

Springer Series on Medical Education

# *Fostering Learning in Small Groups*

*A Practical Guide*

*Jane Westberg  
Hilliard Jason*



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# Fostering Learning In Small Groups A Practical Guide

**Elizabeth Rideout**



## **Fostering Learning In Small Groups A Practical Guide:**

*Fostering Learning in Small Groups* Jane Westberg, PhD, Hilliard Jason, MD, EdD, 2004-01-01 Drawing on years of experience the authors address the questions that educators may have about teaching small groups in the health professions The first half of the book focuses on practical strategies involved in planning and facilitating learning in small groups The authors discuss the characteristics of effective groups and emphasize the importance of using a collaborative approach The second half focuses on planning for leading small groups that have specific purposes such as providing a forum for discussion and dialogue teaching communication skills and helping learners to reflect on their patient care experience and more The book's broad orientation and practical emphasis will be useful to all educator in health care Small Group Teaching Kate Exley, Reg Dennick, Andrew Fisher, 2019-02-13 This comprehensive guide for new university teachers brings together straightforward and practical advice on small group teaching alongside examples of practice across disciplines Written in a highly accessible style it covers topics such as the foundations of small group teaching methods and techniques and advice on inclusive and non discriminatory practice Now fully updated this new edition also takes into account changes in technology and the expectation of students includes examples of practice from a variety of institutions and offers learning resources and reading suggestions throughout *Small Group Teaching* Richard G. Tiberius, 2013-10-11 A practical guide to improve classes that are bored hostile aggressive or just not quite right The book provides tips form making small class teaching more effective with practical suggestions for a broad range of problems that teachers regularly encounter An Introduction to Medical Teaching Kathryn N. Huggett, William B. Jeffries, 2014-06-30 Few faculty members in academic medical centers are formally prepared for their roles as teachers This work is an introductory text designed to provide medical teachers with the core concepts of effective teaching practice and information about innovations for curriculum design delivery and assessment It offers brief focused chapters with content that is assimilated easily by the reader The topics are relevant to basic science and clinical teachers and the work does not presume readers possess prerequisite knowledge of education theory or instructional design The authors emphasize the application of concepts to teaching practice Topics include Facilitating Student Learning Teaching Large Groups Teaching in Small Groups Flipping the Classroom Problem Based Learning Team Based Learning Teaching Clinical Skills Teaching with Simulation Teaching with Practicals and Labs Teaching with Technological Tools Teaching to Develop Scientific Engagement in Medical Students Designing a Course Establishing and Teaching Elective Courses Designing Global Health Experiences Assessing Student Performance Documenting the Trajectory of Your Teaching and Teaching as Scholarship This is a complete revision of the first edition of this work with new chapters and up to date information Similar to the first edition chapters were written by leaders in medical education and research who draw upon extensive professional experience and the literature on best practices in education Although designed for teachers the work reflects a learner centered perspective and emphasizes

outcomes for student learning The book is accessible and visually interesting and the work contains information that is current but not time sensitive Each chapter concludes with references many include recommendations for additional reading and the work includes an appendix with resources for medical education

**Curriculum for Culturally Responsive Health Care** Jeffrey Ring, Julie Nyquist, Suzanne Mitchell, 2018-10-08 This is a creative comprehensive and user friendly manual comprising a curriculum for residencies and medical schools looking to implement new or enhance existing curricula in culturally responsive care It meticulously describes teaching strategies that will prove engaging to learners and faculty alike challenging them to grow in their attitudes awareness desire knowledge and skills to effectively practice culturally responsive medicine It demonstrates commitment to teaching culturally responsive medicine towards the elimination of health disparities be they related to gender race ethnicity income sexual orientation religious background or world view The manual includes a step by step guide for each year of the curriculum with detailed session descriptions and sections on teaching techniques evaluation tools cultural competence exercises together with information on further resources The curriculum provides a solid foundation upon which educational programs can build as they evolve to meet the needs of patients and their communities toward preventing and treating illness and improving access to excellence in medical care

**Curriculum Development for Medical Education** Patricia A. Thomas, David E. Kern, Mark T. Hughes, Sean A. Tackett, Belinda Y. Chen, 2022-08-30 This book presents a practical framework for the development implementation and dissemination of quality health professions curricula The book is intended for faculty and others who while content experts may not have a background in education or implementation science but have an interest or responsibility as educators in their discipline

**Curriculum Development for Medical Education** David E. Kern, 1998 At a time when society is demanding accountability from the medical education system and residency review committees are demanding written curricula this book offers a practical yet theoretically sound approach to curriculum development in medicine Short practical and generic in its approach the book begins with an overview of a six step approach to curriculum development Each succeeding chapter then covers one of the six steps problem identification targeted needs assessment goals and objectives education methods implementation and evaluation Additional chapters address curriculum maintenance enhancement and dissemination Throughout examples are used to illustrate major points An appendix provides the reader with a selected list of published and unpublished resources on funding faculty development and already developed curricula

**A Practical Guide for Medical Teachers, E-Book** John Dent, Ronald M. Harden, Dan Hunt, 2021-04-24 Highly regarded in the field of medical education A Practical Guide for Medical Teachers provides accessible highly readable and practical information for those involved in basic science and clinical medicine teaching The fully updated 6th Edition offers valuable insights into today s medical education Input from global contributors who offer an international perspective and multi professional approach to topics of interest to all healthcare teachers With an emphasis on the importance of developing educational skills

in the delivery of enthusiastic and effective teaching it is an essential guide to maximizing teaching performance Offers comprehensive succinct coverage of curriculum planning and development assessment student engagement and more Includes 10 new chapters that discuss the international dimension to medical education clinical reasoning the roles of teachers mentoring burnout and stress the patient as educator professional identity curriculum and teacher evaluation how students learn and diversity equality and individuality Delivers the knowledge and expertise of more than 40 international contributors Features helpful boxes highlighting practical tips quotes and trends in today s medical education      **Basics In**

**Medical Education (2nd Edition)** Zubair Amin,Hoon Eng Khoo,2009-02-11 Medical education the art and science behind medical teaching and learning has progressed remarkably Teaching and learning have become more scientific and rigorous curricula are based on sound pedagogical principles and problem based and other forms of active and self directed learning have become the mainstream We have progressed from the role of problem identifier to that of solution provider This book provides a balanced overview of the why of medical education emphasizing the need for change and adaptation and the how by demonstrating the way concepts and theories of medical education can be of immediate benefit to the medical teacher In this improved second edition student assessment curriculum outcome based education clinical teaching and problem based learning receive more emphasis with the addition of new chapters essential updates and consolidation The tone is more pragmatic with implementable examples and incorporation of newer evidence and better practices However one thing has not changed the book still targets medical teachers without a formal background in education      *Cases on Teaching Critical Thinking through Visual Representation Strategies* Shedletsky, Leonard J.,Beaudry, Jeffrey S.,2014-03-31 One of the most important aspects of a comprehensive education involves teaching students to analyze arguments and form their own opinions based on available information Visual and graphical mapping strategies are useful in helping students to consider problems from a variety of perspectives Cases on Teaching Critical Thinking through Visual Representation Strategies brings together research from scholars and professionals in the field of education to provide new insights into the use of visual aids for student development in reasoning and critical thinking This essential reference source will enable academics researchers and practitioners in fields such as education business and technology to more effectively foster students critical thinking skills

*Women in Medical Education* Delese Wear,1996-10-03 Women in Medical Education combines personal narratives written by sixteen women medical educators who as clinicians basic scientists administrators and medical humanities faculty write of their experiences with students patients colleagues and administrators Their narratives reflect the issues confronting women in the medical academy today including working in situations where power relations are embedded and enacted daily in the ethos of the institution where rigid disciplinary boundaries do not include or invite inquiry into gender race ethnicity or class where integrating one s personal and work life often seems overwhelming Yet their stories reflect the success and recognition that women in academic medicine have achieved The book includes essays written by Beth Alexander Janet

Bickel Dale G Blackstock Kate H Brown Lucy M Candib Pamela Charney Frances Conley Leah J Dickstein Jacalyn Duffin Deborah Jones Perri Klass Mary Mahowald Marian Gray Secundy Marjorie S Sirridge Rebekah Wang Cheng and the editor

*Transforming Nursing Education Through Problem-based Learning* Elizabeth Rideout, 2001 With the growing interest in problem based learning among nurse educators worldwide comes the need for a book that will be a comprehensive guide and resource for anyone considering its implementation in nursing education This book is that resource Its strength is its integration of relevant theory research and practical information It is an invaluable resource for nursing faculty contemplating the use of the problem based learning model

**Teaching and Learning in Medical and Surgical Education** Linda H. Distlehorst, Gary L. Dunnington, J. Roland Folse, 2000-04-01 The idea for this book was originally conceived by Terrill Mast in conversations with Roland Folse Dr Mast was dedicated to the belief that all medical teachers should be generalists with skills and knowledge in all aspects of the field Before his untimely death he recruited most of the prestigious contributors to this important new book This comprehensive volume features a review of the major topics in medical and surgical education by today's leading authorities in the field The assembled authors represent a Who's Who in medical education around the world Each chapter provides a state of the art overview of the topic along with the projected changes most likely to occur over the next decade A must have for anyone responsible for educating students residents and physicians in the medical and surgical fields this new book addresses the critical medical educational issues of the next millennium in one comprehensive volume

**Advanced Businesses in Industry 6.0** Oskounejad, Mohammad Mehdi, Nozari, Hamed, 2024-04-29 In an era dominated by technology our world is experiencing a radical transformation through the relentless expansion of industrial generations The advent of the fourth industrial generation unleashed transformative technologies that revolutionized businesses enabling access to unprecedented data and analytical capabilities As we transition into the fifth industrial generation concepts like sustainability resilience and value take center stage laying the foundation for what is now known as Industry 6.0 In this landscape processes are intelligently managed without human intervention and artificial intelligence burgeons promising a future where calculations and analyses occur at unprecedented speeds through quantum computing Advanced Businesses in Industry 6.0 emerges as a comprehensive guide to decipher the intricacies of Industry 6.0 With a focus on ultra advanced concepts we aim to provide a roadmap for scholars and professionals offering insights into the opportunities and challenges within this ultra smart environment Tailored for students and professionals alike this book delves into essential topics such as super smart businesses supply chain advancements smart factories production procurement information logistics distribution interactions marketing finance agriculture and health systems in Industry 6.0

Interactive Group Learning Deborah L. Ulrich, Kellie J. Glendon, 1999 The volumes in this popular series provide nurse educators with material to help them plan conduct and evaluate their instructional goals and accomplishments The series addresses a broad spectrum of teaching situations classroom settings and clinical instruction

supervision Two experienced nurse educators have created a handbook of strategies that instructors can implement now to create a dynamic group learning environment for today's student nurses Every chapter shows how to implement innovative cooperative group learning the emphasis is on teaching applications that yield both critical thinking and comprehension in students These are workshop tested techniques that stand on a foundation of group learning theory The authors show how to combine writing exercises cooperative learning reviews and new testing formats into their Comprehensive Group Learning Model

**An Introduction to Medical Teaching** William B. Jeffries, Kathryn Huggett, 2010-03-10 Few faculty members in academic medical centres are formally prepared for their roles as teachers This work is an introductory text designed to provide medical teachers with the core concepts of effective teaching practice and information about innovations for curriculum design delivery and assessment It offers brief focused chapters with content that is easily assimilated by the reader Topics are relevant to basic science and clinical teachers and the work does not presume readers possess prerequisite knowledge of education theory or instructional design The authors emphasize application of concepts to teaching practice Topics include Helping Students Learn Teaching Large Groups Teaching in Small Groups Problem Based Learning Team Based Learning Teaching Clinical Skills Teaching with Simulation Teaching with Practicals and Labs Teaching with Technological Tools Designing a Course Assessing Student Performance Documenting the Trajectory of your Teaching and Teaching as Scholarship Chapters were written by leaders in medical education and research who draw upon extensive professional experience and the literature on best practices in education Although designed for teachers the work reflects a learner centred perspective and emphasizes outcomes for student learning The book is accessible and visually interesting and the work contains information that is current but not time sensitive The work includes recommendations for additional reading and an appendix with resources for medical education

Pediatrics in Practice, 2005-10-25 Pediatrics in Practice is a faculty development health promotion curriculum based on the principles of Bright Futures Through the resources presented maternal and child health MCH educators can prepare healthcare professionals with the knowledge skills and attitudes necessary to communicate effectively partner with and educate children and families as their advocates to promote health and prevent illness in a time efficient manner This innovative curriculum is based on six core concepts that serve as the foundation for effective health encounters Partnership Communication Health promotion Illness prevention Time Management Education Advocacy These six concepts provide the tools for building successful partnerships and promoting positive interactions among health professionals children and families during health encounters By learning how to integrate these core concepts into clinical practice health professionals can be assured that they are delivering time efficient health promotion services This curriculum developed in collaboration with Children's Hospital Boston Harvard Medical School and Bright Futures will be of interest to anyone who cares for pediatric age children including all maternal and child health professionals such as pediatricians nurses public health specialists nurse practitioners physicians assistants social workers

dentists and medical educators The Pediatrics in Practice publication is accompanied by a supplemental DVD containing background information about Bright Futures models of best practice this health promotion curriculum and scenes from Disney s The Doctor to be used with the Communication module For Further Information Please Click Here     **Teaching Nursing** Lynne E. Young,Barbara L. Paterson,2007 Examines the complexities of teaching and learning nursing explains the theoretical foundations of student centered learning describes various methods and models for student centered learning in nursing and explores the issues and challenges of constructing nursing curricula and implementing student centered pedagogies     **A Practical Guide for Medical Teachers** John Dent,Ronald M. Harden,Dan Hunt,2017-04-26 The Fifth Edition of the highly praised Practical Guide for Medical Teachers provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine Healthcare professionals are committed teachers and this book is an essential guide to help them maximise their performance This highly regarded book recognises the importance of educational skills in the delivery of quality teaching in medicine The contents offer valuable insights into all important aspects of medical education today A leading educationalist from the USA joins the book s editorial team The continual emergence of new topics is recognised in this new edition with nine new chapters The role of patients as teachers and assessors Medical humanities Decision making Alternative medicine Global awareness Education at a time of ubiquitous information Programmatic assessment Student engagement and Social accountability An enlarged group of authors from more than 15 countries provides both an international perspective and a multi professional approach to topics of interest to all healthcare teachers     Residents,Äô Teaching Skills Janine C. Edwards,Joan A. Friedland,Robert Bing-You,2002 The editors have collected an impressive array of practical material that will guide any academic medical center in the development of a more focused approach to teaching the teachers From learning theory and program development to teaching performance evaluation and specialty specific materials Residents Teaching Skills covers all the bases I commend this volume to the attention of medical educators everywhere and residency program directors in particular from the Foreword by Jordon J Cohen MD President Association of American Medical Colleges This book provides practical guidance to plan organize and run a teaching skills program for medical residents Readers will find that Part Two offers exact materials for course use including modules for use with pediatric residents teaching clinical procedures works rounds and role play plus evaluation forms that can be used as written or customized to fit a particular program



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