

# Teaching in Health Professions (Semester Two 2024/25)

View Online



1.  
Association for the Study of Medical Education: Understanding medical education: evidence, theory, and practice. Wiley-Blackwell, Hoboken, NJ (2019).
2.  
Hodges, B.D.: A practical guide for medical teachers. Elsevier, Edinburgh (2017).
3.  
Marshall, S. ed: A handbook for teaching and learning in higher education: enhancing academic practice. Routledge, Abingdon, Oxon (2020).
4.  
Mann, K.V., Holmes, D.B., Hayes, V.M., Burge, F.I., Viscount, P.W.: Community family medicine teachers' perceptions of their teaching role. *Medical Education*. 35, 278–285 (2008). <https://doi.org/10.1111/j.1365-2923.2001.00769.x>.
5.  
Steinert, Y., Macdonald, M.E.: Why physicians teach: giving back by paying it forward. *Medical Education*. 49, 773–782 (2015). <https://doi.org/10.1111/medu.12782>.
6.  
Grow, G.O.: Teaching Learners To Be Self-Directed. *Adult Education Quarterly*. 41, 125–149 (1991). <https://doi.org/10.1177/0001848191041003001>.

7.

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

8.

Kitchener, K.S., King, P.M.: Reflective judgment: Concepts of justification and their relationship to age and education. *Journal of Applied Developmental Psychology*. 2, 89–116 (1981). [https://doi.org/10.1016/0193-3973\(81\)90032-0](https://doi.org/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*. 22, 246–250 (2000). <https://doi.org/10.1080/01421590050006205>.

10.

King, A.: From Sage on the Stage to Guide on the Side. *College Teaching*. 41, 30–35 (1993). <https://doi.org/10.1080/87567555.1993.9926781>.

11.

Marshall, S. ed: *A handbook for teaching and learning in higher education: enhancing academic practice*. Routledge, Abingdon, Oxon (2020).

12.

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

13.

Muijs, D.: *Doing quantitative research in education with SPSS*. SAGE, London (2011).

14.

Skeff, K., Bowen, J., Irby, D.: Protecting Time for Teaching in the Ambulatory Care Setting. *Academic Medicine*. 72, 694–697 (1997).

15.

Luft, J.: The Johari Window: A graphic model of Awareness in Interpersonal Relations. *Human relations training news*. 5, (1961).

16.

McKimm, J., Swanwick, T.: Assessing learning needs. *British Journal of Hospital Medicine*. 70, 348–351 (2009).

17.

Amery, J., Lapwood, S.: A study into the educational needs of children's hospice doctors: a descriptive quantitative and qualitative survey. *Palliative Medicine*. 18, 727–733 (2004). <https://doi.org/10.1191/0269216304pm902oa>.

18.

Cantillon, P., Wood, D.F., Yardley, S. eds: *ABC of learning and teaching in medicine*. Wiley, Hoboken, NJ (2017).

19.

Hersey, P., Blanchard, K.H.: Great ideas revisited. *Training & Development*. 50, 42–47 (1996).

20.

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

21.

Atkinson, S.P.: *Graduate Competencies, Employability and Educational Taxonomies: Critique of Intended Learning Outcomes. Practice and Evidence of Scholarship of Teaching*

and Learning in Higher Education. 10, 154–177 (2015).

22.

Bligh, D.A.: What's the use of lectures? Jossey-Bass Publishers, San Francisco (2000).

23.

Brown, G., Manogue, M.: AMEE Medical Education Guide No. 22: Refreshing lecturing: a guide for lecturers. *Medical Teacher*. 23, 231–244 (2001).  
<https://doi.org/10.1080/01421590120043000>.

24.

Pugsley, L.: How to design an effective PowerPoint presentation. *Education for Primary Care*. 21, 51–53 (2010). <https://doi.org/10.1080/14739879.2010.11493876>.

25.

Dunkin, M.J.: A Review of Research on Lecturing. *Higher Education Research & Development*. 2, 63–78 (1983). <https://doi.org/10.1080/0729436830020105>.

26.

Verner, C., Dickinson, G.: The Lecture, An Analysis and Review of Research. *Adult Education Quarterly*. 17, 85–100 (1967). <https://doi.org/10.1177/074171366701700204>.

27.

Gardiner, L.F.: Redesigning Higher Education: Producing Dramatic Gains in Student Learning. (1994).

28.

Stuart, J., Rutherford, R.J.D.: MEDICAL STUDENT CONCENTRATION DURING LECTURES. *The Lancet*. 312, 514–516 (1978). [https://doi.org/10.1016/S0140-6736\(78\)92233-X](https://doi.org/10.1016/S0140-6736(78)92233-X).

29.

Abel, M., Bäuml, K.-H.T.: Sleep can reduce proactive interference. *Memory*. 22, 332–339 (2014). <https://doi.org/10.1080/09658211.2013.785570>.

30.

Baddeley, A.D.: *Human memory: theory and practice*. Psychology Press, Hove (1997).

31.

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

32.

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

33.

The Dr. Fox effect: a study of lecturer effectiveness and ratings of instruction., [http://journals.lww.com/academicmedicine/Abstract/1975/02000/The\\_Dr\\_Fox\\_effect\\_\\_a\\_study\\_of\\_lecturer.6.aspx](http://journals.lww.com/academicmedicine/Abstract/1975/02000/The_Dr_Fox_effect__a_study_of_lecturer.6.aspx).

34.

Hashweh, M.Z.: Effects of subject-matter knowledge in the teaching of biology and physics. *Teaching and Teacher Education*. 3, 109–120 (1987). [https://doi.org/10.1016/0742-051X\(87\)90012-6](https://doi.org/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*. 26, 527–536 (2000). [https://doi.org/10.1016/S0169-8141\(00\)00025-1](https://doi.org/10.1016/S0169-8141(00)00025-1).

36.

French, M.M.J., Blood, A., Bright, N.D., Futak, D., Grohmann, M.J., Hasthorpe, A., Heritage, J., Poland, R.L., Reece, S., Tabor, J.: Changing Fonts in Education: How the Benefits Vary with Ability and Dyslexia. *The Journal of Educational Research*. 106, 301–304 (2013). <https://doi.org/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*. 15, 67–79 (2008). <https://doi.org/10.1080/15551390801914595>.

38.

Brown, G., Atkins, M.: *Effective teaching in higher education*. Routledge, London (1990).

39.

Roman, B., Hayden, C., Parmelee, D.: Medical Education Should Say Goodbye to Lectures. *Academic Medicine*. 96, 1499–1500 (2021). <https://doi.org/10.1097/ACM.0000000000004236>.

40.

Prober, C.G., Norden, J.G.: Learning Alone or Learning Together: Is It Time to Reevaluate Teacher and Learner Responsibilities? *Academic Medicine*. 96, 170–172 (2021). <https://doi.org/10.1097/ACM.0000000000003741>.

41.

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

42.

Gibbs, G.: *Learning by Doing: a guide to teaching and learning methods*. (1988).

43.

Astin, A.W.: What matters in college?: four critical years revisited. Jossey-Bass, San Francisco (1993).

44.

Hake, R.R.: Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. American Journal of Physics. 66, (1998). <https://doi.org/10.1119/1.18809>.

45.

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

46.

Redish, E.F., Saul, J., Steinberg, R.: On the effectiveness of active-engagement microcomputer-based laboratories. American Journal of Physics. 65, (1997). <https://doi.org/10.1119/1.18498>.

47.

Draper, S.W., Brown, M.I.: Increasing interactivity in lectures using an electronic voting system. Journal of computer assisted learning. 20, 81-94 (2004). <https://doi.org/10.1111/j.1365-2729.2004.00074.x>.

48.

Ruhl, K.L., Hughes, C.A., Schloss, P.J.: 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. 10, 14-18 (1987). <https://doi.org/10.1177/088840648701000103>.

49.

Ernst, H., Colthorpe, K.: The efficacy of interactive lecturing for students with diverse science backgrounds. AJP: Advances in Physiology Education. 31, 41-44 (2007). <https://doi.org/10.1152/advan.00107.2006>.

50.

Snell, Y.S., Linda S.: Interactive lecturing: strategies for increasing participation in large group presentations. *Medical Teacher*. 21, 37-42 (1999).  
<https://doi.org/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*. 83, 1174-1178 (2008).  
<https://doi.org/10.1097/ACM.0b013e31818c6902>.

53.

Bergmann, J., Sams, A.: Flip your classroom: reach every student in every class every day. International Society for Technology in Education, Eugene, Oregon (2012).

54.

Prober, C., Khan, S.: Medical Education Reimagined: A Call to Action : *Academic Medicine*. *Academic Medicine*. 88, 1407-1410 (2013).  
<https://doi.org/10.1097/ACM.0B013E3182A368BD>.

55.

Clark, D.: Ten reasons we should ditch university lectures.

56.

Mazur, E.: Peer instruction: Getting students to think in class. In: AIP Conference Proceedings. pp. 981-988. AIP (1997). <https://doi.org/10.1063/1.53199>.



57.

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

58.

Cantillon, P.: ABC of learning and teaching in medicine: Teaching large groups. *BMJ*. 326, 437-437 (2003). <https://doi.org/10.1136/bmj.326.7386.437>.

59.

Graffam, B.: Active learning in medical education: Strategies for beginning implementation. *Medical Teacher*. 29, 38-42 (2007). <https://doi.org/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*. 16, (2016).

62.

Bell, R., Martin, S., McCulloch, G., O'Sullivan, C.: *Research methods in education*. Routledge, London (2011).

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. Open University Press, Milton Keynes (1987).

66.

Burls, A., Hayward Medical Communications Ltd: What is critical appraisal? Hayward Medical Communications, London (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, A.L., Dennick, R.: Corpus analysis of problem-based learning transcripts: an exploratory study. *Medical Education*. 44, 280–288 (2010).  
<https://doi.org/10.1111/j.1365-2923.2009.03575.x>.

71.

Garrison, D.R.: Critical thinking and adult education: a conceptual model for developing critical thinking in adult learners. *International Journal of Lifelong Education*. 10, 287–303 (1991). <https://doi.org/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*. 32, 3–15 (2010). <https://doi.org/10.3109/01421590903414245>.

73.

Horsley, T., Hyde, C., Santesso, N., Parkes, J., Milne, R., Stewart, R.: Teaching critical appraisal skills in healthcare settings. *Cochrane Database of Systematic Reviews*. (2011). <https://doi.org/10.1002/14651858.CD001270.pub2>.

74.

Huang, G.C., Newman, L.R., Schwartzstein, R.M.: Critical Thinking in Health Professions Education: Summary and Consensus Statements of the Millennium Conference 2011. *Teaching and Learning in Medicine*. 26, 95–102 (2014). <https://doi.org/10.1080/10401334.2013.857335>.

75.

Evaluation of a programme of workshops for promoting the teaching of critical appraisal skills. *Medical Education*. 32, 486–491 (1998). <https://doi.org/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*. 12, 410–419 (2006). <https://doi.org/10.1111/j.1365-2753.2006.00718.x>.

77.

Kee, F., Bickle, I.: Critical thinking and critical appraisal: the chicken and the egg? *QJM*. 97, 609–614 (2004). <https://doi.org/10.1093/qjmed/hch099>.

78.

Kirkpatrick, D.: Great Ideas Revisited: Revisiting Kirkpatrick's Four-Level Model. *Training and Development*. 50, 54–59 (1996).

79.

Missimer, C.A.: Good arguments: an introduction to critical thinking. Prentice Hall, Englewood Cliffs, N.J. (1995).

80.

Moore, T.J.: Critical thinking and disciplinary thinking: a continuing debate. Higher Education Research & Development. 30, 261–274 (2011).  
<https://doi.org/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, [https://www.criticalthinking.org/files/Concepts\\_Tools.pdf](https://www.criticalthinking.org/files/Concepts_Tools.pdf), (2006).

83.

Yardley, S., Dornan, T.: Kirkpatrick's levels and education 'evidence'. Medical Education. 46, 97–106 (2012). <https://doi.org/10.1111/j.1365-2923.2011.04076.x>.

84.

Ajjawi, R., Rees, C., Monrouxe, L.V.: Learning clinical skills during bedside teaching encounters in general practice: A video-observational study with insights from activity theory. Journal of workplace learning. 27, 298–314 (2015).  
<https://doi.org/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. 18, 527–536 (2013).  
<https://doi.org/10.1007/s10459-012-9389-5>.

86.

Birch, L.: Strategies to implement the recommendations of the Francis report. *British Journal of Healthcare Management*. 21, 558-563 (2015).

87.

Byrne, A.M., Sias, S.M.: Conceptual Application of the Discrimination Model of Clinical Supervision for Direct Care Workers in Adolescent Residential Treatment Settings. *Child & Youth Care Forum*. 39, 201-209 (2010). <https://doi.org/10.1007/s10566-010-9100-z>.

88.

Darongkamas, J., John, C., Walker, M.J.: 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*. 42, 261-270 (2014). <https://doi.org/10.1080/03069885.2014.895797>.

89.

Donaldson, A.L.: 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*. 38, 58-70 (2015). <https://doi.org/10.1177/0888406414566995>.

90.

Geller, E., Foley, G.M.: Broadening the "Ports of Entry" for Speech-Language Pathologists: A Relational and Reflective Model for Clinical Supervision. *American Journal of Speech-Language Pathology*. 18, (2009).

91.

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

92.

McCarthy, C.P., McEvoy, J.W.: Pimping in Medical Education. *JAMA*. 314, (2015). <https://doi.org/10.1001/jama.2015.13570>.

93.

Bhuiyan, P.S., Rege, N.N., Supe, A. eds: *The art of teaching medical students*. Reed Elsevier India Pvt Ltd, New Delhi (2015).

94.

Veenman, S.: The Training of Coaching Skills: an implementation study. *Educational Studies*. 21, 415–431 (1995). <https://doi.org/10.1080/0305569950210307>.

95.

Westerman, D.A., Smith, S.A.: *A Research-Based Model for the Clinical Supervision of Student Teachers*. (1993).

96.

Sweet, J., Pugsley, L., Wilson, J.: Stakeholder perceptions of chairside teaching and learning in one UK dental school. *BDJ*. 205, 499–503 (2008). <https://doi.org/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*. 205, 565–569 (2008). <https://doi.org/10.1038/sj.bdj.2008.983>.

98.

Sweet, J., Wilson, J., Pugsley, L., Schofield, M.: Tools to share good chairside teaching practice: a clinical scenario and appreciative questionnaire. *BDJ*. 205, 603–606 (2008). <https://doi.org/10.1038/sj.bdj.2008.1026>.

99.

Sweet, J., Wilson, J., Pugsley, L.: Educational innovations for dentistry. *BDJ*. 206, 29–34

(2009). <https://doi.org/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*. 19, 185-191 (2015). <https://doi.org/10.1111/eje.12120>.

101.

Najim, M., Rabee, R., Ahmed, M., Sherwani, Y., Ashraf, M., Anjum, O.: The trend toward digital in medical education – playing devil's advocate. *Advances in Medical Education and Practice*. (2015). <https://doi.org/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*. (2016). <https://doi.org/10.2147/AMEP.S102902>.

103.

Woodley, N., McKelvie, K., Kellett, C.: Bedside teaching: specialists versus non-specialists. *The Clinical Teacher*. n/a-n/a (2015). <https://doi.org/10.1111/tct.12373>.

104.

Eby, L.T.: Cross-lagged relations between mentoring received from supervisors and employee OCBs: Disentangling causal direction and identifying boundary conditions. *Journal of Applied Psychology*. (2015).

105.

Rose, G.L.: Group Differences in Graduate Students? Concepts of The Ideal Mentor. *Research in Higher Education*. 46, 53-80 (2005). <https://doi.org/10.1007/s11162-004-6289-4>.

106.

Sambunjak, D., Marušić, A.: Mentoring. *JAMA*. 302, (2009).  
<https://doi.org/10.1001/jama.2009.1858>.

107.

Sambunjak, D., Straus, S.E., Marušić, A.: Mentoring in Academic Medicine. *JAMA*. 296, (2006). <https://doi.org/10.1001/jama.296.9.1103>.

108.

Taherian, K., Shekarchian, M.: Mentoring for doctors. Do its benefits outweigh its disadvantages? *Medical Teacher*. 30, e95–e99 (2008).  
<https://doi.org/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.

110.

Byrne, A.: What is simulation for? *Anaesthesia*. 67, 219–225 (2012).  
<https://doi.org/10.1111/j.1365-2044.2011.07053.x>.

111.

Ellis, M.V.: Bridging the Science and Practice of Clinical Supervision: Some Discoveries, Some Misconceptions. *The Clinical Supervisor*. 29, 95–116 (2010).  
<https://doi.org/10.1080/07325221003741910>.

112.

Ellis, M.V.: A comparative study of clinical supervision in the Republic of Ireland and the United States. *Journal of Counseling Psychology*. (2015).

113.

Hauer, K.E., ten Cate, O., Boscardin, C., Irby, D.M., Iobst, W., O'Sullivan, P.S.:



Understanding trust as an essential element of trainee supervision and learning in the workplace. *Advances in Health Sciences Education*. (2013).  
<https://doi.org/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, S.K.: Twelve tips for giving feedback effectively in the clinical environment. *Medical Teacher*. 34, 787–791 (2012).  
<https://doi.org/10.3109/0142159X.2012.684916>.

116.

Ramani, S.: Twelve tips to improve bedside teaching. *Medical Teacher*. 25, 112–115 (2003). <https://doi.org/10.1080/0142159031000092463>.

117.

Detsky, A.S.: The Art of Pimping. *JAMA*. 301, (2009).  
<https://doi.org/10.1001/jama.2009.247>.

118.

Kost et al, A.: *Socrates Was Not a Pimp: Changing the Paradigm of Questioning in Medical Education*.

119.

Association for the Study of Medical Education: *Understanding medical education: evidence, theory, and practice*. Wiley-Blackwell, Hoboken, NJ (2019).

120.

Pai, H.-H., Sears, D.A., Maeda, Y.: Effects of Small-Group Learning on Transfer: a Meta-Analysis. *Educational Psychology Review*. 27, 79–102 (2015).  
<https://doi.org/10.1007/s10648-014-9260-8>.

121.

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

122.

Garrison, D.R.: Critical Thinking and Self-Directed Learning in Adult Education: An Analysis of Responsibility and Control Issues. *Adult Education Quarterly*. 42, 136–148 (1992).  
<https://doi.org/10.1177/074171369204200302>.

123.

Saye, J.W., Brush, T.: Scaffolding Critical Reasoning about History and Social Issues in Multimedia-Supported Learning Environments. *Educational Technology Research and Development*. 50, 77–96 (2002).

124.

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

125.

Walton, H.: Small group methods in medical teaching. *Medical Education*. 31, 459–464 (1997). <https://doi.org/10.1046/j.1365-2923.1997.00703.x>.

126.

Barrows, H.S., Tamblyn, R.M.: Problem-based learning: an approach to medical education. Springer Pub. Co, New York (1980).

127.

Schmidt, H.G., Rotgans, J.I., Yew, E.H.: The process of problem-based learning: what works and why. *Medical Education*. 45, 792–806 (2011).  
<https://doi.org/10.1111/j.1365-2923.2011.04035.x>.

128.

Svinicki, M.D.: Moving Beyond "It worked": The Ongoing Evolution of Research on Problem-Based Learning in Medical Education. *Educational Psychology Review*. 19, 49–61 (2007). <https://doi.org/10.1007/s10648-006-9040-1>.

129.

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

130.

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

131.

Hmelo, C.E.: Problem-Based Learning: Effects on the Early Acquisition of Cognitive Skill in Medicine. *Journal of the Learning Sciences*. 7, 173–208 (1998).  
[https://doi.org/10.1207/s15327809jls0702\\_2](https://doi.org/10.1207/s15327809jls0702_2).

132.

Prince, K.J.A.H., van Eijs, P.W.L.J., Boshuizen, H.P.A., van der Vleuten, C.P.M., Scherpbier, A.J.J.A.: General competencies of problem-based learning (PBL) and non-PBL graduates. *Medical Education*. 39, 394–401 (2005). <https://doi.org/10.1111/j.1365-2929.2005.02107.x>.

133.

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

134.

Albanese, M.: Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills. *Medical Education*. 34, 729–738 (2000).  
<https://doi.org/10.1046/j.1365-2923.2000.00753.x>.

135.

Simons, K.D., Ertmer, P.A.: *Scaffolding Disciplined Inquiry in Problem-Based Environments*.

136.

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

137.

Park, J., Carter, G., Butler, S.M., Wiebe, E.N., Reid-Griffin, A.R.-G.: *Gestures: Silent Scaffolding within Small Groups*. *The Journal of Classroom Interaction*. 41, 15–21 (2006).

138.

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

139.

Daloz, L.A.: *Effective teaching and mentoring*. Jossey-Bass, San Francisco, Calif (1986).

140.

Dolmans, D., H.J.M., Schmidt, H.G.: What drives the student in problem-based learning? *Medical Education*. 28, 372–380 (1994).  
<https://doi.org/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*. 20, 267–272 (2000). <https://doi.org/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*. 23, 65–75 (2003). [https://doi.org/10.1016/S0260-6917\(02\)00166-1](https://doi.org/10.1016/S0260-6917(02)00166-1).

143.

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

144.

Andrews, M., Jones, P.R.: Problem-based learning in an undergraduate nursing programme: a case study. *Journal of Advanced Nursing*. 23, 357–365 (1996). <https://doi.org/10.1111/j.1365-2648.1996.tb02679.x>.

145.

Alavi, C.: *Problem-based learning in a health sciences curriculum*. Routledge, London (1995).

146.

Steele, D.J., Medder, J.D., Turner, P.: A comparison of learning outcomes and attitudes in student- versus faculty-led problem-based learning: an experimental study. *Medical Education*. 34, 23–29 (2000). <https://doi.org/10.1046/j.1365-2923.2000.00460.x>.

147.

Murray, I., Savin-Baden, M.: Staff Development in Problem-based Learning. *Teaching in Higher Education*. 5, 107–126 (2000). <https://doi.org/10.1080/135625100114993>.

148.

Couto, L.B., Bestetti, R.B., Restini, C.B.A., Faria-Jr, M., Romão, G.S.: Brazilian medical students' perceptions of expert versus non-expert facilitators in a (non) problem-based learning environment. *Medical Education Online*. 20, (2015).

149.

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

150.

Hitchcock, M.A., Anderson, A.S.: Dealing with dysfunctional tutorial groups. *Teaching and Learning in Medicine*. 9, 19–24 (1997). <https://doi.org/10.1080/10401339709539808>.

151.

Tanner, K.D.: Promoting Student Metacognition. *CBE—Life Sciences Education*. 11, 113–120 (2012). <https://doi.org/10.1187/cbe.12-03-0033>.

152.

Azer, S.A.: Challenges facing PBL tutors: 12 tips for successful group facilitation. *Medical Teacher*. 27, 676–681 (2005). <https://doi.org/10.1080/01421590500313001>.

153.

Johnson, D.W., Johnson, F.P.: *Joining together: group theory and group skills*. Prentice/Hall International, London (1991).

154.

Last, K.S., 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*. 5, 148–154 (2001). <https://doi.org/10.1034/j.1600-0579.2001.50402.x>.

155.

Azer, S.A., Mclean, M., Onishi, H., Tagawa, M., Scherpbier, A.: Cracks in problem-based learning: What is your action plan? *Medical Teacher*. 35, 806–814 (2013). <https://doi.org/10.3109/0142159X.2013.826792>.

156.

Fatmi, M., Hartling, L., Hillier, T., Campbell, S., Oswald, A.E.: The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30. *Medical Teacher*. 35, e1608–e1624 (2013). <https://doi.org/10.3109/0142159X.2013.849802>.

157.

Koles, P., Nelson, S., Stolfi, A., Parmelee, D., DeStephen, D.: Active learning in a Year 2 pathology curriculum. *Medical Education*. 39, 1045–1055 (2005). <https://doi.org/10.1111/j.1365-2929.2005.02248.x>.

158.

Parmelee, D., Michaelsen, L.K., Cook, S., Hudes, P.D.: Team-based learning: A practical guide: AMEE Guide No. 65. *Medical Teacher*. 34, e275–e287 (2012). <https://doi.org/10.3109/0142159X.2012.651179>.

159.

Gullo, C., Ha, T.C., Cook, S.: Twelve tips for facilitating team-based learning. *Medical Teacher*. 37, 819–824 (2015). <https://doi.org/10.3109/0142159X.2014.1001729>.

160.

Coady, S., Kalet, A., Hopkins, M.A.: Online classrooms enhance clerkship small group teaching. *Medical Education*. 39, 1152–1153 (2005). <https://doi.org/10.1111/j.1365-2929.2005.02305.x>.

161.

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

162.

Rowan, C.J., McCourt, C., Beake, S.: Problem based learning in midwifery – The students' perspective. *Nurse Education Today*. 28, 93–99 (2008). <https://doi.org/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*. 49, 928–932 (2015). <https://doi.org/10.1111/medu.12647>.

164.

Marshall, S. ed: *A handbook for teaching and learning in higher education: enhancing academic practice*. Routledge, Abingdon, Oxon (2020).

165.

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

166.

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

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,



<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. Routledge, New York, NY (2012).

170.

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

171.

Garrison, D.R., Anderson, T., Archer, W.: Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*. 2, 87–105 (1999). [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6).

172.

Mishra, P., Koehler, M.J.: Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge.

173.

Association for the Study of Medical Education: Understanding medical education: evidence, theory, and practice. Wiley-Blackwell, Hoboken, NJ (2019).

174.

Dale, V.H.M.: UCL E-Learning Evaluation Toolkit, <http://discovery.ucl.ac.uk/1462309/>, (2014).

175.

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

176.

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

177.

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

178.

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

179.

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

180.

Seven principles for good practice in undergraduate education, [https://www.flinders.edu.au/Teaching\\_and\\_Learning\\_Files/Documents/7%20Principles%20of%20Good%20Practice%20in%20Undergrad%20Ed-ChickeringGamson.pdf](https://www.flinders.edu.au/Teaching_and_Learning_Files/Documents/7%20Principles%20of%20Good%20Practice%20in%20Undergrad%20Ed-ChickeringGamson.pdf), (1987).

181.

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

182.

Biggs, J.B., Tang, C.S., Kennedy, G., Biggs, J.B.: Teaching for quality learning at university. Open University Press, Maidenhead (2022).

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*. 37, 293–304 (2012). <https://doi.org/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*. 38, 554–566 (2013). <https://doi.org/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*. 06, 53–61 (2016). <https://doi.org/10.4236/ojn.2016.61006>.

187.

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

188.

Hay, D.B., Tan, P.L., 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*. 35, 577–595 (2010). <https://doi.org/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*. 33, 295–311 (2008). <https://doi.org/10.1080/03075070802049251>.

190.

Masters, K., Ellaway, R.H., Topps, D., Archibald, D., Hogue, R.J.: Mobile technologies in medical education: AMEE Guide No. 105. *Medical Teacher*. 1–13 (2016). <https://doi.org/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*. pp. 443–455. John Wiley & Sons, Ltd, Oxford, UK (2019). <https://doi.org/10.1002/9781119373780.ch30>.

192.

Tun, M.S.: Fulfilling a new obligation: Teaching and learning of sustainable healthcare in the medical education curriculum. *Medical Teacher*. 41, 1168–1177 (2019). <https://doi.org/10.1080/0142159X.2019.1623870>.

193.

Shaw, E., Walpole, S., McLean, M., Alvarez-Nieto, C., Barna, S., Bazin, K., Behrens, G., Chase, H., Duane, B., El Omrani, O., Elf, M., Faerron Guzmán, C.A., Falceto de Barros, E., Gibbs, T.J., Groome, J., Hackett, F., Harden, J., Hothersall, E.J., Hourihane, M., Huss, N.M., Ikiugu, M., Joury, E., Leedham-Green, K., MacKenzie-Shalders, K., Madden, D.L., McKimm, J., Nayna Schwerdtle, P., Parkes, M.W., Peters, S., Redvers, N., Sheffield, P., Singleton, J., Tun, S., Woollard, R.: AMEE Consensus Statement: Planetary health and education for sustainable healthcare. *Medical Teacher*. 43, 272–286 (2021). <https://doi.org/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*. 22, (2022).

195.

Bevan, J., Blyth, R., Russell, B., Holtgrewe, L., Cheung, A.H.C., Austin, I., Shah, V., Butler, M., Fraser, S., Pabellan, V., Shoker, S., Corriero, A., Lok, P., Wiczorek, K., Przypasniak, Z.,

Boydell, J., Farrow, A., Gibson, P., Miller, E., Chen, Y., Scrivin, T., Ismail, H., Barnes, S., Thie, A., Chohan, N., Waller, L., Yallowley, A.B., Tait, E., Yip, A., Mantova, M., Russi, M., Vasey, F., Ball-Wood, A., Bumma, M., Kassir, A., Joels, H., MacFayden, L., Awaineh, T.M., Singh, I., Wells, R., O'Hara, S.: Planetary health and sustainability teaching in UK medical education: A review of medical school curricula. *Medical Teacher*. 1–10 (2022). <https://doi.org/10.1080/0142159X.2022.2152190>.

196.

Tun, S., Martin, T.: Education for Sustainable Healthcare - A curriculum for the UK, [https://www.medschools.ac.uk/media/2949/education-for-sustainable-healthcare\\_a-curriculum-for-the-uk\\_20220506.pdf](https://www.medschools.ac.uk/media/2949/education-for-sustainable-healthcare_a-curriculum-for-the-uk_20220506.pdf), (2022).

197.

Outcomes for graduates 2018, [https://www.gmc-uk.org/-/media/documents/dc11326-outcomes-for-graduates-2018\\_pdf-75040796.pdf](https://www.gmc-uk.org/-/media/documents/dc11326-outcomes-for-graduates-2018_pdf-75040796.pdf), (2018).

198.

Infusing climate change and sustainability into the medical school curriculum - The BMJ, <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., Kelsey, J.: The use of evidence-informed sustainability scenarios in the nursing curriculum: Development and evaluation of teaching methods. *Nurse Education Today*. 34, 490–493 (2014). <https://doi.org/10.1016/j.nedt.2013.07.007>.

200.

Gandhi, V., Al-Hadithy, N., Göpfert, A., Knight, K., van Hove, M., Hockey, P.: Integrating sustainability into postgraduate medical education. *Future Healthcare Journal*. 7, 102–104 (2020). <https://doi.org/10.7861/fhj.2020-0042>.

201.

Rourke, J.: Social Accountability. *Academic Medicine*. 93, 1120–1124 (2018).  
<https://doi.org/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*. 33, 659–666 (2011). <https://doi.org/10.3109/0142159X.2010.530308>.