Oxford Deanery Protocol for Supporting and Developing Doctors and Dentists in Training. <http://www.oxforddeanery.nhs.uk/pdf/Oxford%20Protocol%20for%20Supporting%20andDeveloping%20Trainees2013.pdf>

Public health and epidemiology

- Battat, R., Seidman, G., Chadi, N., Chanda, M. Y., Nehme, J., Hulme, J., ... & Brewer, T. F. (2010). Global health competencies and approaches in medical education: a literature review. *BMC Medical Education*, 10(1), 94.
- Campbell, A., Sherman, R., & Magee, W. P. (2010). The role of humanitarian missions in modern surgical training. *Plastic and reconstructive surgery*, 126(1), 295-302.
- Drain, P. K., Primack, A., Hunt, D. D., Fawzi, W. W., Holmes, K. K., & Gardner, P. (2007). Global health in medical education: a call for more training and opportunities. *Academic Medicine*, 82(3), 226-230.

Psychology and psychiatry

- Lonka, K., & Lindblom-Ylänne, S. (1996). Epistemologies, conceptions of learning, and study practices in medicine and psychology. *Higher Education*, 31(1), 5-24.
- McParland, M., Noble, L. M., & Livingston, G. (2004). The effectiveness of problem-based learning compared to traditional teaching/training in undergraduate psychiatry. *Medical education*, 38(8), 859-867.Ed
- Singh, S. P., Baxter, H., Standen, P., & Duggan, C. (1998). Changing the attitudes of

tomorrow's doctors' towards mental illness and psychiatry: a comparison of two teaching/training methods. *Medical education*, 32(2), 115-120.

Evaluation of teaching/training

- Angelo, T.A. and P.K. Cross. 1993. *Classroom Assessment Techniques* (2nd ed.). San Francisco: Jossey-Bass. See especially Chapter 3, First Steps. A list of CAT ideas is also available online but to make the most of this it is best to read Chapter 3 first: http://www.uoregon.edu/~tep/resources/newteach/fifty_cats.pdf
- McKeachie, W. J. et al. 1999. 'Appraising and Improving your Teaching/training' in McKeachie's *Teaching/training Tips: Strategies, Research and Theories for College and University Medical educators* (10th ed), pp. 270-283. Many general teaching/training books contain good overviews of evaluating your teaching/training. I think this chapter is particularly thorough but do look at others, perhaps from the general texts suggested above.

Laboratory teaching/training

- Forster, F., D. Hounsell, and S. Thompson (eds). 1995. *Tutoring and Demonstrating: A Handbook*. Edinburgh: Centre for Teaching/training, Learning and Assessment, University of Edinburgh. A thorough introductory handbook.
- Kirschner, P. A., Meester, A. M. 1988. The laboratory in higher science education: Problems, premises and objectives. *Higher Education* 17: 81-98. Explores a range of reasons for using labs – thought provoking.

Lecturing

- See also the chapters on lecturing from the general texts recommended above.
- Bligh, D. 2001. *What's the use of lectures?* (5th ed.). Exeter: Intellect. A well-known text which reviews the research on lectures. Not discipline specific.
- Brown, G. and M. Manogue. 2001. AMEE Medical Education Guide no. 22, Refreshing Lecturing: A guide for lecturers. *Medical Medical educator* 23: 3, 231-244. A very accessible and thorough guide to lecturing. If you only read one item on lecturing, make it this one. There are some really helpful ideas on lecture preparation in particular, and it's a useful guide for all sciences, not just medical education.

Small group teaching/training

- See also the chapters on small group teaching/training in the general texts recommended above.
- Jacques, D. 1991. *Learning in groups* (2nd ed). London: Kogan Page. See especially chapter 6, 'Tasks and Techniques' and Chapter 7, 'The Tutor's Job'.

- Tutorial teaching/training in Oxford
- Ashwin, P. 2005. Variation in Student/trainees/trainees' Experiences of the 'Oxford Tutorial'. *Higher Education* 50, 631-644. A discussion of the tutorial which explores different conceptions student/trainees/trainees might have about its purpose. The article includes a good overview of the tutorial (p.632-3).
- Ashwin, P. 2006. Variation in academics' accounts of tutorials. *Studies in Higher Education* 31:6, 651-665. This article explores the tutorial from the accounts of academics, using the same research approach as the 2005 article on student/trainees/trainees' experiences. The academics interviewed are drawn from across all divisions in the University.
- Palfreyman, David. (ed.) 2001. *The Oxford Tutorial: 'Thanks, you taught me how to think'*. Oxford: OxCheps: http://oxcheps.new.ox.ac.uk/Publications/Resources/OxCHEPS_OP1.doc

Approaches to teaching/training

- This section contains articles or practical examples of a range of different ways of conceptualising or organising teaching/training. The ideas often cut across teaching/training settings (lecture/tutorial, etc).

Cognitive apprenticeship model of teaching/training

- Collins, A., J. Seely Brown and A. Holum. 1991. Learning Institute extract from 'Cognitive Apprenticeship: Making Thinking Visible'. *American Educator*. This article argues that we should think of the process of teaching/training as a form of apprenticeship in which some of the thinking processes need to be made visible to student/trainees/trainees. A thought-provoking piece with clear practical application in the classroom.
- Stalmeijer RE, Dolmans, D.H. J. M., Wolfhagen, I. H. A. P., Scherp, A. J. J. A. (2009) Cognitive apprenticeship in clinical practice: can it stimulate learning in the opinion of students? *Adv in Health Sci Educ* (2009) 14:535-546; DOI 10.1007/s10459-008-9136-0
- Shaddel F, Ghazirad M, O'Leary D, Quinlan KM, et al. (2016). Cognitive Apprenticeship in Clinical Practice; Can it be extended to Postgraduate Psychiatry Training Programmes? *M J Psy* 1(1):005. (http://www.mathewsopenaccess.com/PDF/Psychiatry/M_J_Psyc_1_1_005.pdf)

Concept tests and peer learning in science

- A You Tube introductory video to Mazur's approach <http://www.youtube.com/watch?v=IBYrKPoVFwg>
- Mazur, E. 1999. Peer Instruction: A User's Manual. *American Journal of Physics* 67: 4, 359-360.

Case-based and problem-based approaches to teaching/training

- US National Centre for Case Study Teaching/training in Sciences website <http://sciencecases.lib.buffalo.edu/>.
- This site has many case examples in a wide variety of science fields and you can use or adapt any which may be appropriate for your student/trainees/trainees.
- Overton, T. 2005. 'Introduction to problem-based learning' and 'Web resources for problem-based learning'. Hull: Physics Subject Centre. Available to download as pdfs from the following urls:
 - http://www.heacademy.ac.uk/assets/ps/documents/primers/primers/ps0087_problem_based_learning_mar_2005.pdf
 - http://www.heacademy.ac.uk/assets/ps/documents/primers/ps0090_web_resources_for_problem_based_learning_mar_2005.pdf

Spiral curriculum

- Harden, R.M. 1999. What is a spiral curriculum? *Medical Medical educator*, 21:2, 141-143.

Teaching/training perspectives / theories of teaching/training

- Fox, D. 1983. Personal theories of teaching/training. *Studies in Higher Education* 8: 2, 151-163.
- Kugel, P. 1991. How professors develop as medical educators. *Studies in Higher Education* 18:3, 315-329.
- Pratt, D. 2002. Good Teaching/training: One size fits all? In *An Up-date on Teaching/training Theory*, Jovita
- Ross-Gordon (ed.), San Francisco: Jossey-Bass AND Learning Institute handout on Pratt's five teaching/training styles. A much more interesting read than the title suggests – great for thinking about your own philosophy of teaching/training or rationale for your actions.

Other

- Oxford University Student/trainees/trainees Union. 2010. Teaching/training Review Report. Oxford: OUSU. Highly recommended. A section is devoted to the student/trainee experience of teaching/training in the Medical Sciences division. Available at the following url:
 - http://issuu.com/ousu/docs/ug_teaching/training_review_report_2010

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