

Teaching in Health Professions (Semester Two 2023/24)

[View Online](#)

1

Association for the Study of Medical Education. Understanding medical education: evidence, theory, and practice. Third edition. Hoboken, NJ: : Wiley-Blackwell 2019.
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1002/9781119373780>

2

Hodges BD. A practical guide for medical teachers. Fifth edition. Edinburgh: : Elsevier 2017.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780702068935>

3

Marshall S, editor. A handbook for teaching and learning in higher education: enhancing academic practice. Fifth edition. Abingdon, Oxon: : Routledge 2020.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=5983041>

4

Mann KV, Holmes DB, Hayes VM, et al. Community family medicine teachers' perceptions of their teaching role. Medical Education 2008;**35**:278-85.
[doi:10.1111/j.1365-2923.2001.00769.x](https://doi.org/10.1111/j.1365-2923.2001.00769.x)

5

Steinert Y, Macdonald ME. Why physicians teach: giving back by paying it forward. Medical Education 2015;**49**:773-82. [doi:10.1111/medu.12782](https://doi.org/10.1111/medu.12782)

6

Grow GO. Teaching Learners To Be Self-Directed. *Adult Education Quarterly* 1991;**41**:125-49. doi:10.1177/0001848191041003001

7

Elizabeth M. Constructivism: From Philosophy to Practice. 1997. <http://files.eric.ed.gov/fulltext/ED444966.pdf>

8

Kitchener KS, King PM. Reflective judgment: Concepts of justification and their relationship to age and education. *Journal of Applied Developmental Psychology* 1981;**2**:89-116. doi:10.1016/0193-3973(81)90032-0

9

P. M. Van Der Vleuten, D. H. J. M. C. The need for evidence in education. *Medical Teacher* 2000;**22**:246-50. doi:10.1080/01421590050006205

10

King A. From Sage on the Stage to Guide on the Side. *College Teaching* 1993;**41**:30-5. doi:10.1080/87567555.1993.9926781

11

Marshall S, editor. *A handbook for teaching and learning in higher education: enhancing academic practice*. Fifth edition. Abingdon, Oxon: : Routledge 2020. <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=5983041>

12

McCormick R, Paechter CF, Open University, et al. *Learning and knowledge*. London: : Paul Chapman in association with the Open University 1999.

13

Muijs D. Doing quantitative research in education with SPSS. 2nd ed. London: : SAGE 2011. <https://ezproxy.lib.gla.ac.uk/login?url=https://methods.sagepub.com/book/doing-quantitative-research-in-education-with-spss-2e>

14

Skeff K, Bowen J, Irby D. Protecting Time for Teaching in the Ambulatory Care Setting. *Academic Medicine* 1997;**72**:694-7. <https://ezproxy.lib.gla.ac.uk/login?url=https://oce.ovid.com/article/00001888-199708000-00014/PDF>

15

Luft J. The Johari Window: A graphic model of Awareness in Interpersonal Relations. *Human relations training news* 1961;**5**. <https://static1.1.sqspcdn.com/static/f/1124858/28387950/1617395004320/THE+JOHARI+WINDOW.pdf?token=7qvapCgtyiUyElkKZ1h4LgzDV1I%3D>

16

McKimm J, Swanwick T. Assessing learning needs. *British Journal of Hospital Medicine* 2009;**70**:348-51. https://www.researchgate.net/profile/Judy_Mckimm/publication/26282399_Assessing_learning_needs/links/0912f505c2d74962ac000000.pdf

17

Amery J, Lapwood S. A study into the educational needs of children's hospice doctors: a descriptive quantitative and qualitative survey. *Palliative Medicine* 2004;**18**:727-33. doi:10.1191/0269216304pm902oa

18

Cantillon P, Wood DF, Yardley S, editors. *ABC of learning and teaching in medicine*. Third edition. Hoboken, NJ: : Wiley 2017. <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4914172>

19

Hersey P, Blanchard KH. Great ideas revisited. *Training & Development* 1996;**50**

:42-7.<https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=9602066392&site=ehost-live>

20

Bloom BS, Krathwohl DR, Masia BB. Taxonomy of educational objectives: the classification of educational goals. New York: : Longman 1964.

21

Atkinson SP. Graduate Competencies, Employability and Educational Taxonomies: Critique of Intended Learning Outcomes. Practice and Evidence of Scholarship of Teaching and Learning in Higher Education 2015;**10**:154-77.<https://www.pestlhe.org/index.php/pestlhe/article/view/104>

22

Bligh DA. What's the use of lectures? 1st ed. San Francisco: : Jossey-Bass Publishers 2000.

23

Brown G, Manogue M. AMEE Medical Education Guide No. 22: Refreshing lecturing: a guide for lecturers. Medical Teacher 2001;**23**:231-44. doi:10.1080/01421590120043000

24

Pugsley L. How to design an effective PowerPoint presentation. Education for Primary Care 2010;**21**:51-3. doi:10.1080/14739879.2010.11493876

25

Dunkin MJ. A Review of Research on Lecturing. Higher Education Research & Development 1983;**2**:63-78. doi:10.1080/0729436830020105

26

Verner C, Dickinson G. The Lecture, An Analysis and Review of Research. Adult Education

Quarterly 1967;**17**:85–100. doi:10.1177/074171366701700204

27

Gardiner LF. Redesigning Higher Education: Producing Dramatic Gains in Student Learning. 1994. <https://eric.ed.gov/?id=ED394442>

28

Stuart J, Rutherford RJD. MEDICAL STUDENT CONCENTRATION DURING LECTURES. The Lancet 1978;**312**:514–6. doi:10.1016/S0140-6736(78)92233-X

29

Abel M, Bäuml K-HT. Sleep can reduce proactive interference. Memory 2014;**22**:332–9. doi:10.1080/09658211.2013.785570

30

Baddeley AD. Human memory: theory and practice. Rev. ed. Hove: : Psychology Press 1997.

31

Abercrombie MLJ. The anatomy of judgement: an investigation into the processes of perception and reasoning. London: : Free Association 1989.

32

Dudley-Evans, Johns. The teaching of listening comprehension. 1981.<https://www.teachingenglish.org.uk/article/teaching-listening-comprehension>

33

The Dr. Fox effect: a study of lecturer effectiveness and ratings of instruction. 1975.http://journals.lww.com/academicmedicine/Abstract/1975/02000/The_Dr__Fox_effect__a_study_of_lecturer.6.aspx

34

Hashweh MZ. Effects of subject-matter knowledge in the teaching of biology and physics. *Teaching and Teacher Education* 1987;**3**:109–20. doi:10.1016/0742-051X(87)90012-6

35

Shieh K-K, Lin C-C. Effects of screen type, ambient illumination, and color combination on VDT visual performance and subjective preference. *International Journal of Industrial Ergonomics* 2000;**26**:527–36. doi:10.1016/S0169-8141(00)00025-1

36

French MMJ, Blood A, Bright ND, et al. Changing Fonts in Education: How the Benefits Vary with Ability and Dyslexia. *The Journal of Educational Research* 2013;**106**:301–4. doi:10.1080/00220671.2012.736430

37

Josephson S. Keeping Your Readers' Eyes on the Screen: An Eye-Tracking Study Comparing Sans Serif and Serif Typefaces. *Visual Communication Quarterly* 2008;**15**:67–79. doi:10.1080/15551390801914595

38

Brown G, Atkins M. *Effective teaching in higher education*. London: : Routledge 1990. <https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=74586&site=ehost-live>

39

Roman B, Hayden C, Parmelee D. Medical Education Should Say Goodbye to Lectures. *Academic Medicine* 2021;**96**:1499–500. doi:10.1097/ACM.0000000000004236

40

Prober CG, Norden JG. Learning Alone or Learning Together: Is It Time to Reevaluate Teacher and Learner Responsibilities? *Academic Medicine* 2021;**96**:170–2.

doi:10.1097/ACM.00000000000003741

41

Brown S, Race P. Lecturing: a practical guide. London: : Kogan Page 2002.

42

Gibbs G. Learning by Doing: a guide to teaching and learning methods. 1988.
<https://gdn.glos.ac.uk/gibbs/index.htm>

43

Astin AW. What matters in college?: four critical years revisited. San Francisco: : Jossey-Bass 1993.

44

Hake RR. Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. American Journal of Physics 1998;**66**. doi:10.1119/1.18809

45

Bonwell C, Eison J. Active learning: creating excitement in the classroom. 1991.<http://files.eric.ed.gov/fulltext/ED336049.pdf>

46

Redish EF, Saul J, Steinberg R. On the effectiveness of active-engagement microcomputer-based laboratories. American Journal of Physics 1997;**65**. doi:10.1119/1.18498

47

Draper SW, Brown MI. Increasing interactivity in lectures using an electronic voting system. Journal of computer assisted learning 2004;**20**:81-94.
doi:10.1111/j.1365-2729.2004.00074.x

48

Ruhl KL, Hughes CA, Schloss PJ. Using the Pause Procedure to Enhance Lecture Recall. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children* 1987;**10**:14–8. doi:10.1177/088840648701000103

49

Ernst H, Colthorpe K. The efficacy of interactive lecturing for students with diverse science backgrounds. *AJP: Advances in Physiology Education* 2007;**31**:41–4. doi:10.1152/advan.00107.2006

50

Snell YS Linda S. Interactive lecturing: strategies for increasing participation in large group presentations. *Medical Teacher* 1999;**21**:37–42. doi:10.1080/01421599980011

51

Schell J. What is a flipped classroom? (in 60 seconds).
<http://blog.peerinstruction.net/2013/04/22/what-is-a-flipped-classroom-in-60-seconds/>

52

Cardall S, Krupat E, Ulrich M. Live Lecture Versus Video-Recorded Lecture: Are Students Voting with their feet? *Academic Medicine* 2008;**83**:1174–8. doi:10.1097/ACM.0b013e31818c6902

53

Bergmann J, Sams A. Flip your classroom: reach every student in every class every day. First edition. Eugene, Oregon: : International Society for Technology in Education 2012. <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=3317690>

54

Prober C, Khan S. Medical Education Reimagined: A Call to Action : *Academic Medicine*. *Academic Medicine* 2013;**88**:1407–10. doi:10.1097/ACM.0B013E3182A368BD

55

Clark D. Ten reasons we should ditch university lectures.
<https://www.theguardian.com/higher-education-network/blog/2014/may/15/ten-reasons-we-should-ditch-university-lectures>

56

Mazur E. Peer instruction: Getting students to think in class. In: AIP Conference Proceedings. AIP 1997. 981–8. doi:10.1063/1.53199

57

Mazur E. Peer instruction: a user's manual. Upper Saddle River, N.J.: : Prentice Hall 1997.

58

Cantillon P. ABC of learning and teaching in medicine: Teaching large groups. BMJ 2003; **326**:437–437. doi:10.1136/bmj.326.7386.437

59

Graffam B. Active learning in medical education: Strategies for beginning implementation. Medical Teacher 2007; **29**:38–42. doi:10.1080/01421590601176398

60

Patient Assessment Questionnaire.
<http://www.westmidlandsdeanery.nhs.uk/Portals/0/Denistry/Dental%20PAQ%20VT%202007-2008.pdf>

61

Gillispie V. Using the Flipped Classroom to Bridge the Gap to Generation Y. The Ochsner Journal 2016; **16**.<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4795497/>

62

Bell R, Martin S, McCulloch G, et al. Research methods in education. Seventh edition. London: : Routledge 2011.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1144438>

63

BEME Collaboration. <http://www.bemecollaboration.org/>

64

Joanna Briggs Institute QARI. <https://jbi.global/>

65

Brookfield S. Developing critical thinkers: challenging adults to explore alternative ways of thinking and acting. Milton Keynes: : Open University Press 1987.

66

Burls A, Hayward Medical Communications Ltd. What is critical appraisal? Revised edition. London: : Hayward Medical Communications 2014.

67

The Campbell Collaboration. <http://www.campbellcollaboration.org/>

68

CASP Critical Appraisal Skills Programme Oxford UK. <http://www.casp-uk.net/>

69

Cochrane | Trusted evidence. Informed decisions. Better health. <http://www.cochrane.org/>

70

Da Silva AL, Dennick R. Corpus analysis of problem-based learning transcripts: an exploratory study. *Medical Education* 2010;**44**:280–8. doi:10.1111/j.1365-2923.2009.03575.x

71

Garrison DR. Critical thinking and adult education: a conceptual model for developing critical thinking in adult learners. *International Journal of Lifelong Education* 1991;**10**:287–303. doi:10.1080/0260137910100403

72

Hammick M, Dornan T, Steinert Y. Conducting a best evidence systematic review. Part 1: From idea to data coding. BEME Guide No. 13. *Medical Teacher* 2010;**32**:3–15. doi:10.3109/01421590903414245

73

Horsley T, Hyde C, Santesso N, et al. Teaching critical appraisal skills in healthcare settings. *Cochrane Database of Systematic Reviews Published Online First*: 2011. doi:10.1002/14651858.CD001270.pub2

74

Huang GC, Newman LR, Schwartzstein RM. Critical Thinking in Health Professions Education: Summary and Consensus Statements of the Millennium Conference 2011. *Teaching and Learning in Medicine* 2014;**26**:95–102. doi:10.1080/10401334.2013.857335

75

Evaluation of a programme of workshops for promoting the teaching of critical appraisal skills. *Medical Education* 1998;**32**:486–91. doi:10.1046/j.1365-2923.1998.00256.x

76

Jenicek M. The hard art of soft science: Evidence-Based Medicine, Reasoned Medicine or both? *Journal of Evaluation in Clinical Practice* 2006;**12**:410–9.

doi:10.1111/j.1365-2753.2006.00718.x

77

Kee F, Bickle I. Critical thinking and critical appraisal: the chicken and the egg? QJM 2004; **97**:609–14. doi:10.1093/qjmed/hch099

78

Kirkpatrick D. Great Ideas Revisited: Revisiting Kirkpatrick's Four-Level Model. Training and Development 1996;**50**:54–9. <https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=9602066395&site=ehost-live>

79

Missimer CA. Good arguments: an introduction to critical thinking. 3rd ed. Englewood Cliffs, N.J.: : Prentice Hall 1995.

80

Moore TJ. Critical thinking and disciplinary thinking: a continuing debate. Higher Education Research & Development 2011;**30**:261–74. doi:10.1080/07294360.2010.501328

81

Paul R. Critical thinking: how to prepare students for a rapidly changing world. foundation for critical thinking 1995.

82

Paul R, Elder L. The Miniature Guide to Critical Thinking: Concepts and Tools. 2006. https://www.criticalthinking.org/files/Concepts_Tools.pdf

83

Yardley S, Dornan T. Kirkpatrick's levels and education 'evidence'. Medical Education 2012;**46**:97–106. doi:10.1111/j.1365-2923.2011.04076.x

84

Ajjawi R, Rees C, Monrouxe LV. Learning clinical skills during bedside teaching encounters in general practice: A video-observational study with insights from activity theory. *Journal of workplace learning* 2015;**27**:298–314. doi:10.1108/JWL-05-2014-0035

85

Benbassat J. Undesirable features of the medical learning environment: a narrative review of the literature. *Advances in Health Sciences Education* 2013;**18**:527–36. doi:10.1007/s10459-012-9389-5

86

Birch L. Strategies to implement the recommendations of the Francis report. *British Journal of Healthcare Management* 2015;**21**:558–63. <https://contentstore.cla.co.uk//secure/link?id=96e87ce1-e640-e911-80cd-005056af4099>

87

Byrne AM, Sias SM. Conceptual Application of the Discrimination Model of Clinical Supervision for Direct Care Workers in Adolescent Residential Treatment Settings. *Child & Youth Care Forum* 2010;**39**:201–9. doi:10.1007/s10566-010-9100-z

88

Darongkamas J, John C, Walker MJ. An eight-eyed version of Hawkins and Shohet's clinical supervision model: the addition of the cognitive analytic therapy concept of the 'observing eye/I' as the 'observing us'. *British Journal of Guidance & Counselling* 2014;**42**:261–70. doi:10.1080/03069885.2014.895797

89

Donaldson AL. Pre-Professional Training for Serving Children With ASD: An Apprenticeship Model of Supervision. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children* 2015;**38**:58–70. doi:10.1177/0888406414566995

90

Geller E, Foley GM. Broadening the "Ports of Entry" for Speech-Language Pathologists: A Relational and Reflective Model for Clinical Supervision. *American Journal of Speech-Language Pathology* 2009;**18**.
<https://contentstore.cla.co.uk/secure/link?id=6dae9b55-a7b3-e911-80cd-005056af4099>

91

Hauer KE, ten Cate O, Boscardin C, et al. Understanding trust as an essential element of trainee supervision and learning in the workplace. *Advances in Health Sciences Education* Published Online First: 27 July 2013. doi:10.1007/s10459-013-9474-4

92

McCarthy CP, McEvoy JW. Pimping in Medical Education. *JAMA* 2015;**314**.
doi:10.1001/jama.2015.13570

93

Bhuiyan PS, Rege NN, Supe A, editors. *The art of teaching medical students*. 3rd edition. New Delhi: : Reed Elsevier India Pvt Ltd 2015.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9788131242285>

94

Veenman S. The Training of Coaching Skills: an implementation study. *Educational Studies* 1995;**21**:415–31. doi:10.1080/0305569950210307

95

Westerman DA, Smith SA. A Research-Based Model for the Clinical Supervision of Student Teachers. Published Online First: 1993.<https://eric.ed.gov/?id=ED361282>

96

Sweet J, Pugsley L, Wilson J. Stakeholder perceptions of chairside teaching and learning in one UK dental school. *BDJ* 2008;**205**:499–503. doi:10.1038/sj.bdj.2008.934

97

Sweet J, Wilson J, Pugsley L. Chairside teaching and the perceptions of dental teachers in the UK. *BDJ* 2008;**205**:565–9. doi:10.1038/sj.bdj.2008.983

98

Sweet J, Wilson J, Pugsley L, et al. Tools to share good chairside teaching practice: a clinical scenario and appreciative questionnaire. *BDJ* 2008;**205**:603–6. doi:10.1038/sj.bdj.2008.1026

99

Sweet J, Wilson J, Pugsley L. Educational innovations for dentistry. *BDJ* 2009;**206**:29–34. doi:10.1038/sj.bdj.2008.1123

100

Wilson J, Sweet J, Pugsley L. Developmental guidelines for good chairside teaching - a consensus report from two conferences. *European Journal of Dental Education* 2015;**19**:185–91. doi:10.1111/eje.12120

101

Najim M, Rabee R, Ahmed M, et al. The trend toward digital in medical education – playing devil's advocate. *Advances in Medical Education and Practice* Published Online First: October 2015. doi:10.2147/AMEP.S95309

102

Ferguson Z. Technology-enhanced learning should be employed alongside – not instead of – bedside teaching. *Advances in Medical Education and Practice* Published Online First: February 2016. doi:10.2147/AMEP.S102902

103

Woodley N, McKelvie K, Kellett C. Bedside teaching: specialists versus non-specialists. *The Clinical Teacher* 2015;;n/a-n/a. doi:10.1111/tct.12373

104

Eby LT. Cross-lagged relations between mentoring received from supervisors and employee OCBs: Disentangling causal direction and identifying boundary conditions. *Journal of Applied Psychology* Published Online First: 2015. <https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2015-01015-001&site=ehost-live>

105

Rose GL. Group Differences in Graduate Students' Concepts of The Ideal Mentor. *Research in Higher Education* 2005;**46**:53–80. doi:10.1007/s11162-004-6289-4

106

Sambunjak D, Marušić A. Mentoring. *JAMA* 2009;**302**. doi:10.1001/jama.2009.1858

107

Sambunjak D, Straus SE, Marušić A. Mentoring in Academic Medicine. *JAMA* 2006;**296**. doi:10.1001/jama.296.9.1103

108

Taherian K, Shekarchian M. Mentoring for doctors. Do its benefits outweigh its disadvantages? *Medical Teacher* 2008;**30**:e95–9. doi:10.1080/01421590801929968

109

Zerzan, Judy T. MD, MPH; Hess, Rachel MD; Schur, Ellen MD; Phillips, Russell S. MD; Rigotti, Nancy MD. Making the Most of Mentors: A Guide for Mentees. <http://ezproxy.lib.gla.ac.uk/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00001888-200901000-00037&LSLIN K=80&D=ovft>

110

Byrne A. What is simulation for? *Anaesthesia* 2012;**67**:219–25.

doi:10.1111/j.1365-2044.2011.07053.x

111

Ellis MV. Bridging the Science and Practice of Clinical Supervision: Some Discoveries, Some Misconceptions. *The Clinical Supervisor* 2010;**29**:95–116.
doi:10.1080/07325221003741910

112

Ellis MV. A comparative study of clinical supervision in the Republic of Ireland and the United States. *Journal of Counseling Psychology* Published Online First: 2015.
<https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2015-46822-001&site=ehost-live>

113

Hauer KE, ten Cate O, Boscardin C, et al. Understanding trust as an essential element of trainee supervision and learning in the workplace. *Advances in Health Sciences Education* Published Online First: 27 July 2013. doi:10.1007/s10459-013-9474-4

114

MacDonald J, Kell C. Develop your Teaching through Peer Review | Wales Deanery.
<https://www.walesdeanery.org/how-to-guides/develop-your-teaching-through-peer-review>

115

Ramani S, Krackov SK. Twelve tips for giving feedback effectively in the clinical environment. *Medical Teacher* 2012;**34**:787–91. doi:10.3109/0142159X.2012.684916

116

Ramani S. Twelve tips to improve bedside teaching. *Medical Teacher* 2003;**25**:112–5.
doi:10.1080/0142159031000092463

117

Detsky AS. The Art of Pimping. JAMA 2009;**301**. doi:10.1001/jama.2009.247

118

Kost et al A. Socrates Was Not a Pimp: Changing the Paradigm of Questioning in Medical Education.
<http://ezproxy.lib.gla.ac.uk/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00001888-201501000-00011&LSLIN K=80&D=ovft>

119

Association for the Study of Medical Education. Understanding medical education: evidence, theory, and practice. Third edition. Hoboken, NJ: : Wiley-Blackwell 2019.
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1002/9781119373780>

120

Pai H-H, Sears DA, Maeda Y. Effects of Small-Group Learning on Transfer: a Meta-Analysis. Educational Psychology Review 2015;**27**:79–102. doi:10.1007/s10648-014-9260-8

121

Second Teaching: A Study of Small Group Physics Learning.". <https://eric.ed.gov/?id=ED479497>

122

Garrison DR. Critical Thinking and Self-Directed Learning in Adult Education: An Analysis of Responsibility and Control Issues. Adult Education Quarterly 1992;**42**:136–48. doi:10.1177/074171369204200302

123

Saye JW, Brush T. Scaffolding Critical Reasoning about History and Social Issues in Multimedia-Supported Learning Environments. Educational Technology Research and Development 2002;**50**:77–96.<https://www.jstor.org/stable/30220337>

124

Nicol DJ, Macfarlane-Dick D. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education* 2006;**31**:199–218. doi:10.1080/03075070600572090

125

Walton H. Small group methods in medical teaching. *Medical Education* 1997;**31**:459–64. doi:10.1046/j.1365-2923.1997.00703.x

126

Barrows HS, Tamblyn RM. Problem-based learning: an approach to medical education. New York: : Springer Pub. Co 1980.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=423456>

127

Schmidt HG, Rotgans JI, Yew EH. The process of problem-based learning: what works and why. *Medical Education* 2011;**45**:792–806. doi:10.1111/j.1365-2923.2011.04035.x

128

Svinicki MD. Moving Beyond "It worked": The Ongoing Evolution of Research on Problem-Based Learning in Medical Education. *Educational Psychology Review* 2007;**19**:49–61. doi:10.1007/s10648-006-9040-1

129

Savin-Baden M, Major CH, Society for Research into Higher Education. Foundations of problem-based learning. Maidenhead: : Society for Research into Higher Education & Open University Press 2004.

130

Strobel J, van Barneveld A. When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. 2009.
<http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1046&context=ijpbl>

131

Hmelo CE. Problem-Based Learning: Effects on the Early Acquisition of Cognitive Skill in Medicine. *Journal of the Learning Sciences* 1998;**7**:173–208.
doi:10.1207/s15327809jls0702_2

132

Prince KJAH, van Eijs PWLJ, Boshuizen HPA, et al. General competencies of problem-based learning (PBL) and non-PBL graduates. *Medical Education* 2005;**39**:394–401.
doi:10.1111/j.1365-2929.2005.02107.x

133

Schmidt et al HG. The development of diagnostic competence: comparison of a problem-based, an integrated, and a conventional medical curriculum.[Article].
<http://ezproxy.lib.gla.ac.uk/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=ovft&AN=00001888-199606000-00021&PDF=y>

134

Albanese M. Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills. *Medical Education* 2000;**34**:729–38.
doi:10.1046/j.1365-2923.2000.00753.x

135

Simons KD, Ertmer PA. Scaffolding Disciplined Inquiry in Problem-Based Environments.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.458.5661&rep=rep1&type=pdf>

136

Gilkison A. Techniques used by 'expert' and 'non-expert' tutors to facilitate problem-based learning tutorials in an undergraduate medical curriculum. *Medical Education* 2003;**37**:6–14. doi:10.1046/j.1365-2923.2003.01406.x

137

Park J, Carter G, Butler SM, et al. Gestures: Silent Scaffolding within Small Groups. *The Journal of Classroom Interaction* 2006;**41**:15–21. <https://www.jstor.org/stable/23869755>

138

Savin-Baden M, Wilkie K, Society for Research into Higher Education. *Challenging research in problem-based learning*. Maidenhead: : Society for Research into Higher Education & Open University Press 2004.

139

Daloz LA. *Effective teaching and mentoring*. 1st ed. San Francisco, Calif: : Jossey-Bass 1986.

140

Dolmans D HJM, Schmidt HG. What drives the student in problem-based learning? *Medical Education* 1994;**28**:372–80. doi:10.1111/j.1365-2923.1994.tb02547.x

141

Haith-Cooper M. Problem-based learning within health professional education. What is the role of the lecturer? A review of the literature. *Nurse Education Today* 2000;**20**:267–72. doi:10.1054/nedt.1999.0397

142

Haith-Cooper M. An exploration of tutors' experiences of facilitating problem-based learning. Part 2—implications for the facilitation of problem based learning. *Nurse Education Today* 2003;**23**:65–75. doi:10.1016/S0260-6917(02)00166-1

143

Schmidt HG, Moust JH. What makes a tutor effective? A structural-equations modeling approach to learning in problem-based curricula.[Article]. <http://ezproxy.lib.gla.ac.uk/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=ovft&AN=00001888-199508000-00015&PDF=y>

144

Andrews M, Jones PR. Problem-based learning in an undergraduate nursing programme: a case study. *Journal of Advanced Nursing* 1996;**23**:357–65. doi:10.1111/j.1365-2648.1996.tb02679.x

145

Alavi C. Problem-based learning in a health sciences curriculum. London: : Routledge 1995. <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=170065>

146

Steele DJ, Medder JD, Turner P. A comparison of learning outcomes and attitudes in student- versus faculty-led problem-based learning: an experimental study. *Medical Education* 2000;**34**:23–9. doi:10.1046/j.1365-2923.2000.00460.x

147

Murray I, Savin-Baden M. Staff Development in Problem-based Learning. *Teaching in Higher Education* 2000;**5**:107–26. doi:10.1080/135625100114993

148

Couto LB, Bestetti RB, Restini CBA, et al. Brazilian medical students' perceptions of expert versus non-expert facilitators in a (non) problem-based learning environment. *Medical Education Online* 2015;**20**.<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4400295/>

149

Evensen DH, Hmelo-Silver CE. Problem-based learning: a research perspective on learning interactions. Mahwah, N.J.: : Lawrence Erlbaum Publishers 2000.

150

Hitchcock MA, Anderson AS. Dealing with dysfunctional tutorial groups. *Teaching and Learning in Medicine* 1997;**9**:19–24. doi:10.1080/10401339709539808

151

Tanner KD. Promoting Student Metacognition. CBE—Life Sciences Education 2012;**11**:113–20. doi:10.1187/cbe.12-03-0033

152

Azer SA. Challenges facing PBL tutors: 12 tips for successful group facilitation. Medical Teacher 2005;**27**:676–81. doi:10.1080/01421590500313001

153

Johnson DW, Johnson FP. Joining together: group theory and group skills. 4th ed. London: : Prentice/Hall International 1991.

154

Last KS, Appleton J, Stevenson H. Basic science knowledge of dental students on conventional and problem-based learning (PBL) courses at Liverpool. European Journal of Dental Education 2001;**5**:148–54. doi:10.1034/j.1600-0579.2001.50402.x

155

Azer SA, Mclean M, Onishi H, et al. Cracks in problem-based learning: What is your action plan? Medical Teacher 2013;**35**:806–14. doi:10.3109/0142159X.2013.826792

156

Fatmi M, Hartling L, Hillier T, et al. The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30. Medical Teacher 2013;**35**:e1608–24. doi:10.3109/0142159X.2013.849802

157

Koles P, Nelson S, Stolfi A, et al. Active learning in a Year 2 pathology curriculum. Medical Education 2005;**39**:1045–55. doi:10.1111/j.1365-2929.2005.02248.x

158

Parmelee D, Michaelsen LK, Cook S, et al. Team-based learning: A practical guide: AMEE Guide No. 65. Medical Teacher 2012;**34**:e275–87. doi:10.3109/0142159X.2012.651179

159

Gullo C, Ha TC, Cook S. Twelve tips for facilitating team-based learning. Medical Teacher 2015;**37**:819–24. doi:10.3109/0142159X.2014.1001729

160

Coady S, Kalet A, Hopkins MA. Online classrooms enhance clerkship small group teaching. Medical Education 2005;**39**:1152–3. doi:10.1111/j.1365-2929.2005.02305.x

161

Wells S, Warelow P, Jackson K. Problem based learning (PBL): A conundrum. Contemporary Nurse 2009;**33**:191–201. doi:10.5172/conu.2009.33.2.191

162

Rowan CJ, McCourt C, Beake S. Problem based learning in midwifery – The students' perspective. Nurse Education Today 2008;**28**:93–9. doi:10.1016/j.nedt.2007.02.014

163

Uijtdehaage S, O'Neal C. A curious case of the phantom professor: mindless teaching evaluations by medical students. Medical Education 2015;**49**:928–32. doi:10.1111/medu.12647

164

Marshall S, editor. A handbook for teaching and learning in higher education: enhancing academic practice. Fifth edition. Abingdon, Oxon: : Routledge 2020.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=5983041>

165

E-learning methodologies. 2011.<http://www.fao.org/docrep/015/i2516e/i2516e.pdf>

166

Conole G. The 7Cs of Learning Design - a new approach to rethinking design practice. 2014.<http://www.lancaster.ac.uk/fss/organisations/netlc/past/nlc2014/abstracts/pdf/conole.pdf>

167

University Benchmark for the Use of Technology in Modules.
<http://staff.napier.ac.uk/services/vice-principal-academic/academic/TEL/TechBenchmark/Pages/home.aspx>

168

ABC Curriculum Design Workshops | UCL Digital Education team blog. 2015.<http://blogs.ucl.ac.uk/digital-education/2015/09/30/9169/>

169

Laurillard D. Teaching as a design science: building pedagogical patterns for learning and technology. New York, NY: : Routledge 2012.

170

Salmon G. E-moderating: the key to teaching and learning online. London: : Kogan Page 2000.

171

Garrison DR, Anderson T, Archer W. Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. The Internet and Higher Education 1999;**2**:87-105. doi:10.1016/S1096-7516(00)00016-6

172

Mishra P, Koehler MJ. Technological Pedagogical Content Knowledge: A Framework for

Teacher Knowledge.

<http://ezproxy.lib.gla.ac.uk/login?url=http://www.tcrecord.org/library/content.asp?contentid=12516>

173

Association for the Study of Medical Education. Understanding medical education: evidence, theory, and practice. Third edition. Hoboken, NJ: : Wiley-Blackwell 2019. <https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1002/9781119373780>

174

Dale VHM. UCL E-Learning Evaluation Toolkit. 2014.<http://discovery.ucl.ac.uk/1462309/>

175

Rose DH, Meyer A. Teaching every student in the Digital Age: universal design for learning. Alexandria, Va: : Association for Supervision and Curriculum Development 2002.

176

Fisher M. Digital learning strategies: how do I assign and assess 21st century work? Alexandria, Virginia: : ASCD 2013.

177

Undergraduate Teaching Faculty: The 2013-2014 HERI Faculty Survey. 2014.<http://heri.ucla.edu/pr-display.php?prQry=151>

178

Clark RC, Mayer RE. E-learning and the science of instruction: proven guidelines for consumers and designers of multimedia learning. 3rd ed. San Francisco, CA: : Pfeiffer 2011.

179

Peberdy D, editor. Active learning spaces and technology: advances in higher and further education. Droitwich Spa, Worcestershire: : DroitwichNet 2014.

180

Seven principles for good practice in undergraduate education.

1987.https://www.flinders.edu.au/Teaching_and_Learning_Files/Documents/7%20Principles%20of%20Good%20Practice%20in%20Undergrad%20Ed-ChickeringGamson.pdf

181

Race P. The lecturer's toolkit: a practical guide to assessment, learning and teaching. 3rd ed. London: : Routledge 2007.

<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=3060457>

182

Biggs JB, Tang CS, Kennedy G, et al. Teaching for quality learning at university. Fifth edition. Maidenhead: : Open University Press 2022.

<https://www.vlebooks.com/product/openreader?id=GlasgowUni&acclid=8694356&isbn=9780335250837>

183

Okojie M, Olinzock A, Okojie-Boulder T. The Pedagogy of TEchnology Integration.

<http://files.eric.ed.gov/fulltext/EJ847571.pdf>

184

Frost J, de Pont G, Brailsford I. Expanding assessment methods and moments in history.

Assessment & Evaluation in Higher Education 2012;**37**:293–304.

doi:10.1080/02602938.2010.531247

185

Gould J, Day P. Hearing you loud and clear: student perspectives of audio feedback in higher education. Assessment & Evaluation in Higher Education 2013;**38**:554–66.

doi:10.1080/02602938.2012.660131

186

Suetsugu N, Ohki M, Kaku T. Quantitative Analysis of Nursing Observation Employing a Portable Eye-Tracker. *Open Journal of Nursing* 2016;**06**:53–61. doi:10.4236/ojn.2016.61006

187

Richstone, et al LMD. Eye Metrics as an Objective Assessment of Surgical Skill.[Article]. <http://ezproxy.lib.gla.ac.uk/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00000658-201007000-00028&LSLIN K=80&D=ovft>

188

Hay DB, Tan PL, Whaites E. Non-traditional learners in higher education: comparison of a traditional MCQ examination with concept mapping to assess learning in a dental radiological science course. *Assessment & Evaluation in Higher Education* 2010;**35**:577–95. doi:10.1080/02602931003782525

189

Hay D, Kinchin I, Lygo-Baker S. Making learning visible: the role of concept mapping in higher education. *Studies in Higher Education* 2008;**33**:295–311. doi:10.1080/03075070802049251

190

Masters K, Ellaway RH, Topps D, et al. Mobile technologies in medical education: AMEE Guide No. 105. *Medical Teacher* 2016;:1–13. doi:10.3109/0142159X.2016.1141190

191

Lovato C, Wall D. Programme Evaluation: Improving Practice, Influencing Policy and Decision-Making. In: Swanwick T, ed. *Understanding Medical Education*. Oxford, UK: : John Wiley & Sons, Ltd 2019. 443–55. doi:10.1002/9781119373780.ch30

192

Tun MS. Fulfilling a new obligation: Teaching and learning of sustainable healthcare in the medical education curriculum. *Medical Teacher* 2019;**41**:1168–77. doi:10.1080/0142159X.2019.1623870

193

Shaw E, Walpole S, McLean M, et al. AMEE Consensus Statement: Planetary health and education for sustainable healthcare. *Medical Teacher* 2021;**43**:272–86.
doi:10.1080/0142159X.2020.1860207

194

Dash, Nihar Ranjan. Evaluation of the integration of social accountability values into medical education using a problem-based learning curriculum. *BMC Medical Education* 2022;**22**.<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-022-03245-6>

195

Bevan J, Blyth R, Russell B, et al. Planetary health and sustainability teaching in UK medical education: A review of medical school curricula. *Medical Teacher* 2022;;1–10.
doi:10.1080/0142159X.2022.2152190

196

Tun S, Martin T. Education for Sustainable Healthcare - A curriculum for the UK. 2022.https://www.medschools.ac.uk/media/2949/education-for-sustainable-healthcare_a-curriculum-for-the-uk_20220506.pdf

197

Outcomes for graduates 2018. 2018.https://www.gmc-uk.org/-/media/documents/dc11326-outcomes-for-graduates-2018_pdf-75040796.pdf

198

Infusing climate change and sustainability into the medical school curriculum - The BMJ. 2021.<https://blogs.bmj.com/bmj/2021/06/07/infusing-climate-change-and-sustainability-into-the-medical-school-curriculum/>

199

Richardson J, Grose J, Doman M, et al. The use of evidence-informed sustainability scenarios in the nursing curriculum: Development and evaluation of teaching methods. *Nurse Education Today* 2014;**34**:490–3. doi:10.1016/j.nedt.2013.07.007

200

Gandhi V, Al-Hadithy N, Göpfert A, et al. Integrating sustainability into postgraduate medical education. *Future Healthcare Journal* 2020;**7**:102–4. doi:10.7861/fhj.2020-0042

201

Rourke J. Social Accountability. *Academic Medicine* 2018;**93**:1120–4. doi:10.1097/ACM.0000000000002239

202

Meili R, Fuller D, Lydiate J. Teaching social accountability by making the links: Qualitative evaluation of student experiences in a service-learning project. *Medical Teacher* 2011;**33**:659–66. doi:10.3109/0142159X.2010.530308