Advances in Medical Education

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Advances in Medical Education provides a platform for exchanging experiences and knowledge about medical education, both in terms of its practice and also related scholarship. The series provides an opportunity to publish reviews of selected topic areas, issues of general significance to theory development in medical education, and critical analyses of professional practice and scholarship in medical education. The series promotes the dissemination of issues that arise in the context of medical education scholarship and practice, including the larger context provided by the social sciences from which much of the scholarship in this field derives. The series will publish work from leading scholars and practitioners in the field, based on their basic research, administrative, and educational activities. Each volume will be dedicated to a specific theme in medical education, providing a convenient resource of material to help advance the field. The target audience are educational researchers, medical school administrators, clinicians who practice medical education, and hospital managers and administrators who wish to remain at the forefront of thinking in their field of application.

Medical Education for the Future

Identity, Power and Location

The purpose of medical education is to benefit patients by improving the work of doctors. Patient centeredness is a centuries old concept in medicine, but there is still a long way to go before medical education can truly be said to be patient centered. Ensuring the centrality of the patient is a particular challenge during medical education, when students are still forming an identity as trainee doctors, and conservative attitudes towards medicine and education are common amongst medical teachers, making it hard to bring about improvements. How can teachers, policy makers, researchers and doctors bring about lasting change that will restore the patient to the heart of medical education? The authors, experienced medical educators, explore the role of the patient in medical education in terms of identity, power and location.

Features

- This book provides a primer for application of leading edge thinking and research in social learning theory to medical education
- It establishes a lead in the application of contemporary critical theory to medical education scholarship

Fields of interest

Medical Education; Medicine/Public Health, general; Learning and Instruction

Target groups

Research

Discount group

MR

Chemistry for Non-Specialists

Course Book

Designed with the non-specialist teacher in mind, the emphasis of this book is to provide them with the confidence, flair and enthusiasm to teach chemistry at a level suitable for 11-14 year-olds. Provision of 80 experiments to inspire and engage the students, practical help with the experiments and health and safety guidance means the teacher has all the tools they might require when improving the teaching of chemistry. The resources are tried and tested and known to be effective. The course book is accompanied by a CD-ROM and together they make a valuable addition to the educational resources and aids for non-specialist teachers teaching chemistry.

Features

- Provision of 80 experiments
- Accompanied by a CD-ROM
- Practical and inspiring

Contents

Health and safety guidance. The CLEAPSS science resources web site and CD-ROM. Experiments.

Fields of interest

Science Education; Chemistry/Food Science, general; Popular Science in Mathematics/Computer Science/Natural Science/Technology

Target groups

Lower undergraduate

Discount group

P

RSCPublishing

Available

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2011. 250 p. (Advances in Medical Education, Volume 1)
Hardcover

$139.00

2010. 260 p. With DVD. Softcover

$44.95
Breakthrough Teaching and Learning
How Educational and Assistive Technologies are Driving Innovations

The many technology-related educational changes of the past decade have been propelled by even greater changes in the general consumer technology landscape. Education has become increasingly entwined with the digital consumer landscape. We are no longer asking whether digital materials and tools should be integrated into teaching and learning, but how and how well. Meanwhile, the overall academic performance of U.S. students has not kept pace with our international peers. Many policymakers have called for increased attention to students’ 21st century skills and work readiness, pointing to the critical role technology should play in educational innovation. These changes mean that many mainstream accessible technologies can be used in the classroom to benefit a diverse population of learners, including students with disabilities and English language learners, reflecting the national shift from separate special education programs to more inclusive classrooms.

Features
- Uniquely brings together research in the fields of education innovation and disabilities
- Includes contributions of leading authors in their respective fields
- Brings together strands of research and development, reflecting the current policy and funding landscape
- Broad appeal to general educators, all of whom require resources for connecting to students with disabilities

Contents
Introduction and overview.- Trends and futures in educational technology for students with disabilities.- How the brain shapes technology.- Games for therapy and health.- Adaptive assessments for disabilities.- 18 1.3.2 Research Steps and Selection of Participants.

Fields of interest
Professional and Vocational Education; Learning and Instruction; Curriculum Studies

Target groups
Research

Discount group
P
Children, Development and Education

Cultural, Historical, Anthropological Perspectives

Historical anthropology is a revision of the German philosophical anthropology under the influences of the French historical school of Annales and the Anglo-Saxon cultural anthropology. Cultural-historical psychology is a school of thought which emerged in the context of the Soviet revolution and deeply affected the disciplines of psychology and education in the 20th century. This book draws on these two schools to advance current scholarship in child and youth development and education. It also enters in dialogue with other relational approaches and suggests alternatives to mainstream western developmental theories and educational practices.

This book emphasizes communication and semiotic processes as well as the use of artifacts, pictures and technologies in education and childhood development, placing a special focus on active subjectivity, historicity and performativity.

From the contents

Fields of interest
Childhood Education; Educational Psychology; Developmental Psychology

Target groups
Research

Discount group
P

International Handbook of Jewish Education

The International Handbook of Jewish Education, a two volume publication, brings together scholars and practitioners engaged in the field of Jewish Education and its cognate fields world-wide. Their submissions make a significant contribution to our knowledge of the field of Jewish Education as we start the second decade of the 21st century. The Handbook is divided broadly into four main sections: Vision and Practice: focusing on issues of philosophy, identity and planning – the big issues of Jewish Education.- Teaching and Learning: focusing on areas of curriculum and engagement-Applications, focusing on the ways that Jewish Education is transmitted in particular contexts, both formal and informal, for children and adults. Geographical, focusing on historical, demographic, social and other issues that are specific to a region or where an issue or range of issues can be compared and contrasted between two or more locations.

Features
► Includes contributions from virtually every significant scholar of Jewish education world-wide
► Provides the most comprehensive overview of Jewish education to date
► Enhances the knowledge of the field by thoroughly looking at the multiple fields of Jewish education

Contents
Preface.- About the editors.- About the contributors.- Introduction.- VOLUME ONE: Section One: Vision and Practice.- Section Two: Teaching and Learning.- VOLUME TWO: Section Three: Applications.- Section Four: Geographical.- Name Index.- Subject Index.

Fields of interest
Religion and Education; Religious Studies; Educational Philosophy

Target groups
Research

Discount group
P

Collaboration and Networking in Education

Collaboration and networking have recently come to the fore as major school improvement strategies in a number of countries. A variety of initiatives, from government and other agencies, have encouraged collaboration and led to a lot of practical activity in this area. However, at present there are no texts in education that explore collaboration and networking from both a theoretical and practical perspective. In this book, we aim to provide a theoretical background to educational collaboration, drawing on research and theory in policy studies, psychology and sociology, leading ultimately to a typology of networks. This theoretical base will be tested in the discussion of a number of case studies referring to specific initiatives such as the Federations programme, multi-agency collaboration and Networked Learning Communities.

Lessons for practice will be drawn and presented in terms of factors internal and external to the school. The key issue of network leadership will be addressed here as well.

Features
► Aims to cover all forms of collaboration on networking
► Provides a theoretical base for networking and collaboration in education
► An original contribution to the field by interrogating practical examples of networking

From the contents

Fields of interest
Administration, Organization and Leadership; Educational Policy

Target groups
Research

Discount group
P
Supporting Workplace Learning
Towards Evidence-based Practice

During the 1990s, the workplace was rediscovered as a rich source of learning. The issue of workplace learning has since received increasing attention from academics and practitioners alike but is still under-researched empirically. This book brings together a range of state-of-the-art research papers addressing interventions to support learning in the workplace. The authors are experienced international scholars who have an interest in making HRD and workplace learning practices more evidence-based through practical relevant research. Although workplace learning is largely an autonomous process, many organizations want to manage it as part of their broader HRD strategy. There are limits, however, to the extent to which the complex dynamics of learning in the workplace can be guided in pre-determined desirable directions. This tension between the possible strengths of workplace learning and the limits of managing it is at the heart of this volume. The book is broken into three sections.

Features
► Presents perspectives on supporting workplace learning from different countries around the world
► The authors are outstanding scholars in the field of HRD and workplace learning
► Chapters present new empirical research in an area that has gained much attention from HRD practitioners over the last decade but is relatively under-researched empirically

Fields of interest
Professional and Vocational Education; Business/Management Science, general; Lifelong Learning/Adult Education

Target groups
Research

Discount group
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From Expert Student to Novice Professional

Students entering higher education expect their studies to lead them towards some specific form of professional career. But in this age, complex internationalized professions are the main source of work for graduates, so students need to prepare themselves for a future that can be volatile, changeable and challenging. This book shows students how to navigate their way through learning and become effective students; it details how to shift the focus of their learning away from the formalism associated with the university situation towards the exigencies of working life. It is in this sense that the book explores how people move from being expert students to novice professionals.

Features
► Discusses the current context and thinking on professional preparation of university students
► Reports empirical research carried out in Australia and Sweden by the authors over a decade
► Tested effective approaches to pedagogy for professional preparation from expert academic teacher-researchers

From the contents
From expert student to novice professional
Chapter one what’s happening in higher education? - Chapter two professional learning: how can we understand learning for the professions? - Chapter three professional discourse: do novice professionals see themselves? - Professional knowledge: what does knowledge mean to novice professionals? - Chapter five professional dispositions: how are professional dispositions developed in higher education?

Fields of interest
Higher Education; Professional and Vocational Education

Target groups
Research

Discount group
P

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Bringing Schools into the 21st Century

Shift happens: Emerging technologies and globalization have resulted in political, social and cultural changes. These changes have a profound impact on all aspects of human life, including education. Yet while society has changed and continues to change, schools are slow to keep up. This book explores issues related to transforming and modernizing our educational systems, including the impact of societal shifts on education, the efforts at various levels to bring schools into the 21st century, the identification of 21st century skills, the reformation of the curriculum, the creation of alternative models of schooling, the innovative use of technology in education, and many others. It addresses questions like the following: Should schools systems adapt to better meet the needs of tomorrow’s world and how should this be accomplished? How can society better prepare students for a changing and challenging modern world? What skills do students need to lead successful lives and become productive citizens in the 21st century?

Features
► Unique, cutting edge, thought-provoking, theoretical, and at the same time practical
► Timely content addressing the unique needs of schools in an era of increasing globalization
► Presents a practical framework for teaching the 21st century skills
► Practical and realistic models for bringing schools into the 21st century
► Global perspective and implication

From the contents
Introduction: Why This Book? Time Has Changed but School Has Not, Guofang Wan, Dianne Gut.
2. 21st Century Students Need 21st Century Skills, Ken Kay, Valerie Greenhill.

Fields of interest
Learning and Instruction; Teaching and Teacher Education; Curriculum Studies

Target groups
Research

Discount group
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