

Teaching in Health Professions

[View Online](#)

[1]

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

[2]

B. D. Hodges, A practical guide for medical teachers, Fifth edition. Edinburgh: Elsevier, 2017 [Online]. Available:
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780702068935>

[3]

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

[4]

K. V. Mann, D. B. Holmes, V. M. Hayes, F. I. Burge, and P. W. Viscount, 'Community family medicine teachers' perceptions of their teaching role', Medical Education, vol. 35, no. 3, pp. 278–285, Jul. 2008, doi: 10.1111/j.1365-2923.2001.00769.x.

[5]

Y. Steinert and M. E. Macdonald, 'Why physicians teach: giving back by paying it forward', Medical Education, vol. 49, no. 8, pp. 773–782, Aug. 2015, doi: 10.1111/medu.12782. [Online]. Available:

<https://ezproxy.lib.gla.ac.uk/login?url=https://onlinelibrary.wiley.com/doi/abs/10.1111/medu.12782>

[6]

G. O. Grow, 'Teaching Learners To Be Self-Directed', *Adult Education Quarterly*, vol. 41, no. 3, pp. 125–149, Sep. 1991, doi: 10.1177/0001848191041003001.

[7]

M. Elizabeth, 'Constructivism: From Philosophy to Practice'. 1997 [Online]. Available: <http://files.eric.ed.gov/fulltext/ED444966.pdf>

[8]

K. S. Kitchener and P. M. King, 'Reflective judgment: Concepts of justification and their relationship to age and education', *Journal of Applied Developmental Psychology*, vol. 2, no. 2, pp. 89–116, Jun. 1981, doi: 10.1016/0193-3973(81)90032-0. [Online]. Available: <https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/article/pii/0193397381900320>

[9]

C. P. M. Van Der Vleuten, D. H. J. M., 'The need for evidence in education', *Medical Teacher*, vol. 22, no. 3, pp. 246–250, Jan. 2000, doi: 10.1080/01421590050006205.

[10]

A. King, 'From Sage on the Stage to Guide on the Side', *College Teaching*, vol. 41, no. 1, pp. 30–35, Jan. 1993, doi: 10.1080/87567555.1993.9926781.

[11]

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

[12]

R. McCormick, C. F. Paechter, Open University, and Scheffler, Learning and knowledge, vol. Open University. London: Paul Chapman in association with the Open University, 1999.

[13]

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

[14]

K. Skeff, J. Bowen, and D. Irby, 'Protecting Time for Teaching in the Ambulatory Care Setting', Academic Medicine, vol. 72, no. 8, pp. 694-697, 1997 [Online]. Available:
<https://ezproxy.lib.gla.ac.uk/login?url=https://oce.ovid.com/article/00001888-199708000-00014/PDF>

[15]

J. Luft, 'The Johari Window: A graphic model of Awareness in Interpersonal Relations', Human relations training news, vol. 5, no. 9, 1961 [Online]. Available:
<https://static1.1.sqspcdn.com/static/f/1124858/28387950/1617395004320/THE+JOHARI+WINDOW.pdf?token=7qvapCgtYiUyElkKZ1h4LgzDV1I%3D>

[16]

J. McKimm and T. Swanwick, 'Assessing learning needs', British Journal of Hospital Medicine, vol. 70, no. 6, pp. 348-351, 2009 [Online]. Available:
https://www.researchgate.net/profile/Judy_Mckimm/publication/26282399_Assessing_learning_needs/links/0912f505c2d74962ac000000.pdf

[17]

J. Amery and S. Lapwood, 'A study into the educational needs of children's hospice doctors: a descriptive quantitative and qualitative survey', Palliative Medicine, vol. 18, no. 8, pp. 727-733, Nov. 2004, doi: 10.1191/0269216304pm902oa.

[18]

P. Cantillon, D. F. Wood, and S. Yardley, Eds., ABC of learning and teaching in medicine, Third edition. Hoboken, NJ: Wiley, 2017 [Online]. Available:
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4914172>

[19]

P. Hersey and K. H. Blanchard, 'Great ideas revisited', Training & Development, vol. 50, no. 1, pp. 42–47, 1996 [Online]. Available:
<https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=9602066392&site=ehost-live>

[20]

B. S. Bloom, D. R. Krathwohl, and B. B. Masia, Taxonomy of educational objectives: the classification of educational goals. New York: Longman, 1964.

[21]

S. P. Atkinson, 'Graduate Competencies, Employability and Educational Taxonomies: Critique of Intended Learning Outcomes', Practice and Evidence of Scholarship of Teaching and Learning in Higher Education, vol. 10, no. 2, pp. 154–177, 2015 [Online]. Available:
<https://www.pestlhe.org/index.php/pestlhe/article/view/104>

[22]

D. A. Bligh, What's the use of lectures?, 1st ed., vol. The Jossey-Bass higher and adult education series. San Francisco: Jossey-Bass Publishers, 2000.

[23]

G. Brown and M. Manogue, 'AMEE Medical Education Guide No. 22: Refreshing lecturing: a guide for lecturers', Medical Teacher, vol. 23, no. 3, pp. 231–244, Jan. 2001, doi: 10.1080/01421590120043000.

[24]

L. Pugsley, 'How to design an effective PowerPoint presentation', Education for Primary Care, vol. 21, no. 1, pp. 51–53, Jan. 2010, doi: 10.1080/14739879.2010.11493876.

[25]

M. J. Dunkin, 'A Review of Research on Lecturing', Higher Education Research & Development, vol. 2, no. 1, pp. 63–78, Jan. 1983, doi: 10.1080/0729436830020105.

[26]

C. Verner and G. Dickinson, 'The Lecture, An Analysis and Review of Research', Adult Education Quarterly, vol. 17, no. 2, pp. 85–100, Jan. 1967, doi: 10.1177/074171366701700204.

[27]

L. F. Gardiner, Redesigning Higher Education: Producing Dramatic Gains in Student Learning. 1994 [Online]. Available: <https://eric.ed.gov/?id=ED394442>

[28]

J. Stuart and R. J. D. Rutherford, 'MEDICAL STUDENT CONCENTRATION DURING LECTURES', The Lancet, vol. 312, no. 8088, pp. 514–516, Sep. 1978, doi: 10.1016/S0140-6736(78)92233-X.

[29]

M. Abel and K.-H. T. Bäuml, 'Sleep can reduce proactive interference', Memory, vol. 22, no. 4, pp. 332–339, May 2014, doi: 10.1080/09658211.2013.785570.

[30]

A. D. Baddeley, Human memory: theory and practice, Rev. ed. Hove: Psychology Press, 1997.

[31]

M. L. J. Abercrombie, The anatomy of judgement: an investigation into the processes of perception and reasoning. London: Free Association, 1989.

[32]

Dudley-Evans and Johns, 'The teaching of listening comprehension'. 1981 [Online]. Available: <https://www.teachingenglish.org.uk/article/teaching-listening-comprehension>

[33]

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

[34]

M. Z. Hashweh, 'Effects of subject-matter knowledge in the teaching of biology and physics', *Teaching and Teacher Education*, vol. 3, no. 2, pp. 109–120, Jan. 1987, doi: 10.1016/0742-051X(87)90012-6.

[35]

K.-K. Shieh and C.-C. Lin, 'Effects of screen type, ambient illumination, and color combination on VDT visual performance and subjective preference', *International Journal of Industrial Ergonomics*, vol. 26, no. 5, pp. 527–536, Nov. 2000, doi: 10.1016/S0169-8141(00)00025-1.

[36]

M. M. J. French et al., 'Changing Fonts in Education: How the Benefits Vary with Ability and Dyslexia', *The Journal of Educational Research*, vol. 106, no. 4, pp. 301–304, Jul. 2013, doi: 10.1080/00220671.2012.736430.

[37]

S. Josephson, 'Keeping Your Readers' Eyes on the Screen: An Eye-Tracking Study Comparing Sans Serif and Serif Typefaces', *Visual Communication Quarterly*, vol. 15, no. 1–2, pp. 67–79, Apr. 2008, doi: 10.1080/15551390801914595.

[38]

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

[39]

B. Roman, C. Hayden, and D. Parmelee, 'Medical Education Should Say Goodbye to Lectures', *Academic Medicine*, vol. 96, no. 11, pp. 1499–1500, Nov. 2021, doi: 10.1097/ACM.0000000000004236.

[40]

C. G. Prober and J. G. Norden, 'Learning Alone or Learning Together: Is It Time to Reevaluate Teacher and Learner Responsibilities?', *Academic Medicine*, vol. 96, no. 2, pp. 170–172, Feb. 2021, doi: 10.1097/ACM.0000000000003741.

[41]

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

[42]

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

[43]

A. W. Astin, *What matters in college?: four critical years revisited*, vol. Jossey-Bass higher and adult education series. San Francisco: Jossey-Bass, 1993.

[44]

R. R. Hake, 'Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses', *American Journal of Physics*, vol. 66, no. 1, 1998, doi: 10.1119/1.18809. [Online]. Available: <https://ezproxy.lib.gla.ac.uk/login?url=https://scitation.aip.org/content/aapt/journal/ajp/66/1/10.1119/1.18809>

[45]

C. Bonwell and J. Eison, 'Active learning: creating excitement in the classroom'. ASHE-ERIC Higher Education Report No 1 - George Washington University, Washington D.C., 1991

[Online]. Available: <http://files.eric.ed.gov/fulltext/ED336049.pdf>

[46]

E. F. Redish, J. Saul, and R. Steinberg, 'On the effectiveness of active-engagement microcomputer-based laboratories', *American Journal of Physics*, vol. 65, no. 1, 1997, doi: 10.1119/1.18498. [Online]. Available: <https://ezproxy.lib.gla.ac.uk/login?url=https://scitation.aip.org/content/aapt/journal/ajp/65/1/10.1119/1.18498>

[47]

S. W. Draper and M. I. Brown, 'Increasing interactivity in lectures using an electronic voting system', *Journal of computer assisted learning*, vol. 20, no. 2, pp. 81-94, 2004, doi: 10.1111/j.1365-2729.2004.00074.x.

[48]

K. L. Ruhl, C. A. Hughes, and P. J. Schloss, '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*, vol. 10, no. 1, pp. 14-18, Jan. 1987, doi: 10.1177/088840648701000103.

[49]

H. Ernst and K. Colthorpe, 'The efficacy of interactive lecturing for students with diverse science backgrounds', *AJP: Advances in Physiology Education*, vol. 31, no. 1, pp. 41-44, Mar. 2007, doi: 10.1152/advan.00107.2006.

[50]

Y. S. Snell Linda S., 'Interactive lecturing: strategies for increasing participation in large group presentations', *Medical Teacher*, vol. 21, no. 1, pp. 37-42, Jan. 1999, doi: 10.1080/01421599980011.

[51]

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

[52]

S. Cardall, E. Krupat, and M. Ulrich, 'Live Lecture Versus Video-Recorded Lecture: Are Students Voting with their feet?', *Academic Medicine*, vol. 83, no. 12, pp. 1174-1178, 2008, doi: 10.1097/ACM.0b013e31818c6902. [Online]. Available: https://journals.lww.com/academicmedicine/Fulltext/2008/12000/Live_Lecture_Versus_Video_Recorded_Lecture__Are.31.aspx

[53]

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

[54]

C. Prober and S. Khan, 'Medical Education Reimagined: A Call to Action : Academic Medicine', *Academic Medicine*, vol. 88, no. 10, pp. 1407-1410, 2013, doi: 10.1097/ACM.0B013E3182A368BD. [Online]. Available: <https://ezproxy.lib.gla.ac.uk/login?url=https://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=yrovft&AN=00001888-201310000-00009&PDF=y>

[55]

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

[56]

E. Mazur, 'Peer instruction: Getting students to think in class', in *AIP Conference Proceedings*, 1997, pp. 981-988, doi: 10.1063/1.53199.

[57]

E. Mazur, *Peer instruction: a user's manual*, vol. Prentice Hall series in educational innovation. Upper Saddle River, N.J.: Prentice Hall, 1997.

[58]

P. Cantillon, 'ABC of learning and teaching in medicine: Teaching large groups', *BMJ*, vol. 326, no. 7386, pp. 437–437, 2003, doi: 10.1136/bmj.326.7386.437.

[59]

B. Graffam, 'Active learning in medical education: Strategies for beginning implementation', *Medical Teacher*, vol. 29, no. 1, pp. 38–42, Jan. 2007, doi: 10.1080/01421590601176398.

[60]

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

[61]

V. Gillispie, 'Using the Flipped Classroom to Bridge the Gap to Generation Y', *The Ochsner Journal*, vol. 16, no. 1, 2016 [Online]. Available: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4795497/>

[62]

R. Bell, S. Martin, G. McCulloch, and C. O'Sullivan, *Research methods in education*, Seventh edition. London: Routledge, 2011 [Online]. Available: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1144438>

[63]

'BEME Collaboration'. [Online]. Available: <http://www.bemecollaboration.org/>

[64]

'Joanna Briggs Institute QARI'. [Online]. Available: <https://jbi.global/>

[65]

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

[66]

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

[67]

'The Campbell Collaboration'. [Online]. Available: <http://www.campbellcollaboration.org/>

[68]

'CASP Critical Appraisal Skills Programme Oxford UK'. [Online]. Available: <http://www.casp-uk.net/>

[69]

'Cochrane | Trusted evidence. Informed decisions. Better health.' [Online]. Available: <http://www.cochrane.org/>

[70]

A. L. Da Silva and R. Dennick, 'Corpus analysis of problem-based learning transcripts: an exploratory study', *Medical Education*, vol. 44, no. 3, pp. 280–288, Mar. 2010, doi: 10.1111/j.1365-2923.2009.03575.x.

[71]

D. R. Garrison, 'Critical thinking and adult education: a conceptual model for developing critical thinking in adult learners', *International Journal of Lifelong Education*, vol. 10, no. 4, pp. 287–303, Oct. 1991, doi: 10.1080/0260137910100403.

[72]

M. Hammick, T. Dornan, and Y. Steinert, 'Conducting a best evidence systematic review. Part 1: From idea to data coding. BEME Guide No. 13', *Medical Teacher*, vol. 32, no. 1, pp. 3–15, Jan. 2010, doi: 10.3109/01421590903414245.

[73]

T. Horsley, C. Hyde, N. Santesso, J. Parkes, R. Milne, and R. Stewart, 'Teaching critical appraisal skills in healthcare settings', *Cochrane Database of Systematic Reviews*, no. 11, 2011, doi: 10.1002/14651858.CD001270.pub2.

[74]

G. C. Huang, L. R. Newman, and R. M. Schwartzstein, 'Critical Thinking in Health Professions Education: Summary and Consensus Statements of the Millennium Conference 2011', *Teaching and Learning in Medicine*, vol. 26, no. 1, pp. 95–102, Jan. 2014, doi: 10.1080/10401334.2013.857335.

[75]

'Evaluation of a programme of workshops for promoting the teaching of critical appraisal skills', *Medical Education*, vol. 32, no. 5, pp. 486–491, Sep. 1998, doi: 10.1046/j.1365-2923.1998.00256.x.

[76]

M. Jenicek, 'The hard art of soft science: Evidence-Based Medicine, Reasoned Medicine or both?', *Journal of Evaluation in Clinical Practice*, vol. 12, no. 4, pp. 410–419, Aug. 2006, doi: 10.1111/j.1365-2753.2006.00718.x.

[77]

F. Kee and I. Bickle, 'Critical thinking and critical appraisal: the chicken and the egg?', *QJM*, vol. 97, no. 9, pp. 609–614, Sep. 2004, doi: 10.1093/qjmed/hch099. [Online]. Available: <https://ezproxy.lib.gla.ac.uk/login?url=https://academic.oup.com/qjmed/article/97/9/609/1594870?login=true>

[78]

D. Kirkpatrick, 'Great Ideas Revisited: Revisiting Kirkpatrick's Four-Level Model', *Training and Development*, vol. 50, no. 1, pp. 54–59, 1996 [Online]. Available:

<https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=9602066395&site=ehost-live>

[79]

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

[80]

T. J. Moore, 'Critical thinking and disciplinary thinking: a continuing debate', *Higher Education Research & Development*, vol. 30, no. 3, pp. 261–274, Jun. 2011, doi: 10.1080/07294360.2010.501328.

[81]

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

[82]

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

[83]

S. Yardley and T. Dornan, 'Kirkpatrick's levels and education "evidence"', *Medical Education*, vol. 46, no. 1, pp. 97–106, Jan. 2012, doi: 10.1111/j.1365-2923.2011.04076.x.

[84]

R. Ajjawi, C. Rees, and L. V. Monrouxe, 'Learning clinical skills during bedside teaching encounters in general practice: A video-observational study with insights from activity theory', *Journal of workplace learning*, vol. 27, no. 4, pp. 298–314, 2015, doi: 10.1108/JWL-05-2014-0035.

[85]

J. Benbassat, 'Undesirable features of the medical learning environment: a narrative review of the literature', *Advances in Health Sciences Education*, vol. 18, no. 3, pp. 527–536, 2013, doi: 10.1007/s10459-012-9389-5.

[86]

L. Birch, 'Strategies to implement the recommendations of the Francis report', *British Journal of Healthcare Management*, vol. 21, no. 12, pp. 558–563, Dec. 2015 [Online]. Available: <https://contentstore.cla.co.uk/secure/link?id=96e87ce1-e640-e911-80cd-005056af4099>

[87]

A. M. Byrne and S. M. Sias, 'Conceptual Application of the Discrimination Model of Clinical Supervision for Direct Care Workers in Adolescent Residential Treatment Settings', *Child & Youth Care Forum*, vol. 39, no. 3, pp. 201–209, Jun. 2010, doi: 10.1007/s10566-010-9100-z.

[88]

J. Darongkamas, C. John, and M. J. Walker, '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*, vol. 42, no. 3, pp. 261–270, May 2014, doi: 10.1080/03069885.2014.895797.

[89]

A. L. Donaldson, '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*, vol. 38, no. 1, pp. 58–70, Feb. 2015, doi: 10.1177/0888406414566995.

[90]

E. Geller and G. M. Foley, 'Broadening the "Ports of Entry" for Speech-Language Pathologists: A Relational and Reflective Model for Clinical Supervision', *American Journal of Speech-Language Pathology*, vol. 18, no. 1, Feb. 2009 [Online]. Available: <https://contentstore.cla.co.uk/secure/link?id=6dae9b55-a7b3-e911-80cd-005056af4099>

[91]

K. E. Hauer, O. ten Cate, C. Boscardin, D. M. Irby, W. Iobst, and P. S. O'Sullivan, 'Understanding trust as an essential element of trainee supervision and learning in the workplace', *Advances in Health Sciences Education*, Jul. 2013, doi: 10.1007/s10459-013-9474-4.

[92]

C. P. McCarthy and J. W. McEvoy, 'Pimping in Medical Education', *JAMA*, vol. 314, no. 22, Dec. 2015, doi: 10.1001/jama.2015.13570.

[93]

P. S. Bhuiyan, N. N. Rege, and A. Supe, Eds., *The art of teaching medical students*, 3rd edition. New Delhi: Reed Elsevier India Pvt Ltd, 2015 [Online]. Available: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9788131242285>

[94]

S. Veenman, 'The Training of Coaching Skills: an implementation study', *Educational Studies*, vol. 21, no. 3, pp. 415–431, Oct. 1995, doi: 10.1080/0305569950210307.

[95]

D. A. Westerman and S. A. Smith, 'A Research-Based Model for the Clinical Supervision of Student Teachers.', 1993 [Online]. Available: <https://eric.ed.gov/?id=ED361282>

[96]

J. Sweet, L. Pugsley, and J. Wilson, 'Stakeholder perceptions of chairside teaching and learning in one UK dental school', *BDJ*, vol. 205, no. 9, pp. 499–503, Nov. 2008, doi: 10.1038/sj.bdj.2008.934.

[97]

J. Sweet, J. Wilson, and L. Pugsley, 'Chairside teaching and the perceptions of dental teachers in the UK', *BDJ*, vol. 205, no. 10, pp. 565–569, Nov. 2008, doi: 10.1038/sj.bdj.2008.983.

[98]

J. Sweet, J. Wilson, L. Pugsley, and M. Schofield, 'Tools to share good chairside teaching practice: a clinical scenario and appreciative questionnaire', *BDJ*, vol. 205, no. 11, pp. 603–606, Dec. 2008, doi: 10.1038/sj.bdj.2008.1026.

[99]

J. Sweet, J. Wilson, and L. Pugsley, 'Educational innovations for dentistry', *BDJ*, vol. 206, no. 1, pp. 29–34, Jan. 2009, doi: 10.1038/sj.bdj.2008.1123.

[100]

J. Wilson, J. Sweet, and L. Pugsley, 'Developmental guidelines for good chairside teaching - a consensus report from two conferences', *European Journal of Dental Education*, vol. 19, no. 3, pp. 185–191, Aug. 2015, doi: 10.1111/eje.12120.

[101]

M. Najim, R. Rabee, M. Ahmed, Y. Sherwani, M. Ashraf, and O. Anjum, 'The trend toward digital in medical education – playing devil's advocate', *Advances in Medical Education and Practice*, Oct. 2015, doi: 10.2147/AMEP.S95309.

[102]

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

[103]

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

[104]

L. T. Eby, 'Cross-lagged relations between mentoring received from supervisors and employee OCBs: Disentangling causal direction and identifying boundary conditions.',

Journal of Applied Psychology, no. 4, 2015 [Online]. Available:
<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]

G. L. Rose, 'Group Differences in Graduate Students' Concepts of The Ideal Mentor', Research in Higher Education, vol. 46, no. 1, pp. 53-80, Feb. 2005, doi: 10.1007/s11162-004-6289-4.

[106]

D. Sambunjak and A. Marušić, 'Mentoring', JAMA, vol. 302, no. 23, Dec. 2009, doi: 10.1001/jama.2009.1858.

[107]

D. Sambunjak, S. E. Straus, and A. Marušić, 'Mentoring in Academic Medicine', JAMA, vol. 296, no. 9, Sep. 2006, doi: 10.1001/jama.296.9.1103.

[108]

K. Taherian and M. Shekarchian, 'Mentoring for doctors. Do its benefits outweigh its disadvantages?', Medical Teacher, vol. 30, no. 4, pp. e95-e99, Jan. 2008, 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' [Online]. Available: <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]

A. Byrne, 'What is simulation for?', Anaesthesia, vol. 67, no. 3, pp. 219-225, Mar. 2012, doi: 10.1111/j.1365-2044.2011.07053.x.

[111]

M. V. Ellis, 'Bridging the Science and Practice of Clinical Supervision: Some Discoveries, Some Misconceptions', *The Clinical Supervisor*, vol. 29, no. 1, pp. 95–116, May 2010, doi: 10.1080/07325221003741910.

[112]

M. V. Ellis, 'A comparative study of clinical supervision in the Republic of Ireland and the United States.', *Journal of Counseling Psychology*, no. 4, 2015 [Online]. Available: <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]

K. E. Hauer, O. ten Cate, C. Boscardin, D. M. Irby, W. Iobst, and P. S. O'Sullivan, 'Understanding trust as an essential element of trainee supervision and learning in the workplace', *Advances in Health Sciences Education*, Jul. 2013, doi: 10.1007/s10459-013-9474-4.

[114]

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

[115]

S. Ramani and S. K. Krackov, 'Twelve tips for giving feedback effectively in the clinical environment', *Medical Teacher*, vol. 34, no. 10, pp. 787–791, Oct. 2012, doi: 10.3109/0142159X.2012.684916.

[116]

S. Ramani, 'Twelve tips to improve bedside teaching', *Medical Teacher*, vol. 25, no. 2, pp. 112–115, Jan. 2003, doi: 10.1080/0142159031000092463.

[117]

A. S. Detsky, 'The Art of Pimping', JAMA, vol. 301, no. 13, Apr. 2009, doi: 10.1001/jama.2009.247.

[118]

A. Kost et al, 'Socrates Was Not a Pimp: Changing the Paradigm of Questioning in Medical Education' [Online]. Available: <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&LSLNK=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 [Online]. Available: <https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1002/9781119373780>

[120]

H.-H. Pai, D. A. Sears, and Y. Maeda, 'Effects of Small-Group Learning on Transfer: a Meta-Analysis', Educational Psychology Review, vol. 27, no. 1, pp. 79–102, Mar. 2015, doi: 10.1007/s10648-014-9260-8.

[121]

'Second Teaching: A Study of Small Group Physics Learning.' [Online]. Available: <https://eric.ed.gov/?id=ED479497>

[122]

D. R. Garrison, 'Critical Thinking and Self-Directed Learning in Adult Education: An Analysis of Responsibility and Control Issues', Adult Education Quarterly, vol. 42, no. 3, pp. 136–148, Mar. 1992, doi: 10.1177/074171369204200302. [Online]. Available: <https://ezproxy.lib.gla.ac.uk/login?url=https://journals.sagepub.com/doi/10.1177/074171369204200302>

[123]

J. W. Saye and T. Brush, 'Scaffolding Critical Reasoning about History and Social Issues in

Multimedia-Supported Learning Environments', Educational Technology Research and Development, vol. 50, no. 3, pp. 77–96, 2002 [Online]. Available: <https://www.jstor.org/stable/30220337>

[124]

D. J. Nicol and D. Macfarlane-Dick, 'Formative assessment and self-regulated learning: a model and seven principles of good feedback practice', Studies in Higher Education, vol. 31, no. 2, pp. 199–218, Apr. 2006, doi: 10.1080/03075070600572090.

[125]

H. Walton, 'Small group methods in medical teaching', Medical Education, vol. 31, no. 6, pp. 459–464, Nov. 1997, doi: 10.1046/j.1365-2923.1997.00703.x.

[126]

H. S. Barrows and R. M. Tamblyn, Problem-based learning: an approach to medical education, vol. v. 1. New York: Springer Pub. Co, 1980 [Online]. Available: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=423456>

[127]

H. G. Schmidt, J. I. Rotgans, and E. H. Yew, 'The process of problem-based learning: what works and why', Medical Education, vol. 45, no. 8, pp. 792–806, Aug. 2011, doi: 10.1111/j.1365-2923.2011.04035.x.

[128]

M. D. Svinicki, 'Moving Beyond "It worked": The Ongoing Evolution of Research on Problem-Based Learning in Medical Education', Educational Psychology Review, vol. 19, no. 1, pp. 49–61, Feb. 2007, doi: 10.1007/s10648-006-9040-1.

[129]

M. Savin-Baden, C. H. Major, and Society for Research into Higher Education, Foundations of problem-based learning, vol. SRHE and Open University Press imprint. Maidenhead: Society for Research into Higher Education & Open University Press, 2004.

[130]

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

[131]

C. E. Hmelo, 'Problem-Based Learning: Effects on the Early Acquisition of Cognitive Skill in Medicine', *Journal of the Learning Sciences*, vol. 7, no. 2, pp. 173–208, Apr. 1998, doi: 10.1207/s15327809jls0702_2.

[132]

K. J. A. H. Prince, P. W. L. J. van Eijs, H. P. A. Boshuizen, C. P. M. van der Vleuten, and A. J. J. A. Scherpbier, 'General competencies of problem-based learning (PBL) and non-PBL graduates', *Medical Education*, vol. 39, no. 4, pp. 394–401, Apr. 2005, doi: 10.1111/j.1365-2929.2005.02107.x.

[133]

H. G. Schmidt et al, 'The development of diagnostic competence: comparison of a problem-based, an integrated, and a conventional medical curriculum.[Article]' [Online]. Available: <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]

M. Albanese, 'Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills', *Medical Education*, vol. 34, no. 9, pp. 729–738, Sep. 2000, doi: 10.1046/j.1365-2923.2000.00753.x.

[135]

K. D. Simons and P. A. Ertmer, 'Scaffolding Disciplined Inquiry in Problem-Based Environments' [Online]. Available: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.458.5661&rep=rep1&type=pdf>

[136]

A. Gilkison, 'Techniques used by "expert" and "non-expert" tutors to facilitate problem-based learning tutorials in an undergraduate medical curriculum', *Medical Education*, vol. 37, no. 1, pp. 6–14, Jan. 2003, doi: 10.1046/j.1365-2923.2003.01406.x.

[137]

J. Park, G. Carter, S. M. Butler, E. N. Wiebe, and A. R.-G. Reid-Griffin, 'Gestures: Silent Scaffolding within Small Groups', *The Journal of Classroom Interaction*, vol. 41, no. 1, pp. 15–21, 2006 [Online]. Available: <https://www.jstor.org/stable/23869755>

[138]

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

[139]

L. A. Daloz, *Effective teaching and mentoring*, 1st ed., vol. The Jossey-Bass higher education series. San Francisco, Calif: Jossey-Bass, 1986.

[140]

D. Dolmans H. J. M. and H. G. Schmidt, 'What drives the student in problem-based learning?', *Medical Education*, vol. 28, no. 5, pp. 372–380, Sep. 1994, doi: 10.1111/j.1365-2923.1994.tb02547.x.

[141]

M. Haith-Cooper, 'Problem-based learning within health professional education. What is the role of the lecturer? A review of the literature', *Nurse Education Today*, vol. 20, no. 4, pp. 267–272, May 2000, doi: 10.1054/nedt.1999.0397.

[142]

M. Haith-Cooper, 'An exploration of tutors' experiences of facilitating problem-based learning. Part 2—implications for the facilitation of problem based learning', *Nurse Education Today*, vol. 23, no. 1, pp. 65–75, Jan. 2003, doi: 10.1016/S0260-6917(02)00166-1.

[143]

H. G. Schmidt and J. H. Moust, 'What makes a tutor effective? A structural-equations modeling approach to learning in problem-based curricula.[Article]' [Online]. Available: <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]

M. Andrews and P. R. Jones, 'Problem-based learning in an undergraduate nursing programme: a case study', *Journal of Advanced Nursing*, vol. 23, no. 2, pp. 357–365, Feb. 1996, doi: 10.1111/j.1365-2648.1996.tb02679.x.

[145]

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

[146]

D. J. Steele, J. D. Medder, and P. Turner, 'A comparison of learning outcomes and attitudes in student- versus faculty-led problem-based learning: an experimental study', *Medical Education*, vol. 34, no. 1, pp. 23–29, Jan. 2000, doi: 10.1046/j.1365-2923.2000.00460.x.

[147]

I. Murray and M. Savin-Baden, 'Staff Development in Problem-based Learning', *Teaching in Higher Education*, vol. 5, no. 1, pp. 107–126, Jan. 2000, doi: 10.1080/135625100114993.

[148]

L. B. Couto, R. B. Bestetti, C. B. A. Restini, M. Faria-Jr, and G. S. Romão, 'Brazilian medical students' perceptions of expert versus non-expert facilitators in a (non) problem-based learning environment', *Medical Education Online*, vol. 20, Apr. 2015 [Online]. Available: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4400295/>

[149]

D. H. Evensen and C. E. Hmelo-Silver, *Problem-based learning: a research perspective on learning interactions*. Mahwah, N.J.: Lawrence Erlbaum Publishers, 2000.

[150]

M. A. Hitchcock and A. S. Anderson, 'Dealing with dysfunctional tutorial groups', *Teaching and Learning in Medicine*, vol. 9, no. 1, pp. 19–24, Jan. 1997, doi: 10.1080/10401339709539808.

[151]

K. D. Tanner, 'Promoting Student Metacognition', *CBE—Life Sciences Education*, vol. 11, no. 2, pp. 113–120, Jun. 2012, doi: 10.1187/cbe.12-03-0033.

[152]

S. A. Azer, 'Challenges facing PBL tutors: 12 tips for successful group facilitation', *Medical Teacher*, vol. 27, no. 8, pp. 676–681, Jan. 2005, doi: 10.1080/01421590500313001.

[153]

D. W. Johnson and F. P. Johnson, *Joining together: group theory and group skills*, 4th ed., vol. Prentice-Hall international editions. London: Prentice/Hall International, 1991.

[154]

K. S. Last, J. Appleton, and H. Stevenson, 'Basic science knowledge of dental students on conventional and problem-based learning (PBL) courses at Liverpool', *European Journal of Dental Education*, vol. 5, no. 4, pp. 148–154, Nov. 2001, doi: 10.1034/j.1600-0579.2001.50402.x.

[155]

S. A. Azer, M. Mclean, H. Onishi, M. Tagawa, and A. Scherpbier, 'Cracks in problem-based learning: What is your action plan?', *Medical Teacher*, vol. 35, no. 10, pp. 806–814, Oct. 2013, doi: 10.3109/0142159X.2013.826792.

[156]

M. Fatmi, L. Hartling, T. Hillier, S. Campbell, and A. E. Oswald, 'The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30', *Medical Teacher*, vol. 35, no. 12, pp. e1608–e1624, Dec. 2013, doi: 10.3109/0142159X.2013.849802.

[157]

P. Koles, S. Nelson, A. Stolfi, D. Parmelee, and D. DeStephen, 'Active learning in a Year 2 pathology curriculum', *Medical Education*, vol. 39, no. 10, pp. 1045–1055, Oct. 2005, doi: 10.1111/j.1365-2929.2005.02248.x.

[158]

D. Parmelee, L. K. Michaelsen, S. Cook, and P. D. Hudes, 'Team-based learning: A practical guide: AMEE Guide No. 65', *Medical Teacher*, vol. 34, no. 5, pp. e275–e287, May 2012, doi: 10.3109/0142159X.2012.651179.

[159]

C. Gullo, T. C. Ha, and S. Cook, 'Twelve tips for facilitating team-based learning', *Medical Teacher*, vol. 37, no. 9, pp. 819–824, Sep. 2015, doi: 10.3109/0142159X.2014.1001729.

[160]

S. Coady, A. Kalet, and M. A. Hopkins, 'Online classrooms enhance clerkship small group teaching', *Medical Education*, vol. 39, no. 11, pp. 1152–1153, Nov. 2005, doi: 10.1111/j.1365-2929.2005.02305.x.

[161]

S. Wells, P. Warelow, and K. Jackson, 'Problem based learning (PBL): A conundrum', *Contemporary Nurse*, vol. 33, no. 2, pp. 191–201, Oct. 2009, doi: 10.5172/conu.2009.33.2.191.

[162]

C. J. Rowan, C. McCourt, and S. Beake, 'Problem based learning in midwifery – The students' perspective', *Nurse Education Today*, vol. 28, no. 1, pp. 93–99, Jan. 2008, doi: 10.1016/j.nedt.2007.02.014.

[163]

S. Uijtdehaage and C. O'Neal, 'A curious case of the phantom professor: mindless teaching evaluations by medical students', *Medical Education*, vol. 49, no. 9, pp. 928–932, Sep. 2015, doi: 10.1111/medu.12647.

[164]

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

[165]

'E-learning methodologies'. 2011 [Online]. Available: <http://www.fao.org/docrep/015/i2516e/i2516e.pdf>

[166]

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

[167]

'University Benchmark for the Use of Technology in Modules'. [Online]. Available: <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. [Online]. Available: <http://blogs.ucl.ac.uk/digital-education/2015/09/30/9169/>

[169]

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

[170]

G. Salmon, *E-moderating: the key to teaching and learning online*, vol. Open and distance learning series. London: Kogan Page, 2000.

[171]

D. R. Garrison, T. Anderson, and W. Archer, 'Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education', *The Internet and Higher Education*, vol. 2, no. 2-3, pp. 87-105, Mar. 1999, doi: 10.1016/S1096-7516(00)00016-6.

[172]

P. Mishra and M. J. Koehler, 'Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge' [Online]. Available:
<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 [Online]. Available:
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1002/9781119373780>

[174]

V. H. M. Dale, 'UCL E-Learning Evaluation Toolkit'. 2014 [Online]. Available:
<http://discovery.ucl.ac.uk/1462309/>

[175]

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

[176]

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

[177]

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

[178]

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

[179]

D. Peberdy, Ed., 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 [Online]. Available: https://www.flinders.edu.au/Teaching_and_Learning_Files/Documents/7%20Principles%20of%20Good%20Practice%20in%20Undergrad%20Ed-ChickeringGamson.pdf

[181]

P. Race, The lecturer's toolkit: a practical guide to assessment, learning and teaching, 3rd ed. London: Routledge, 2007 [Online]. Available: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=3060457>

[182]

J. B. Biggs, C. S. Tang, G. Kennedy, and J. B. Biggs, Teaching for quality learning at university, Fifth edition. Maidenhead: Open University Press, 2022 [Online]. Available: <https://www.vlebooks.com/product/openreader?id=GlasgowUni&acclid=8694356&am>

p;isbn=9780335250837

[183]

M. Okojie, A. Olinzock, and T. Okojie-Boulder, 'The Pedagogy of TEchnology Integration'. [Online]. Available: <http://files.eric.ed.gov/fulltext/EJ847571.pdf>

[184]

J. Frost, G. de Pont, and I. Brailsford, 'Expanding assessment methods and moments in history', *Assessment & Evaluation in Higher Education*, vol. 37, no. 3, pp. 293-304, May 2012, doi: 10.1080/02602938.2010.531247.

[185]

J. Gould and P. Day, 'Hearing you loud and clear: student perspectives of audio feedback in higher education', *Assessment & Evaluation in Higher Education*, vol. 38, no. 5, pp. 554-566, Aug. 2013, doi: 10.1080/02602938.2012.660131.

[186]

N. Suetsugu, M. Ohki, and T. Kaku, 'Quantitative Analysis of Nursing Observation Employing a Portable Eye-Tracker', *Open Journal of Nursing*, vol. 06, no. 01, pp. 53-61, 2016, doi: 10.4236/ojn.2016.61006.

[187]

L. M. D. Richstone, et al, 'Eye Metrics as an Objective Assessment of Surgical Skill.[Article]' [Online]. Available: <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]

D. B. Hay, P. L. Tan, and E. Whaites, '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*, vol. 35, no. 5, pp. 577-595, Aug. 2010, doi: 10.1080/02602931003782525.

[189]

D. Hay, I. Kinchin, and S. Lygo-Baker, 'Making learning visible: the role of concept mapping in higher education', *Studies in Higher Education*, vol. 33, no. 3, pp. 295–311, Jun. 2008, doi: 10.1080/03075070802049251.

[190]

K. Masters, R. H. Ellaway, D. Topps, D. Archibald, and R. J. Hogue, 'Mobile technologies in medical education: AMEE Guide No. 105', *Medical Teacher*, pp. 1–13, Mar. 2016, doi: 10.3109/0142159X.2016.1141190.

[191]

C. Lovato and D. Wall, 'Programme Evaluation: Improving Practice, Influencing Policy and Decision-Making', in *Understanding Medical Education*, T. Swanwick, Ed. Oxford, UK: John Wiley & Sons, Ltd, 2019, pp. 443–455 [Online]. Available: <https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1002/9781119373780.ch30>

[192]

M. S. Tun, 'Fulfilling a new obligation: Teaching and learning of sustainable healthcare in the medical education curriculum', *Medical Teacher*, vol. 41, no. 10, pp. 1168–1177, Oct. 2019, doi: 10.1080/0142159X.2019.1623870.

[193]

E. Shaw et al., 'AMEE Consensus Statement: Planetary health and education for sustainable healthcare', *Medical Teacher*, vol. 43, no. 3, pp. 272–286, Mar. 2021, 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*, vol. 22, no. 1, 2022 [Online]. Available: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-022-03245-6>

[195]

J. Bevan et al., 'Planetary health and sustainability teaching in UK medical education: A review of medical school curricula', *Medical Teacher*, pp. 1-10, Dec. 2022, doi: 10.1080/0142159X.2022.2152190.

[196]

S. Tun and T. Martin, 'Education for Sustainable Healthcare - A curriculum for the UK'. 2022 [Online]. Available: https://www.medschools.ac.uk/media/2949/education-for-sustainable-healthcare_a-curriculum-for-the-uk_20220506.pdf

[197]

'Outcomes for graduates 2018'. 2018 [Online]. Available: 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. [Online]. Available: <https://blogs.bmj.com/bmj/2021/06/07/infusing-climate-change-and-sustainability-into-the-medical-school-curriculum/>

[199]

J. Richardson, J. Grose, M. Doman, and J. Kelsey, 'The use of evidence-informed sustainability scenarios in the nursing curriculum: Development and evaluation of teaching methods', *Nurse Education Today*, vol. 34, no. 4, pp. 490-493, Apr. 2014, doi: 10.1016/j.nedt.2013.07.007.

[200]

V. Gandhi, N. Al-Hadithy, A. Göpfert, K. Knight, M. van Hove, and P. Hockey, 'Integrating sustainability into postgraduate medical education', *Future Healthcare Journal*, vol. 7, no. 2, pp. 102-104, Jun. 2020, doi: 10.7861/fhj.2020-0042.

[201]

J. Rourke, 'Social Accountability', *Academic Medicine*, vol. 93, no. 8, pp. 1120-1124, Aug.

2018, doi: 10.1097/ACM.0000000000002239.

[202]

R. Meili, D. Fuller, and J. Lydiate, 'Teaching social accountability by making the links: Qualitative evaluation of student experiences in a service-learning project', *Medical Teacher*, vol. 33, no. 8, pp. 659–666, Aug. 2011, doi: 10.3109/0142159X.2010.530308.