



Evolving Trends In Medical Education

4th & 5th May, 2019, LuZhou, Sichuan Province, P.R. of China

FOREWORD

It gives us immense pleasure to place before you this journal of abstracts of the 4th edition of “Evolving Trends in Medical Education”.

The 3rd international conference on ETME, conducted in 2016 has set a high standard in understanding the requirements & the academic agenda for the International MBBS program. Curriculum redesign in context of the recent advances in the medical field has been the pivotal outcome of 3rd edition of ETME & it is gradually being implemented in to International MBBS program.

Medical education is a dynamic entity & it is our responsibility to catch up with the recent trends in order to be ruthless in delivering standard education with the current trends & practices. This conference aims to bring about a comprehensive approach in teaching, focusing on didactic teaching learning methodology. The objective of this conference is analyzing the advantages & disadvantages in the teaching of medicine as we practice it today; to implement newer methods in medical education.

With a greater number of students opting to study medicine in China, utmost care must be taken to ensure that the syllabus is updated to the latest, technologically friendly and at the same time also conforms to the standards of medical education as is practiced worldwide.

It is from this standpoint that a modest attempt shall be made by the teachers & academicians to identify actionable areas and find pragmatic solutions to the difficulties that are faced when dealing with a multicultural mix of learners.

As we are involved in medical education, it is our bound duty to make sure not only to deliver quality medical education but also that our students to be knowledgeable & have a successful career in medicine. The articles contained herein for the ETME 2019 are contributed by doctors and academicians from various nationalities.

Our heartfelt thanks to the paper presenters for their valuable work and hope that the delegates who participated in ETME would implement the newer trends in medical education.

In the coming years, we have a vision to see that ETME becomes a mature publication documenting rigorous research in medical education and your support and participation is acknowledged and appreciated.

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Undergraduate medical education program renewal: a longitudinal context, input, process and product evaluation study.

Abstract

The purpose of this study was to utilize the Context, Input, Process and Product (CIPP) evaluation model as a comprehensive framework to guide initiating, planning, implementing and evaluating a revised undergraduate medical education program. The eight-year longitudinal evaluation study consisted of four phases compatible with the four components of the CIPP model. In the first phase, we explored the strengths and weaknesses of the traditional program as well as contextual needs, assets, and resources. For the second phase, we proposed a model for the program considering contextual features. During the process phase, we provided formative information for revisions and adjustments. Finally, in the fourth phase, we evaluated the outcomes of the new undergraduate medical education program in the basic sciences phase. Information was collected from different sources such as medical students, faculty members, administrators, and graduates, using various qualitative and quantitative methods including focus groups, questionnaires, and performance measures. The CIPP model has the potential to guide policy makers to systematically collect evaluation data and to manage stakeholders' reactions at each stage of the reform in order to make informed decisions. However, the model may result in evaluation burden and fail to address some unplanned evaluation questions.

[Keywords] Undergraduate Medical Education program; CIPP model; Curriculum reform



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Making theory explicit - An analysis of how medical education researcher) describe how they connect to theory

Abstract

Background: As medical education develops into a varied and well-developed field of research, the issue of quality research anchored in or generating theory has gained increasing importance. Medical education researchers have been criticized of not connecting their work to relevant theory. The goal of this paper is to provide an accessible framework for those entering medical education research, regarding how theory may become an integral part of one's work.

Methods: 15 purposefully selected researchers in medical education were asked to nominate papers they considered influential in medical education. Through this process 41 papers were identified and included in the study.

Results: The papers were analyzed with thematic content analysis, which resulted in three approaches to the use of theory: as close-up exploration; as a specific perspective; and as an overview. The approaches are exemplified by quotes from the papers included in our dataset and further illuminated by a metaphoric story.

Conclusions: We conclude by pointing at the importance of making explicit how theory is used in medical education as a way to collaboratively take responsibility for the quality of medical education research.

[Keywords] Medical education; theory



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An analysis of clinical reasoning through a recent and comprehensive approach: the dual-process theory.

Abstract

Context: Doctor's decision-making ability in medical practice is based mainly on clinical reasoning. Clinical reasoning is defined as "the thinking and decision-making processes associated with clinical practice". It is considered as the physician's most critical competence, and has been widely studied by physicians, educationalists, psychologists and sociologists. Till date, many theories about clinical reasoning in medicine have been put forward.

Purpose: This paper aims at exploring a comprehensive approach: the "dual-process theory", a model developed by cognitive psychologists.

Discussion: Clinical reasoning is a professional skill which takes lot of time and efforts to be acquired. Input or the clinical patient and the output or the diagnosis are pretty clear but what happens in the doctor's mind during this process is to be explored. The dual-process theory gives us insights on doctors thought processes while making diagnoses and taking decisions. It highlights the importance of physicians' intuition and the high level of interaction between analytical and non-analytical processes.

[Keywords] Dual process; analytical reasoning; diagnostic errors; pattern recognition; professional intuition



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Strategies for Improving Teaching Practices: A Comprehensive Approach to Faculty Development Programs for Medical Teachers in China.

Abstract

Objective: With the emergence of new technologies in education and health care, too rapid and too much of medical knowledge multidisciplinary education and emergence of communication collaboration and professionalism, recent trends have been outcome-based student-oriented problem based and community related training. There is a lacking of high-quality teachers to teach students in medical school.

Measures & methodology: High quality of Medical Education depends upon expertise and faculty development is very much in need China, USA, UK, Australia, India Sri Lanka, & Thailand and many other countries are conducting teacher training course offered in a variety of formats, the formats being conferences seminars, short courses, workshops, hands on training, fellowships and certificate programs collaborative peer coaching, self-directed learning, online learning and continuing medical education programs. Stress is laid upon the changes and trends as mentioned earlier.

Implications: Faculty developments blends traditional teaching and technological innovations and a holistic approach is essential. The lectures should be well prepared structured delivered engaging the audience and supported by audiovisual simulators and early clinical exposure is preferable. There should be amiable student teacher relationship. The basic teaching and clinical teaching must be integrated. Integration



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committees must be formed and faculty members must attend these to assess the methodologies and progress. Students should be motivated and advised to follow strategies to promote retention. Teachers must be ready to accept feedback from students, observations from senior colleagues, and video recordings of lectures and criticisms.

Conclusion: All these require united efforts from teachers, administrators, colleges, universities, medical councils and governments.

[Keywords] Medical education; international MBBS program; faculty development





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A paradigm shift from Conventional Didactic tutorials towards Novel Fishbowl technique with Round Robin Brain Storming – Moving from pedagogy to Heutagogy.

Abstract

In the era of information explosion, students are overburdened with ever- increasing academic load making it important to introduce self- directed (Heutagogy) syndicate (peer) learning styles.

Aim: To estimate the objective improvement in learning outcomes as well as perception of the students to the novel style.

Materials & Methods: The study was Quasi-experimental study conducted (n=200) Phase 1 MBBS. Each batch of (n=65) were divided into (n=30) for Conventional

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didactic tutorials and (n=35) Interactive tutorial (Open fishbowl with Round Robin Brainstorming style). Similar topics were taught to both the groups and a pre and post a MCQ test was conducted and the perception was measured using a self-monitored Questionnaire. For measuring the recall a MCQ test was conducted after 3 weeks.

Results: Mean scores on MCQ test pre-test for CT(09.7+1.7) and IT (6.7+1.4),while post-test scores for CT (8.6+1.6) and IT (10.2+0.8),P value<0.001*.Mean recall scores prior to 3 weeks for IT were(7.5+0.97) and post 3 weeks were (16+1.0),p,0.001* for CT prior scores were(6.7+1.4) and post 3 weeks (09.7+1.7),p<1.39

Conclusion: The enhancement in knowledge following Open fishbowl with Round Robin Brain Storming Interactive tutorials was due to dynamic active participation, greater curiosity and Motivation and equal representation even for the timid students compared to the conventional tutorials.

[Keywords]: pedagogy; heutagogy; medical education



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Problems and Exploration existing in teaching practice of Infectious diseases for international students

Abstract

More and more international students choose China to study medicine as the economy and the medical science of China developed. Southwest medical university enrolled the medical international students since 2004 and the students mainly came from southwest Asia. English teaching of infectious disease for international students is a new challenge to the teachers. International students' education has its particularity. By analyzing international students' teaching problems and connecting with the requirements of clinical practice in infectious diseases, the paper summarizes their problems in the clinical practice and explores approaches to improve the teaching quality .

[Keywords] infectious disease; international students; practice teaching; exploration

留学生传染病学临床见习教学模式的问题及探索

摘要

随着中国经济与科技的发展及医学科学的不断进步，中国正逐渐成为国外医学留学生留学地的热门选择。西南医科大学于 2004 年开始招收医学类留学生，主要来自于东南亚地区，留学生的传染病全英文教学对本院教师来说是一项新的挑战。



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留学生教育有其特殊性，通过分析传染病见习教学中存在的主要问题，结合传染病学教学实际，探讨了提高教学效果的方法，提出了提高教学质量的对策。

关键词：留学生； 传染病学； 见习教学； 探索





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Mutual promotions of Inter-medical School Physiology Quiz and physiology education for international students in Southwest Medical university

Abstract

In the process of physiology teaching and studying in Bachelor of Medicine and Bachelor of Surgery (MBBS) program, Chinese teachers and international students are both faced a common puzzle –How to achieve effective communication for thoroughly understanding and application physiology knowledge with characteristics of abstraction, complexity and dynamic variability. Inter-Medical School Physiology Quiz (IMSPQ) is one of the most influential international medical competitions in Asia. IMSPQ opens an international communication platform for all medical college teachers and students. Meanwhile, the process of IMSPQ participation is a great challenge met by teachers and students of our University.

Our practice shows mutual promotion effects between these two events.

[Keywords] Physiology; medical education; Inter-medical School Physiology Quiz (IMSPQ)





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Discussion on teaching characteristics and mode reform of infectious diseases for international students

Abstract

To analyze the particularity of the education of international students, connecting with the characteristics and existing problems in the current teaching of infectious diseases, discuss the methods of improving the teaching mode and teaching quality of infectious diseases from the aspects of teaching, learning and management.

[Keywords] International students; infectious diseases; Teaching quality; Teaching mode

留学生传染病学教学特色与模式改革的探讨 摘要

通过分析留学生教育的特殊性，结合当前传染病学教学的特点和存在的问题，探讨从教、学、管几个方面改进传染病教学模式、提高教学质量的方法。

[关键词] 留学生；传染病学；教学质量；教学模式

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Content Analysis of Student based Seminars: Moving from cognitive to Attitude domain

Abstract

Background: Communication skills in medical students has been a traditional no man's land. Content analysis is a novel technique for systematic observation of texts which are labelled as codes. It allows non- invasive examination of patterns in social communication.

Aim: to analyze the verbal communication of students during the seminars for content analysis.

Methods: This was an experimental study conducted on 68 participants of 2017 MBBS batch. 6 group leaders representing 10 groups with 6 members in each group were allotted a topic for seminar presentation. The teams were allotted a virtual classroom where the seminars were audio-video recorded.

Statistical Analysis: Lexicoder software was used to code the verbal comments into 5 categories ranging from trivial to advanced critical higher order thinking. Verbal responses were analyzed according to lemmatization, concordance, co-word citation and word frequencies.



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Results: Around 32% students showed complex verbal communication suggesting complex critical analysis. The mean verbal response time for the participants was around 21% ($p < 0.005$) the female respondents responded early compared to male counterparts (mean response time $< 18\%$).

Conclusion: Higher complex verbal responses suggest a greater abstract reasoning and critical thinking abilities. In addition to the cognitive domain the attitude domain which includes communication skills is an important for medical students for communicating with patients and their relatives.

[Keywords] Communication Skills, Critical Thinking, Codes, Non-Invasive, Cognitive





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A simulation-based curriculum to introduce key teamwork principles to entering medical students

Abstract

Background: Failures of teamwork and interpersonal communication have been cited as a major patient safety issue. Although healthcare is increasingly being provided in interdisciplinary teams, medical school curricula have traditionally not explicitly included the specific knowledge, skills, attitudes, and behaviors required to function effectively as part of such teams.

Methods: As part of a new “Foundations” core course for beginning medical students that provided a two-week introduction to the most important themes in modern healthcare, a multidisciplinary team, in collaboration with the Center for Experiential Learning and Assessment, was asked to create an experiential introduction to teamwork and interpersonal communication. We designed and implemented a novel, all-day course to teach second-week medical students’ basic teamwork and interpersonal principles and skills using immersive simulation methods.

Students’ anonymous comprehensive course evaluations were collected at the end of the day. Through four years of iterative refinement based on students’ course evaluations, faculty reflection, and debriefing, the course changed and matured.



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Results: Four hundred twenty evaluations were collected. Course evaluations were positive with almost all questions having means and medians greater than 5 out of 7 across all 4 years. Sequential year comparisons were of greatest interest for examining the effects of year-to-year curricular improvements. Differences were not detected among any of the course evaluation questions between 2007 and 2008 except that more students in 2008 felt that the course further developed their “Decision Making Abilities” (OR 1.69, 95% CI 1.07–2.67). With extensive changes to the syllabus and debriefer selection/assignment, concomitant improvements were observed in these aspects between 2008 and 2009 (OR = 2.11, 95% CI: 1.28–3.50). Substantive improvements in specific exercises also yielded significant improvements in the evaluations of those exercises.

Conclusions: This curriculum could be valuable to other medical schools seeking to inculcate teamwork foundations in their medical school’s preclinical curricula. Moreover, this curriculum can be used to facilitate teamwork principles important to inter-disciplinary, as well as uni-disciplinary, collaboration.

[Keywords] Teamwork, Communication, Simulation, Interpersonal skills, Curriculum development, Iterative curriculum design, Course evaluation, Standardized patients, Undergraduate medical education, Geriatrics education





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Teaching Feedback to First-year Medical Students: Long-term Skill Retention and Accuracy of Student Self-assessment

Abstract

Background: Giving and receiving feedback are critical skills and should be taught early in the process of medical education, yet few studies discuss the effect of feedback curricula for first-year medical students.

Objectives: To study short-term and long-term skills and attitudes of first-year medical students after a multidisciplinary feedback curriculum.

Design: Prospective pre- vs. post-course evaluation using mixed-methods data analysis.

Participants: First-year students at a public university medical school.

Interventions: We collected anonymous student feedback to faculty before, immediately after, and 8 months after the curriculum and classified comments by recommendation (reinforcing/corrective) and specificity (global/specific). Students also self-rated their comfort with and quality of feedback. We assessed changes in comments (skills) and self-rated abilities (attitudes) across the three time points.

Measurements and Main results: Across the three time points, students' evaluation contained more corrective specific comments per evaluation [pre-curriculum mean



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(SD) 0.48 (0.99); post-curriculum 1.20 (1.7); year-end 0.95 (1.5); $p=0.006$]. Students reported increased skill and comfort in giving and receiving feedback and at providing constructive feedback ($p<0.001$). However, the number of specific comments on year-end evaluations declined [pre 3.35 (2.0); post 3.49 (2.3); year-end 2.8 (2.1)]; $p=0.008$], as did students' self-rated ability to give specific comments.

Conclusion: Teaching feedback to early medical students resulted in improved skills of delivering corrective specific feedback and enhanced comfort with feedback.

However, students' overall ability to deliver specific feedback decreased over time.

Keywords: curriculum development; feedback; self-assessment; qualitative analysis.



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Practice and Reflection of Teaching and Management for International Students studying Clinical Medicine-Dali University

Abstract

According to the recent data from the Ministry of Education, China, as of 2018, a total of 489,200 foreign students are studying in various higher education institutions all over China. China is already the largest destination for study abroad in Asia. The number of international students in Dali University ranks 10th among the national universities and the first among the western universities, out of which medical students are the mainstays. How to ensure the teaching and management for foreign medical students has a scientific operating mechanism, which as a research topic is worth exploring. This article combines the practice of teaching and management of medical students at Dali university. For teaching, it mainly summarizes the experience and highlights the various aspects of training objectives, curriculum, teaching staff, teaching materials construction and clinical practice. For the management of international students, is to mainly establish and improve the rules and regulations, and to actively explore the comprehensive management model, strengthen the management team, and to carry out healthy campus cultural activities. Finally conclude the sum up experience, find deficiencies, and explore effective reform measures.

[Keywords] Foreign Medical Students; Teaching; Management; training objectives; Dali University



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来华医学留学生教学及管理工作的实践与思考——以大理大学为例

摘要

据教育部最新数据显示，截止 2018 年，共有 48.92 万外国留学生在我国高等院校学习，我国已是亚洲最大留学目的国。大理大学留学生规模在全国高校中位居第十名、西部高校首位，其中又以医学类留学生为主。如何保证医学留学生教学及管理具有科学的运行机制，是一个值得探讨的研究课题。文章结合我校医学类留学生教学及管理工作的实践，在教学方面，主要从培养目标、课程体系、师资队伍、教材建设、临床实践等方面总结经验及亮点；在留学生管理上，主要从建立健全规章制度，结合实际积极探索综合管理模式、加强管理队伍建设，开展健康校园文化活动等方面进行总结和探索。以此，总结经验，发现不足，并探讨有效的改革措施。

关键字：医学留学生 医学教育 留学生管理 大理大学





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Implementation of new teaching approaches to improve medical education at Jinan University Medical School

Abstract

Traditional medical education methodologies have been dramatically impacted by the introduction of new teaching approaches over the past few decades. A series of new teaching approaches including flipped classroom, integrated course, task-based learning and simulation have been implemented on cultivating medical students at Jinan University medical School.

First, A pilot histology curriculum of the organ systems was implemented among Traditional Chinese Medicine (TCM) students in a flipped classroom format. This pilot study suggests that a flipped classroom approach can be used to improve histology education among medical students (Anatomical Sciences Education 2016).

Second, we implemented the integrated curriculum of theory and practice on histology to supplement the deficiency of traditional histology teaching, and our result demonstrated that the integrated teaching indeed improved the students' histology learning outcome (International Journal of Higher Education 2016). Meanwhile, we also revealed that the vertically integrated courses would be approximately effective if combined to conventional medical teaching at year three after medical students have obtained basic science knowledge (International Journal of Higher Education 2016).



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Third, our pilot study on pathology teaching indicated that combination of task-based learning approach with conventional pathology theory could significantly improve pathology education (International Journal of Higher Education 2017).

Fourth, we showed that clinical skill training with a variety of simulations could substantially promote the clinical performance of medical students and optimize the resources used for medical education (Medical Education Online 2015).

[Keywords] medical education; medical curriculum; integrated curriculum; task-based learning; flipped classroom





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A Study of Formative Assessment in Functional Experiment

Abstract

Function experiment is an important part of basic medical teaching, and which is on the foundation of sufficient practice & study. The course integrates the experimental lessons of human physiology, pathophysiology & pharmacology. It is highly recommended to evaluate learning outcome by comprehensive assessment indexes in international students. Grade evaluation could depend on formative assessment or summative assessment evaluation, the paper outlines the need for a formative assessment in the teaching of functional experiment.

[Keywords] functional experiment, formative assessment



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Application of Digital Slides in Virtual Pathology Experimental Teaching

Abstract

Pathology is a fundamental subject in medical education, acting as an important bridge between basic medical sciences and clinical medicine. Morphology based experimental teaching is still a vital characteristic of undergraduate pathology teaching for both mainland and international students. In order to evaluate the effects of modern virtual experiment teaching, we introduced digital slides to the digital microscope based interactive pathology experimental teaching system. The 2016 MBBS students participated in this study are separate into two groups. The control group was given only the digital microscope based interactive system and traditional slides, while the experimental group was offered extra digital slides. Questionnaires and midterm examination were used to evaluate the teaching efficiency and the satisfaction of students. According to the survey, 96.3% (52/54) students in the experimental group thought digital slides were useful than traditional ones, for the high quality, highlighted



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key points and more flexible learning styles. The midterm examination scores of the experimental group (87.34 ± 6.34) were significantly higher than that of the control group (81.23 ± 5.41). As a supplementary to the lecture teaching, digital slides based virtual pathology experimental teaching shows an improved pathology teaching quality and students' engagement.

[Keywords] pathology; flipped classroom; virtual teaching; digital slicing; experimental teaching





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Attitude and Perceptions of Medical Undergraduates Towards Mobile Learning

Abstract

Objective: An aim to establish the fact that the extensive usage of mobile phone among the medical undergraduates in learning in medical education. The best way to learn as a Chinese philosopher Confucius says “If I hear I forget, if I see I remember; if I do I understand.” It is essential to establish the fact that personal active involvement is mandatory in learning process.

Measures: M-learning is a type of E-learning in the beginning E-learning was created and designed to suit the desktop. Nowadays the designers have tailor made the contents suitable for mobile device. Mobile learning is term refers to any teaching, learning method that happens through the mobile device, includes electronic gadgets like mobile phone, I-PAD, Palm top, PDAs and tablets.

Methodologies: A group of medical undergraduates (n90) willingly joined with written consent to study obstetrics and gynecology for a period of eight weeks. The study initially started for 2-hours per week interaction with the teacher, motivation, guidance and help in micro learning to clear the doubts and build their knowledge. They all used their own mobile phones. The internet available in the campus was helpful. The questionnaires used as instruments to measure student learning approach, which



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contained 20 items. The final versions of questionnaire with the items check for reliability of the instrument. The questionnaire provided and completed in the induction and followed in different session's data was collected.

Findings: Results showed that the mobile learning (M learning) has a positive effect on the students in learning process. The students showed involvement. They enjoyed the user-friendly device, which supports the audio-visual images, and texts messages. It has a unique advantage of 24/7 availability and synchronous learning possible everywhere at any time. The motivation by the teacher is helpful better than in a flipped class room where like a sage on the stage. The teacher is a click away, the students feel more responsible and serious about study and involvement is hundred percent, unlike in the class room where the student is physically present, but not mentally. The traditional boredom of class room where the teacher is laboring, standing, straining, struggling to teach the students who are happily sitting and gazing through window.

Implications: M learning is an infinite window for students to learn. This has to be taken to the national, international level globally to enhance active learning among the youth to create more responsibilities. This solves the problems of shortage of teaching staffs, personal involvement of the students, and create unity among the students. It will teach them to share and care among the youth. It is essential for the authorities to implement free supply of mobile devices, to encourage learning and promote knowledge among student's; especially third world countries. In fact, in India the government issued lap tops to school students. Still the corporate companies and big business people must look into the needs of the students. Especially medicine study is expensive and the books are costly, so there should be free WIFI and APPS to download books from internet. All the medical books should be available to download free. The universities should take a giant leap in this field of education in the interest of their students to target a sustained professional growth.

[Keywords] Mobile phone; medical undergraduates; active-learning



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Impact factor of medical education journals and recently developed indices: Can any of them support academic promotion criteria?

Abstract

Journal Impact Factor (JIF) has been used in assessing scientific journals. Other indices, h- and g-indices and Article Influence Score (AIS), have been developed to overcome some limitations of JIF. The aims of this study were, first, to critically assess the use of JIF and other parameters related to medical education research, and second, to discuss the capacity of these indices in assessing research productivity as well as their utility in academic promotion. The JIF of 16 medical education journals from 2000 to 2011 was examined together with the research evidence about JIF in assessing research outcomes of medical educators. The findings were discussed in light of the nonnumerical criteria often used in academic promotion. In conclusion, JIF was not designed for assessing individual or group research performance, and it seems unsuitable for such purposes. Although the g- and h-indices have demonstrated promising outcomes, further developments are needed for their use as academic promotion criteria. For top academic positions, additional criteria could include leadership, evidence of international impact, and contributions to the advancement of knowledge with regard to medical education.

[Keywords] journal impact factor; JIF; medical education; AIS; article influence score



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Application of Rain Classroom, Zhiqiu App and Simulated Patients in Medical Education for International Student Majoring in clinical medicine

Abstract

Based on the analysis of the problems existing in the medical education of international students in our university, this paper discusses the application of rain classroom, Zhiqiu APP and simulated patients in the teaching of international medical students. After utilizing the rain classroom, Zhiqiu APP as a learning communication platform, which improved participation rate of foreign students, strengthened the interaction between teachers and students, improved the ability of medical theoretical knowledge and clinical practice, and improved the passing rate of the FMGE exam after returning to the mother country. supplement the lack of traditional teaching mode and improved the quality of medical teaching for international students. The application of "simulated patients" to study ask and examine the patient body, overcome language barriers, and enable international students felt on the spot in person, and improve effectively the interest and clinical ability of international students.



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[Keywords] Rain classroom; Zhiqu APP; Simulated patients; International students;
Medical education.

雨课堂、治趣 APP 及模拟患者在医学留学生教育中的应用

摘要

在分析了我校医学留学生教育中存在问题的基础上，探讨了雨课堂、治趣 APP 及模拟患者在留学生教学中的应用。以雨课堂、治趣 APP 作为学习交流平台，促进了留学生学习参与率，加强了师生之间互动，提高了医学理论知识和临床实践能力，提升了留学生回国参加 FMGE 考试的通过率，补充了传统教学模式的不足，提高了留学生医学学习的教学质量；应用“模拟患者”学习问诊查体，克服语言障碍，使留学生身临其境的学习，有力提高留学生学习兴趣及临床能力。

关键词：雨课堂；治趣 APP；模拟患者；医学留学生；医学教育



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Assessment for long term and short-term effectiveness of Team Based Learning–TBL in pathology in a Caribbean medical school

Abstract

Pathology is taught in 2 semesters (4th and 5th) at St Matthews University, Cayman Islands, spanning 6 months. This course is taught via didactic lectures and Team Based Learning (TBL) sessions. We tried to understand the effectiveness of TBL session by looking at their performance on questions on TBL related topics versus the topics taught via lectures only. Since our exams are cumulative we had the opportunity to compare the performance of the same group of students for the learning objectives which were included in the exams of both semesters. In addition, we also tried to survey students' perceptions to these TBL sessions via an online questionnaire.

[Keywords] Team-based learning; TBL; Medical Education



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Application of new media aided-teaching in training for post-graduate student of surgical specialty degree in Neurosurgery

Abstract

Objective: To explore the application of new media aided-teaching in training for post-graduate student of surgical specialty degree in Neurosurgery.

Methods: 24 post-graduate students of surgical specialty degree in Neurosurgery from Affiliated Hospital of Southwest Medical University were divided into the test and control group (12 students/group) during 2016.9-2018.8. In test group, they received regular teaching method combined with new media aided-teaching: WeChat app, professional video websites and so on. In control group, regular teaching methods were adopted. The description analysis and exam were performed to evaluate the effect of new teaching model. SPSS 22.0 software was used to do statistical analysis and data were processed by description analysis and t test.

Results: The scores of theoretical knowledge and general ability in test group were higher than these in control group. The differences demonstrated statistically meanings ($P < 0.05$). Through the surveys, the post-graduate students in test group showed the higher satisfaction, interest, participation, mastering degree of field knowledge and research ability in new media aided-teaching ($P < 0.05$).



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Conclusion: Conventional teaching combined with new media aided-teaching, which improved students' participation and motivation of study and contributed to the training of medical students' comprehensive abilities, is a good new training model for post-graduate students of surgical specialty degree in Neurosurgery.

[Key words] Neurosurgery; New media; Post-graduate; Teaching

新媒体辅助教学在神经外科专业学位研究生教学中的应用

摘要

目的：探讨新媒体辅助教学在神经外科专业学位研究生教学中的应用。

方法：纳入研究对象为西南医科大学附属医院神经外科2015-2016级神经外科专业学位研究生24名，随机分为实验组和对照组各12名。2016.9-2018.8月，实验组学员进行微信公众号、视频共享网站等多种新媒体辅助下教学+常规教学模式，对照组采用常规教学模式。考核内容为学员的理论知识、操作能力及临床科研能力。数据分析方法为 *t* 检验及描述性统计学方法。

结果：实验组的理论成绩、综合成绩均高于对照组，结果有显著性差异（ $P < 0.05$ ）。实验组学员在教学满意度、专业兴趣感、教学参与度、知识掌握度及科研能力提升等方面均高于对照组（ $P < 0.05$ ）。

结论：将多种新媒体教学手段与常规教学方法相结合，激发了学生参与意识和学习积极性，有助于神经外科专业学位研究生临床思维、实践和科研能力的培养，是一种较好的研究生教学模式。

关键词：神经外科；新媒体；研究生；教学



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Evaluation of image-based teaching in the dermatology training of MBBS international students

Abstract

Image based teaching which fully integrate the characteristics of dermatological studies with morphological features helps students acquire knowledge by using picture as main teaching aids. This study was to evaluate the effectiveness of image-based teaching in the dermatology training of MBBS international students.

[Key words] Image-based teaching, dermatology, MBBS.

“看图识病”教学模式在 MBBS 留学生皮肤性病学课程中的应用 摘要

“看图识病”教学模式，充分结合了皮肤性病学以形态学为主的学科特点，将图片法作为主要的教学手段帮助学生理解记忆。本研究在 MBBS 留学生中，采用“看图识病”教学模式进行课程教学，并对其教学效果进行了统计分析。

关键词：看图识病；皮肤性病学；MBBS



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Teaching Reform in Histology and Embryology

Abstract

In view of the cultural background and learning styles of international students at our school, we draw on our experience in the instruction of Histology and Embryology, and adopt measures including strengthening the construction of our teaching team, building good teacher-students relationship, updating our teaching methods, utilizing innovative assessments, and reflecting on teaching to improve our teaching quality, and lay a solid foundation for subsequent learning.

[Keywords] histology and embryology; teaching of foreign students; teaching mode

留学生《组织学与胚胎学》教学改革与探讨

摘要

基于我校留学生的文化背景与学习特点，结合多年来留学生《组织学与胚胎学》教学中存在的问题和解决对策，通过加强师资队伍建设和构建良好的师生关系、改进教学法、创新考核评价方式、积极进行教学反思等形式，提高教学效果，为后续课程的学习打下坚实的基础。

【关键词】组织学与胚胎学；留学生教学；教学模式

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Review of Key challenges in simulated patient programs: An international comparative case study

Abstract

Background: The literature on simulated or standardized patient (SP) methodology is expanding. However, at the level of the program, there are several gaps in the literature. We seek to fill this gap through documenting experiences from four programs in Australia, Canada, Switzerland and the United Kingdom. We focused on challenges in SP methodology, faculty, organizational structure and quality assurance.

Methods: We used a multiple case study method with cross-case synthesis. Over eighteen months during a series of informal and formal interactions (focused meetings and conference presentations) we documented key characteristics of programs and drew on secondary document sources.

Results: Although programs shared challenges in SP methodology they also experienced differences. Key challenges common to programs included systematic quality assurance and the opportunity for research. There were differences in the

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terminology used to describe SPs, in their recruitment and training. Other differences reflected local conditions and demands in organizational structure, funding relationships with the host institution and national trends, especially in assessments. Conclusion: This international case study reveals similarities and differences in SP methodology. Programs were highly contextualized and have emerged in response to local, institutional, profession/discipline and national conditions. Broader trends in healthcare education have also influenced development. Each of the programs experienced challenges in the same themes but the nature of the challenges often varied widely.

[Keywords] Clinical Skill, Objective Structure Clinical Examination, Academic Lead, Funding Model, Host Institution





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Student-directed retrieval practice is a predictor of medical licensing examination performance

Abstract

Introduction: A large body of evidence indicates that retrieval practice (test-enhanced learning) and spaced repetition increase long-term information retention.

Implementation of these strategies in medical curricula is unfortunately limited.

However, students may choose to apply them autonomously when preparing for high-stakes, cumulative assessments, such as the United States Medical Licensing Examination Step 1. We examined the prevalence of specific self-directed methods of testing, with or without spaced repetition, among preclinical students and assessed the relationship between these methods and licensing examination performance.

Methods: Seventy-two medical students at one institution completed a survey concerning their use of user-generated (Anki) or commercially-available (Firecracker) flashcards intended for spaced repetition and of boards-style multiple-choice



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questions (MCQs). Other information collected included Step 1 score, past academic performance (Medical College Admission Test [MCAT] score, preclinical grades), and psychological factors that may have affected exam preparation or performance (feelings of depression, burnout, and test anxiety).

Results: All students reported using practice MCQs (mean 3870, SD 1472). Anki and Firecracker users comprised 31 and 49 % of respondents, respectively. In a multivariate regression model, significant independent predictors of Step 1 score included MCQs completed (unstandardized beta coefficient [B] = 2.2×10^{-3} , $p < 0.001$), unique Anki flashcards seen ($B = 5.9 \times 10^{-4}$, $p = 0.024$), second-year honours ($B = 1.198$, $p = 0.002$), and MCAT score ($B = 1.078$, $p = 0.003$). Test anxiety was a significant negative predictor ($B = -1.986$, $p < 0.001$). Unique Firecracker flashcards seen did not predict Step 1 score. Each additional 445 boards-style practice questions or 1700 unique Anki flashcards was associated with an additional point on Step 1 when controlling for other academic and psychological factors.

Conclusions: Medical students engage extensively in self-initiated retrieval practice, often with spaced repetition. These practices are associated with superior performance on a medical licensing examination and should be considered for formal support by educators.

[Keywords] Spaced repetition; Licensing examinations; Test-enhanced learning; Self-directed learning



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Image based Questions: A leap forward in Case-based learning and multiple-choice questioning methods in Licensing Examinations.

Abstract

Introduction: This paper will examine the merits and demerits of Image based assessment in medical licensing exams and its impact in enriching student learning and the quality of the assessment tasks prepared by teachers. It is known that case-based questioning exercises drive the learning process. Image based questions add visual dimension to case based questioning exercises thereby helping students improve their understanding of the subject.

The work is based on inputs from undergraduate medical students and teaching faculty at International school, Jinan University, Guangzhou, China and Global institute of medical sciences, Bangalore, India.

Objectives:

1. To assess the positive and negative perceptions of image based multiple choice questions in licensing exams among the medical students.



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2. Understanding the model of preparation for image-based questions from medical student point of view.
3. Merits and demerits of image-based questions in comparison to old school techniques of questioning.
4. Students preference for this type of questioning.

Methods and Methodology:

This prospective study will examine how medical students deal with image based multiple choice questioning by evaluating with undergraduate medical students' perception of image-based case-related questions picked up from standard text books. The subjects covered by the questions, the difficulty level of the questions and the student's preparedness for this type of questioning pattern will be examined.

Students preferences for this type of assessment will be evaluated. Similar questionnaire will be presented to the teaching faculty and their responses assessed.

Conclusion:

We postulate that the image-based questions are definitely a leap forward in case-based learning and multiple-choice questioning methods in Licensing Examinations. It gives the students an visual angle which is the kind of tasks and challenges which they will be subjected to during their clinical practice. This is a better way of assessment of students' knowledge and their abilities to tackle real life situations in the forthcoming days.

Results of the survey will be discussed at ETME 2019.

[Keywords] image-based questions, medical education, technology.



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Multidimensional Management of International Medical Students from a Cross-cultural Perspective ----Taking Dali University as an example

Abstract

With the acceleration of globalization, international students, as an important part of cross-cultural groups, have attracted the attention of experts and scholars at home and abroad on the quality of their education and teaching. From the perspective of cross-cultural management, this paper uses some theories of Clarkson's and Schoenbeck's Six Value Orientation Theory to distinguish the cultural differences of International medical students and to understand, explain and predict their cultural behaviors. It is a powerful proof that extracurricular activities with diverse organizational forms and strong pertinence can be found in the discipline education, daily management and education teaching of foreign students. Considering the mode of international foreign students' national culture and Chinese culture, help foreign students overcome all kinds of discomforts caused by cultural shock in the new environment, establish a sense of security, integrate into the class group and form a positive style of study, improve the quality of foreign students' training and lay a solid foundation for their personal development and employment.



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跨文化视角下的医学类留学生的多维度管理

----以大理大学为例

摘要

随着全球化进程的加速，国际学生作为跨文化群体的重要组成部分，其教育教学培养质量问题引起了国内外专家、学者的重视。本文从跨文化管理视角出发，运用克拉克洪与斯乔贝克的6大价值取向理论中的部分理论区分医学类留学生的文化差异，理解、解释和预测该群体的文化行为，有力的证实了通过组织形式多样且针对性强的课外活动，能够在留学生纪律教育、日常管理、教育教学中找到兼顾留学生本国文化与中国文化的模式，帮助留学生在新环境中克服因文化休克所带来的种种不适感，建立安全意识、融入班集体并形成积极向上的学风，提高留学生培养质量的同时为其个人发展及成才就业奠定坚实基础。





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Ms. Yang Haiyan	The Rationality and Path Analysis of a Jurisprudence Education Innovation in Teaching International Medical Students





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