

# Preface

This book was conceived as a tool for the many varieties of medical teacher: the basic scientist, the clinical faculty member, the resident physician and the community practitioner. Individuals from each of these groups often assume the responsibility for educating the physicians of tomorrow. However, the formal training of these teachers is usually not centered on educational principles. Medical teachers often enter their careers ill equipped to engage in a scholarly approach to teaching. Thus we chose to create this volume as a how-to guide for medical teachers who wish to gain an understanding of educational principles and apply them to their teaching.

In keeping with the spirit of the book as an introduction, we have not produced a comprehensive textbook on medical education. Rather, the book is intended to introduce the reader to a variety of major topics that might serve specific needs. This work will be particularly useful to the educator who wants to introduce new methods into their teaching. As such, all of the chapters are grounded in the modern literature underlying adult learning theory and educational methods; however, the advice contained in each chapter is overwhelmingly practical and can be put to immediate use. The chapters begin with a focus on the learner, followed by a survey of the most common teaching modalities encountered by a medical teacher (large group, small group, problem-based, team based, clinical, simulation, and laboratory). We also examine critical elements that comprise the essentials of teaching and learning (using technology, student assessment, teaching evaluation, course design). Finally, we introduce the topic of educational scholarship and supply advice on documenting teaching for career advancement. In addition, to encourage the reader to further investigate each topic, chapters are fully referenced and the appendix provides additional educational resources.

The scope of educational scholarship is now quite broad. Thus no single author could adequately address the topics presented herein. We have thus assembled an

exceptionally qualified and highly regarded team of authors who represent a diverse pool of teachers, clinicians and educational scholars. We are extremely grateful to the authors, who generously devoted their time and talents to this project.

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