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Training doctors and medical students to teach



Dr Michael T Ross

4th April 2014

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medical
education

Graz Conference, Austria

Overview

Common (mis)conceptions about teaching

‘Brief intervention’ faculty development

Building a programme of faculty development

Training medical students to teach



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What does the term
'teaching' mean to you?



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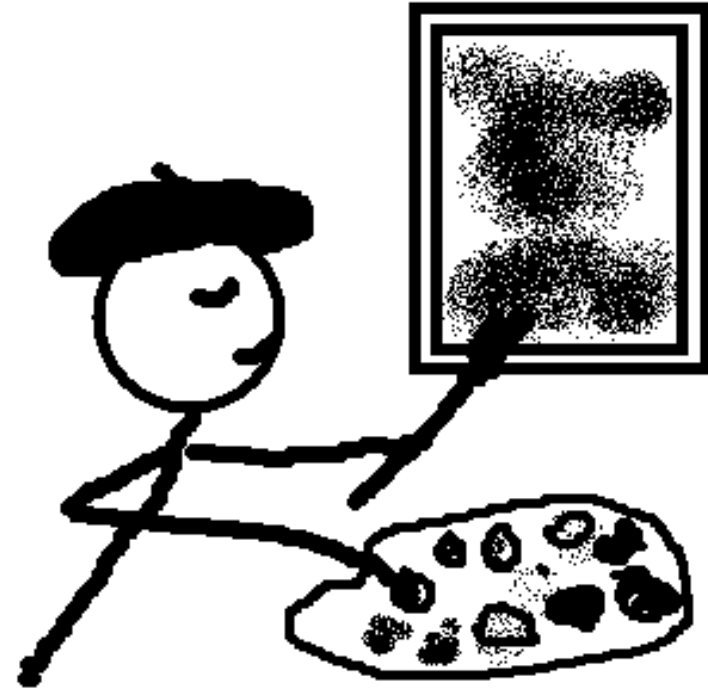
“You don’t need to learn how to teach, it’s just common sense”



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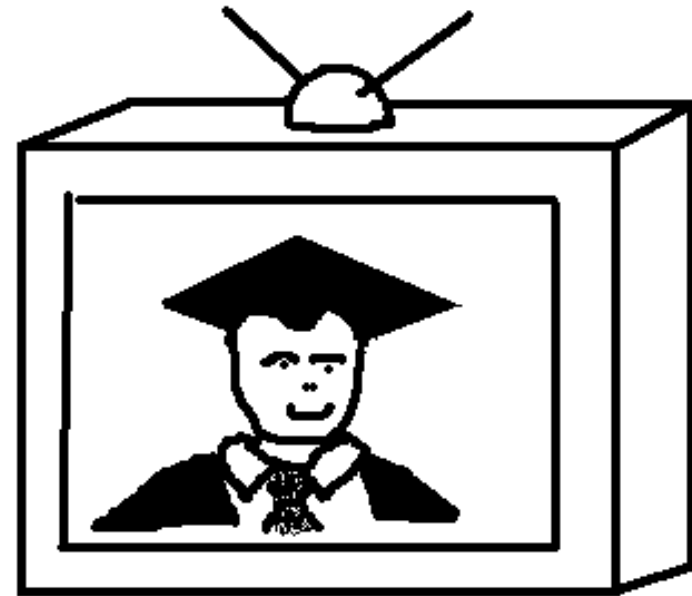
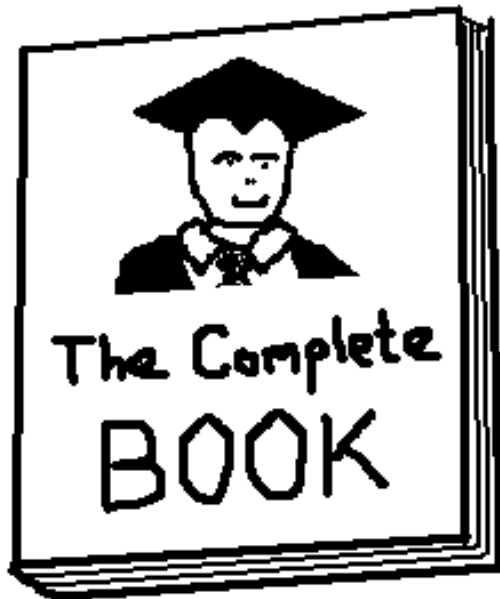
“Teaching is an art, you are either born to be a teacher or you aren’t”



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“Teaching is mainly about presenting complete and structured information to learners”





“Teaching is mainly about managing learner activities and timetables”



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“All teaching should be evidence based, with predictable and measurable outcomes”



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What does the term 'teaching' mean to you?

				
PRODUCTION (POESIS)	PRACTICE (PRAXIS)	SCIENCE	COMMON SENSE	ART
				
SYSTEM	REFLECTIVE PRACTICE	COMPETENCE	MANAGING ACTIVITY	IMPARTING INFORMATION
				
TRANSMISSION	APPRENTICESHIP	FACILITATING UNDERSTANDING	SUPPORTING GROWTH	SUPPORTING TRANSFORMATION
				
EMANCIPATION	MANAGED PROCESS	SCHOLARSHIP	LEARNING ACTIVITY	ADULT - ADULT INTERACTION
				
PARENT - CHILD INTERACTION	ASSESSMENT	TARGETING LEARNER NEEDS	PROVIDING RESOURCES	GENERATING ENTHUSIASM

Ross MT (2012) Learning to teach as part of the undergraduate medical curriculum: perspectives and outcomes. EdD thesis. The University of Edinburgh

'Brief intervention' faculty development

Induction of new faculty

Preparation for particular roles

Update presentations, leaflets and posters

Contributing to faculty meetings or 'grand rounds'



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Common scenarios...

½ hour with 20 GP tutors

½ hour with 5 junior doctors

1 hour with local clinical teachers

20 minutes with 10 new consultants at induction

1 hour with 250 Y4 medical students

½ hour with 20 Y4 PAL tutors



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How would you
approach a half-hour
training session for new
clinical teachers?



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Typically I want to ...

Discuss and challenge conceptions of teaching

Discuss course learning outcomes and methods

Explain principle of constructive alignment

Discuss academic feedback & feedback models

Address any specific concerns or questions

Promote other opportunities for faculty development



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Simple training based on 5 questions

What does the term 'teaching' mean to you?

What do you hope to achieve in this teaching?

How are you going to do this?

What is the worst thing that could happen?


How are you going to prepare for the teaching?



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Supporting resources



Academic Feedback in the MBChB

Summary Code of Practice


What is Academic Feedback?

Academic feedback is the practice of giving students information about their performance against a known standard. The information comes from a variety of sources including peers, patients, teachers and examiners. Feedback from assessments almost always includes a grade but may in addition take the form of written or audio comments on a text assignment, ratings against criteria on a marking schedule, discussion with an individual or group after an examination, or a commentary on the Edinburgh Electronic Medical Curriculum [EEMeC]. Good teachers make academic feedback an integral part of their teaching. That is to say they routinely let learners know how they are doing, and how to improve their performance in settings such as class discussions, practicals, project work, oral presentations, clinical teaching, ward rounds and surgeries.

What is the purpose of Academic Feedback?


Academic feedback aims to create change in learners. It helps students realize what they know and can do and most importantly how to improve their future performance. Academic feedback can therefore encourage and steer learning and is a vital part of high quality learning and teaching.

At review meetings Directors of Studies and other staff will discuss all relevant academic feedback with students and help them use it when considering priorities for learning and future career direction.



Improving Practice in Academic Feedback

of our current opportunities for academic feedback in nt. There are three important aspects to focus on and (van de Ridder):



on

on

an accurate analysis of observed performance or abilities,

will be given on:

y essential for valuable feedback)

ul reminder but the order of comments will vary to suit the

ased on the standards appropriate for students in that year

o interpret, understand and accept the feedback and to may require discussion.

ivity, students are encouraged to seek learning feedback, collect feedback when available, take time to and put it into practice.

discuss their feedback with them if they require further

the aim of these meetings is to improve their performance,

during meetings to discuss feedback.

y opportunities to act on the advice given, with further how successful their own efforts have been to improve them.

Types of assessment:

ck on all MCQ examinations, although not y be in one of the following ways:

on EEMeC.

g strengths and weaknesses in domains or

above, and provisional marks, will be scales:

GNMENT	WEEKS
ta and 2b	6
	4
	8
-5 Portfolio Cases	3
and 5 Overview Essays	5

ersonal professional development k and support operate through the and the full code of practice on discuss any concern raised about them

et with an academic member of on the assessment. Students are as to review performance overall and may be aided by encouraging the led in the main Code of Practice.


ne after failing will be offered and bed above. They may also be e for additional review and support.

be accessed on EEMeC

c.uk/myeemec.asp

Programme Policies.

hat is Feedback in Clinical Education?



mark mini-CEX or SCEE tests and give top, how to improve and what to maintain later reflection and action.

er aspects of personal professional d in electronic feedback from peers and and SSCs; and in end-of-clinical attachment

ts:

session with a tutor

enterology, SSC3.

ychiatry, GP, SSC4.

s, Peripheral CL&H, Elective (though this is

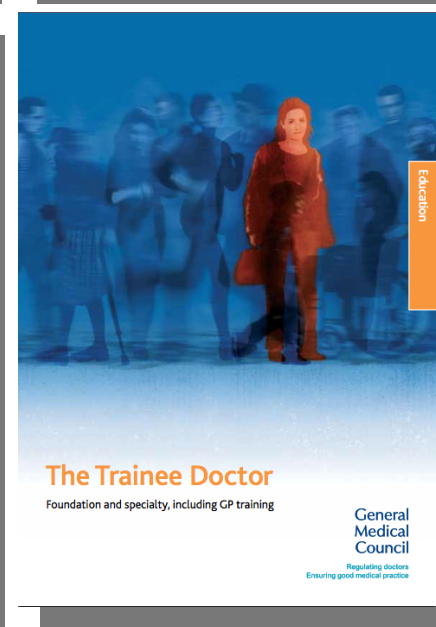
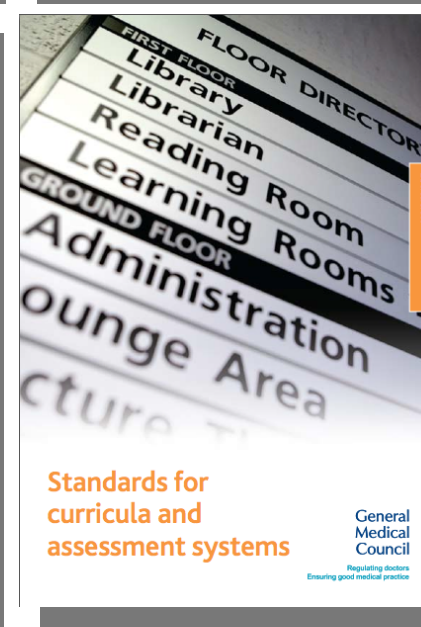
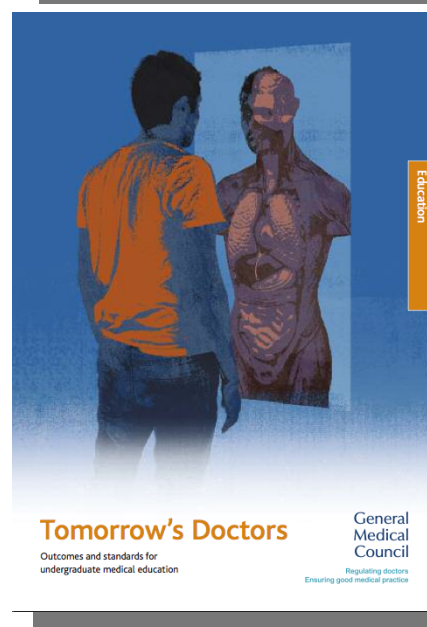
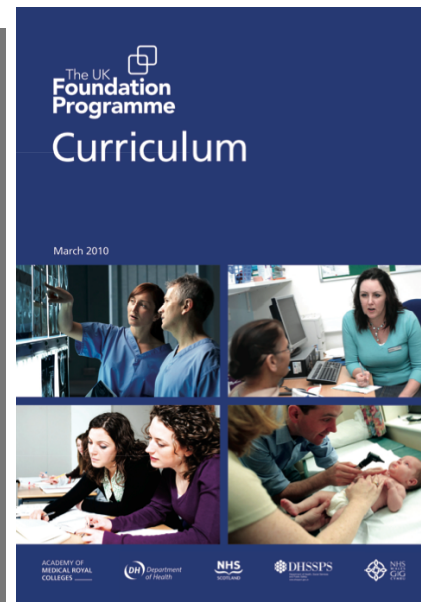
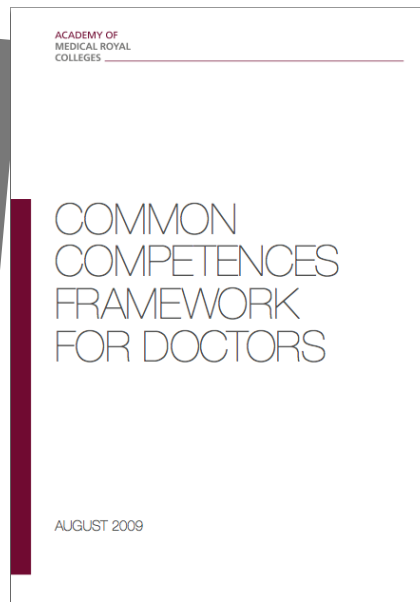
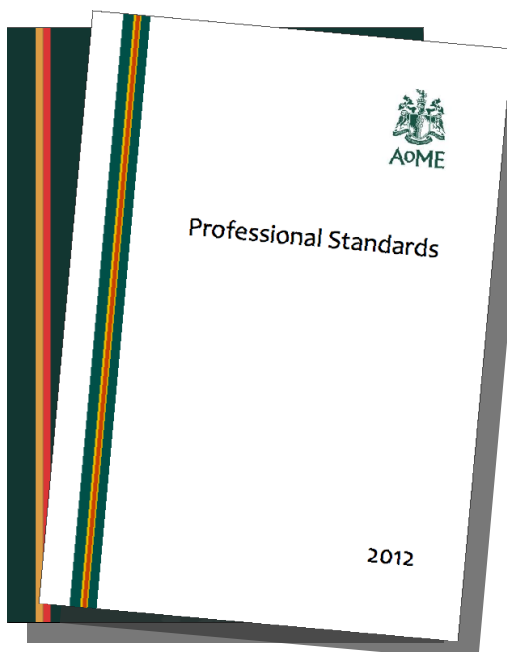
ear 5 Anaesthetics module.

on at the end of:

While every effort will be made to follow it, it not be relied on for any aspect of progression alleged adverse affect on individual student

d, with registration number SC005398.





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NHS Education for Scotland



A faculty development programme

Identify competencies needed for teaching roles

Develop system to record training

Collect online resources & facilitate interaction

Develop a menu of workshops and training

Clinical Educator Programme and Summer School

PG Cert / Dip / MSc / PhD in Clinical Education



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Faculty Development for Scotland project

- WG-1 Review literature and existing teaching competencies
Design and undertake stakeholder survey
Analyse findings and present competency framework
- WG-2 Review existing teacher training programmes
Identify gaps in existing training & accreditation
- WG-3 Implementation plan, led by DMEs and considering
finances, roles and job plans, appraisal and revalidation
- WG-4 Develop and launch electronic recording system





Clinical Educator Programme

About

The Clinical Educator Programme is a series of two hour workshops in clinical education (plus an individual teaching observation and feedback session) for clinicians who teach University of Edinburgh Medical Students. Priority is given to medics, but the programme is also open to other health professionals who teach Edinburgh medical students. The programme was piloted in NHS Fife in 2011 and it received excellent feedback from participants.

How to complete

You can complete the whole programme or simply select the workshops that are relevant to you. The workshops are being delivered throughout the year in South East Scotland, at a wide range of venues. And best of all, it's FREE!

The maximum time allowed to complete the programme is normally three years. The programme can be completed sooner (within 12 months).

Clinical Educator Programme Level 1

You must complete:

A) 5 workshops:

1. [Small Group Teaching](#)
2. [Giving Effective Feedback](#)
3. [Planning and Evaluating your Teaching](#)
4. [Presentation Skills](#)
5. [Using Technology in your Teaching](#)

B) [A teaching observation and feedback session](#)

You will obtain:

A) A certificate of completion endorsed by your local health board

B) All workshops are CPD accredited by the Royal College of Physicians and the Royal College of Surgeons

Downloads

- [Planning a Session Template](#)
- [Top tips on using Powerpoint Slides](#)
- [Small Group Checklist](#)
- [Lecturing Checklist](#)
- [Asking Probing Questions in Teaching](#)
- [Self and Peer Teaching Evaluation Forms Template](#)
- [Learning Online Resource](#)
- [Clinical Educator Programme NHS Lothian - 2012 courses](#)
- [Electronic Voting Systems - overview article](#)

Related Pages

- [Videos](#)
- [Links](#)
- [Further Study](#)
- [Clinical Educator Programme](#)

Do you want to make your Small Group Teaching more...



engaging?

Small Group Teaching Skills for Clinical Educators

Wednesday 21st March 2012, 10am-12pm, RIE
 Monday 2nd April 2012, 2pm-4pm, The Royal Edinburgh
 Tuesday 3rd April 2012, 2pm-4pm, Eye Pavilion
 Tuesday 10th April 2012, 2pm-4pm, The Royal Hospital for Sick Children
 Wednesday 11th April 2012, 2pm-4pm, St John's Hospital
 Monday 12th April 2012, 10am-12pm, WGH
 Tuesday 24th July 2012, 2pm-4pm, RIE
 Wednesday 25th July, 2pm-4pm, WGH
 To register contact fiona.willox@ed.ac.uk



VPS/07/03 SHINE ANTONY

Top Tips for outstanding presentations



Presentation Skills for Clinical Educators

Tuesday 27th March 2012, 2pm-4pm, WGH
 Thursday 12th April 2012, 2pm-4pm, RIE
 Wednesday 9th May 2012, 2pm-4pm, Eye Pavilion
 Friday 11th May 2012, 2pm-4pm, St John's Hospital
 Tuesday 22nd May 2012, 2pm-4pm, Royal Hospital for Sick Children
 Wednesday 23rd May 2012, 2pm-4pm, Royal Edinburgh
 Tuesday 4th September 2012, 2pm-4pm, WGH
 Wednesday 5th September 2012, 2pm-4pm, RIE
 To register contact fiona.willox@ed.ac.uk



VPS/07/03 SHINE ANTONY

When do busy clinicians find the time to plan teaching?



Come along to a 2 hour workshop to get some practical tips on how to make your teaching more effective:

Planning and Evaluating Teaching for Clinical Educators

Wednesday 16th May 2012, 10am-12pm, RIE
 Friday 18th May 2012, 10am-12pm, WGH
 Wednesday 20th June 2012, 2pm-4pm, St John's Hospital
 Tuesday 26th June 2012, 10am-12pm, Eye Pavilion
 Tuesday 7th August 2012, 2pm-4pm, Royal Edinburgh
 Wednesday 8th August 2012, 10am-12pm, Royal Hospital for Sick Children
 Monday 11th October 2012, 2pm-4pm, RIE
 Wednesday 31st October 2012, 2pm-4pm, WGH
 To register contact fiona.willox@ed.ac.uk



VPS/07/03 SHINE ANTONY

Do you want to give good feedback, but there's simply...



never enough time?

Giving Effective Feedback in Clinical Education

Wednesday 6th June 2012, 2pm-4pm, RIE
 Thursday 7th June 2012, 2pm-4pm, WGH
 Tuesday 21st August 2012, 10am-12pm, Eye Pavilion
 Wednesday 22nd August 2012, 2pm-4pm, St John's Hospital
 Tuesday 29th October 2012, 2pm-4pm, Royal Edinburgh
 Thursday 11th October 2012, 10am-12pm, Royal Hospital for Sick Children
 Monday 17th December 2012, 2pm-4pm, RIE
 Tuesday 18th December 2012, 2pm-4pm, WGH
 To register contact fiona.willox@ed.ac.uk



VPS/07/03 SHINE ANTONY

Do you want to make your teaching more interactive?



Using technology in your everyday teaching practice

Tuesday 3rd July 2012, 2pm-4pm, RIE
 Wednesday 4th July 2012, 2pm-4pm, WGH
 Monday 29th October 2012, 2pm-4pm, Eye Pavilion
 Tuesday 30th October 2012, 2pm-4pm, St John's Hospital
 Monday 6th November 2012, 2pm-4pm, RIE
 Wednesday 8th November 2012, 2pm-4pm, Royal Hospital for Sick Children
 Tuesday 12th November 2012, 2pm-4pm, WGH
 Thursday 15th November 2012, 2pm-4pm, Royal Edinburgh
 To register contact fiona.willox@ed.ac.uk



VPS/07/03 SHINE ANTONY

How can I make my teaching more effective?



Register for a one-to-one teaching observation and feedback session to fit in with YOUR lectures, small group teaching or bedside teaching. Open to ALL Clinical Educators in NHS Lothian.

To register contact fiona.willox@ed.ac.uk



VPS/07/03 SHINE ANTONY



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Edinburgh Summer School in Clinical Education 2014

'State of the Art' workshops at Festival time

Are you enthusiastic about helping clinical students learn? Do you see yourself leading quality improvements in education, for the benefit of students and patient care? If so, this is the course for you. The Edinburgh Summer School is packed with workshops to develop your skills around teaching, learning and assessment – with enough theory to give you the tools and the confidence to lead change, evaluate developments and ensure excellence in your future practice.

The social programme includes a welcome reception and a course dinner, and in the evenings you may wish to explore the wide variety of events in the internationally famous Edinburgh Festival Fringe.

Previous participants have said

“ An excellent opportunity to meet leaders in education from around Europe and exchange ideas. ”

“ An enjoyable and valuable grounding in the basics of clinical education, which provided structure for many of the forms of teaching we use regularly. Thank you ”

Early bird closing date 30th April 2014. Final closing date 31st May 2014.
Online registration available from December 2013:
www.ed.ac.uk/schools-departments/medicine-vet-medicine/summer-school
Further information: Tel 0131 242 6536 or essce@ed.ac.uk

The University of Edinburgh is a charitable body, registered in Scotland, with registration number SC005336.



Monday 11 August - The Learner

Morning: Learning needs and professional development

Afternoon: Mentoring and appraisal

Tuesday 12 August - Teaching methods

Morning: Large group teaching

Afternoon: Small group teaching

Wednesday 13 August - Assessment

Morning: Writing and evaluating questions

Lunchtime Keynote Address: To be announced.

Afternoon: Principles and practice of assessment

Thursday 14 August - The clinical setting

Morning: Clinical teaching

Afternoon: Objective structured clinical examinations

Friday 15 August - Aligning learning, teaching and assessment

Morning: Workplace based assessment

Afternoon: Designing and evaluating courses

Registration for the full week is £725 (early bird £675) and covers all tutoring, receptions and the Course Dinner. Registration for individual sessions subject to availability. Sequence of sessions may vary. Accommodation available - best to book early by visiting: <http://edin.ac/13rMjN0>

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Medicine and Veterinary Medicine

www.ed.ac.uk/medicine-vet-medicine/postgraduate



Postgraduate Opportunities Clinical Education

MSc/Dip/Cert by online distance learning

This part-time flexible programme is delivered entirely online, and the majority of students continue to practise as full-time clinicians and clinical educators at the same time. It is modular, so students can study for one, two or three years for a Postgraduate Certificate, Postgraduate Diploma or Masters in Clinical Education respectively. The programme aims to provide a thorough grounding in education for those involved in the education of healthcare professionals at all levels, including undergraduate and postgraduate education and continuing professional development.

The programme is aimed at individuals involved in healthcare education such as doctors, nurses, physiotherapists, occupational therapists, pharmacists, dental practitioners, other allied health professionals, veterinary educators, and biomedical or social scientists who teach in medical, veterinary, dental or other healthcare education.

Entry requirements are a first degree, such as an MBChB, BVS, BDS, Bachelor of Nursing, Bachelor of Science, or similar equivalent primary qualification.

For further information contact:

Gillian Aitken (Programme Co-ordinator)
Centre for Medical Education
The Chancellor's Building
49 Little France Crescent
Edinburgh
EH16 4SB

Email: clinicaleducation@ed.ac.uk
Tel: +44 (0) 131 242 6536

Follow us on Facebook at:
www.facebook.com/EdinburghClinicalEducation



The University of Edinburgh is a charitable body, registered in Scotland, with registration number SC005336.

Key programme outcomes:

After completing the MSc in Clinical Education, graduates will understand how to:

- Plan, deliver and evaluate teaching for undergraduate and postgraduate students at the levels of programme, course and individual session
- Apply educational principles and theory to their teaching practice
- Teach and learn in online and blended environments
- Assess students formatively and summatively (including written, practical and oral and electronic formats)
- Critically evaluate their own teaching practice and appraise others
- Access and critically evaluate the educational literature
- Plan, conduct and critique a research project in clinical education



www.clinicaleducation.mvm.ed.ac.uk

CMVM0612

www.clinicaleducation.mvm.ed.ac.uk

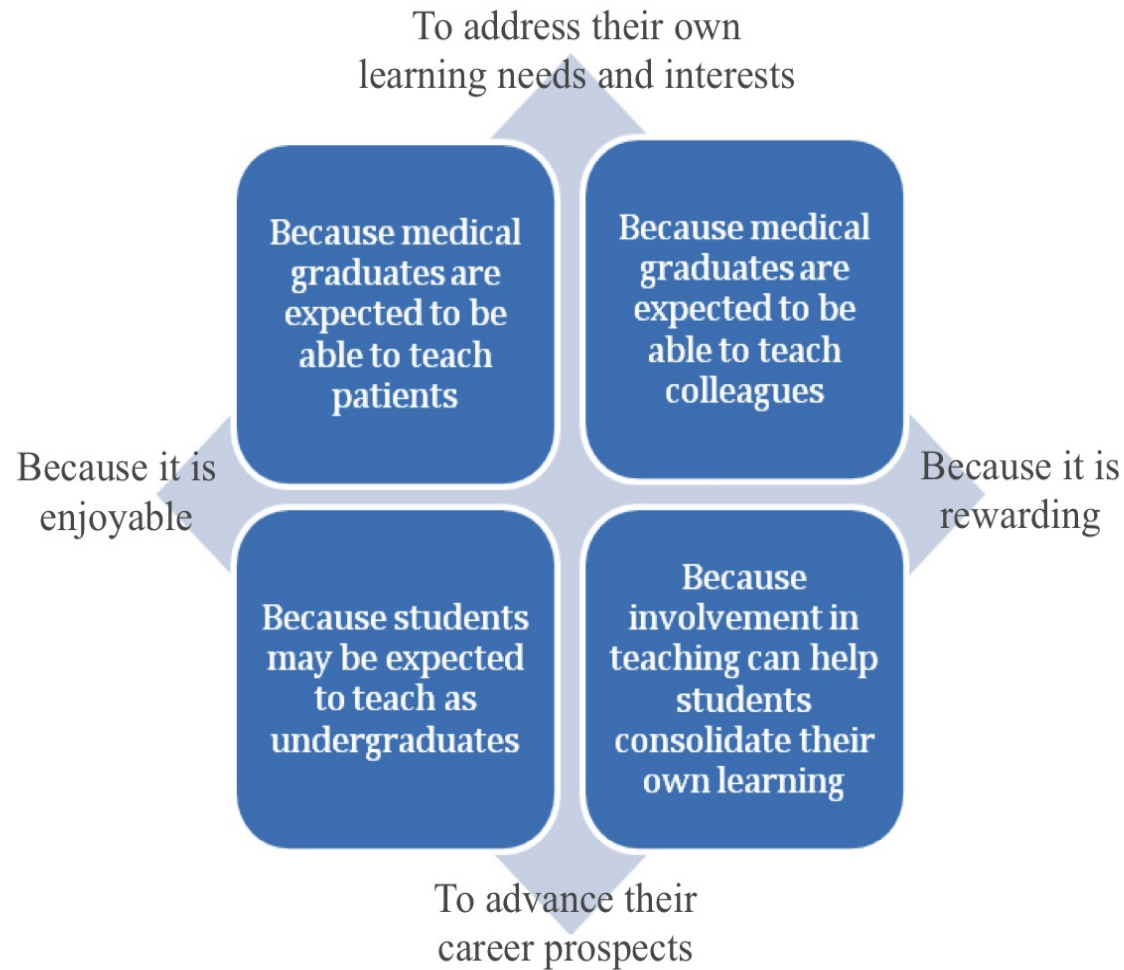
Do you think all medical
students should learn to
teach?



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Why are students learning to teach?

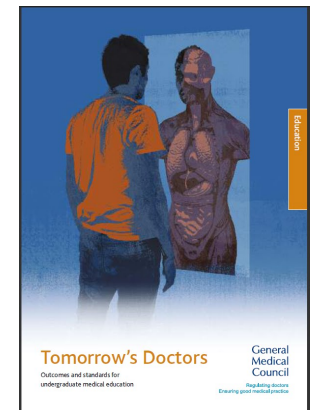


UK graduates must be able to teach

21. Reflect learn and teach others

- f) Function effectively as a mentor and teacher including contributing to the appraisal, assessment and review of colleagues, giving effective feedback, and taking advantage of opportunities to develop these skills.

GMC (2009) Tomorrow's doctors: recommendations on undergraduate medical education. London: General Medical Council.



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Examples beyond the UK ...

“Graduates in medicine will have the ability to teach others”

Cumming & Ross (2008) The Tuning Project (Medicine), p17. Online: www.tuning-medicine.com

“Facilitate the learning of others as part of professional responsibility (patients, health professionals, society)”

Medical Council of Canada (2009)
Physician as Scholar, Objective 3



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Teaching helps consolidate learning

Learning content with intention of teaching it is more effective than learning for an exam (Bargh & Schul 1980)

Teaching content can lead to measurable improvements in practical and theoretical assessments (Knobe et al 2010)

Medical students and trainees who learn to teach seem likely to start thinking differently and approaching their clinical practice differently (Weiss & Needlman 1998)



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What does it mean to learn to teach?

Identify with a teaching role

Consider purpose and LO for your teaching

Learn specific techniques and content

Continuously seek to improve your teaching



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Identifying with a teaching role

Teaching is an intentional activity

Can improve with deliberate practice

Most juniors do not see themselves as teachers

Many seniors who teach don't either

Medical education is as much about developing a professional identity as learning content



Considering the purpose of teaching

Extensive literature on conceptions of teaching

Conceptions impact on approaches to teaching

Also impact on the learning of those taught

Faculty development now often focuses on these

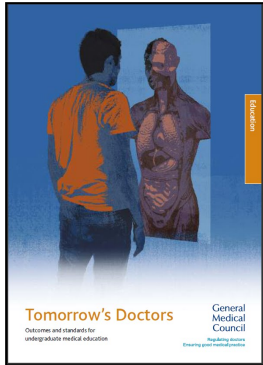
“Fundamental changes to the quality of teaching and learning are unlikely to happen without changes to lecturer’s conception of teaching” (Kember & Kwan 2000, p469)



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Constructive alignment with LO



Define

LO

Student-centred

Teaching & Learning

Appropriate

assessment



Evaluation

Biggs J (1996) Enhancing teaching through constructive alignment. HE 32:347



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How can students learn to teach?

1. Learning to teach patients

Patient-centeredness

Professional relationships

Communication skills

2. Making links with other undergrad content

Ethical principles

Team-working

Time management

Reflective practice

Literature searching & critique

Preparing presentations

Peer assessment & feedback

Professional development



How can students learn to teach?

3. Learning from experience of being taught

- Importance of role-modeling

- Positive and negative experiences

- Medical and non-medical teachers

4. Practical experience of teaching

- Complex skills requiring experience & deliberate practice

- Development of *phronesis* (practical wisdom)

- Develop sense of identity as a teacher

- Typically some form of Peer Assisted Learning (PAL)



How can students learn to teach?

5. Specific training in teaching

Shift from training in techniques to student-centeredness

Include workshops, role-playing, learner & peer feedback,
observation of teaching, mentoring, critical incident
analysis & many others

Often some general teaching-related content

Also specific training for any teaching they are doing



Peer Assisted Learning (PAL)

“People from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching”

Topping K 1996 The effectiveness of peer tutoring in further and higher education: a typology and review of the literature
Higher Education 32(2):321-345



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Planning a new PAL

2007; 29:527-545

Peer assisted learning: a planning and implementation framework: AMEE Guide no. 30

MICHEL T. ROSS & HELEN S. CAMERON
The Medical Teaching Organisation, The University of Edinburgh, UK

Abstract
Much has been written about the benefits and applications of Peer Assisted Learning (PAL) in the literature. Curriculum developers increasingly consider PAL as a vehicle to help undergraduate healthcare students learn to reach an outcome which has received more attention in the UK and the General Medical Council stated in Tomorrow's Doctors that medical graduates must be able to demonstrate appropriate teaching skills. This guide is primarily designed to assist curriculum developers, course organisers and educational researchers develop and implement their own PAL initiatives. It is structured around a PAL planning framework consisting of 24 questions. The questions are grouped in three, around eight themes. Each question is discussed with reference to the PAL literature and other related subjects, and is exemplified by responses from a recent PAL project developed at The University of Edinburgh. Working through the questions, particularly with discussion in a small planning group, will enable readers to efficiently develop their ideas for PAL into comprehensive and practical project plans cognisant of current educational theory, existing PAL literature and the local context. The framework is particularly suitable for those who want to develop healthcare undergraduate PAL initiatives yet have little or no experience of PAL, as it provides an introduction to the current literature field and a step-by-step process for the design and implementation of such projects. It will also be of interest to those with experience of PAL, and those seeking a structured framework for planning non-PAL curriculum developments in undergraduate healthcare contexts.

Background to the academic field of peer assisted learning
Much has been written in the education literature on the applications of Peer Assisted Learning (PAL) and the associated cognitive, pedagogical, attitudinal, social and economic benefits (Goldschmidt & Goldschmidt 1976; Halks et al. 1978; Tereza & Bland 1980; Wagner 1982; Topping 1996; Molinsky 1998; Topping & Blyth 1999). Some diversity in terminology and definition of types of PAL exists, largely due to the variety of approaches, historical origins, academic disciplines and contexts in which PAL has been developed. Here I list some of the different areas used for PAL in the literature, although these are not necessarily interchangeable and some have additional non-PAL meanings. A helpful working definition of PAL which serves sufficiently inclusive is:

People from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching (Topping 1996).

The important points to note are that those helping their peers to learn are from similar social groupings to the learners (although not necessarily from the same course or year of study) and are not themselves professional teachers or 'experts' in the subject. PAL areas therefore typically have less experiential knowledge of subject matter, less developed teaching skills and less authority than expert tutors (Dixon & Phipps 1990). Helping each other to learn is sufficiently broad that it encompasses peer participation in virtually all educational activities normally performed by professional teachers in both formal and informal settings – including, for example, the production of learning resources (Gibson et al. 2003; Kelleys et al. 2003) and peer assessment (Dixon & Topping 1998; Topping 1998; Fakhiev & Goldschmidt 2000; Morris 2001; Morrison et al. 2003). Distinguishing by teaching helps

Practice points

- PAL is increasingly employed in healthcare education for a variety of reasons.
- There is a considerable body of literature on PAL available to healthcare educationists.
- A number of common factors need to be considered when developing any PAL initiative.
- Many definitions and titles of PAL can be avoided if considered in the planning stages.
- A PAL planning framework facilitates the rapid generation of robust PAL project plans which take account of the existing literature, common pitfalls and local contexts.

Correspondence: Dr Michael T. Ross, The Medical Teaching Organisation, The University of Edinburgh, Q2/04, The Chancellor's Building, 48/49a Prince Charles Road, Edinburgh EH16 4SB, UK. Tel: +44 (0)131 242 0946; Fax: +44 (0)131 242 0596; email: michael.ross@ed.ac.uk

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DOI: 10.1080/09581220701422828

527

Ross MT, Cameron HS (2007) Peer assisted learning: a planning and implementation framework: AMEE guide no.30. Medical Teacher 29:527-545

Box 3. PAL project framework.

Background

Q1. What is the current situation and context in the curriculum?
Q2. Why is this PAL project being considered now?
Q3. Who is responsible for the project and who will lead it?

Aims

Q4. What are the aims and objectives of the project for tutors?
Q5. What are the aims and objectives of the project for tutees?
Q6. What are the aims and objectives of the project for the institution?

Tutors

Q7. Who will be tutors and how will they be recruited?
Q8. What training will tutors require and how will this be provided?
Q9. How else will tutors prepare themselves and reflect afterwards?

Tutees

Q10. Who will be tutees and how will they be recruited?
Q11. What related prior knowledge and experience will tutees have already?
Q12. What information and preparation will tutees require before the interaction?

Interaction

Q13. What will be the format of the interaction, and what resources are required?
Q14. What would be a typical plan of activities during the PAL interaction?
Q15. When and where will PAL interactions occur, and how will they be arranged?

Evaluation

Q16. What feedback will be collected from participants and how will it be used?
Q17. How else will the project be piloted and evaluated?
Q18. What are the academic hypotheses and how will they be tested?

Institution

Q19. Who are potential stakeholders in the project?
Q20. What are the staff time and funding implications of the project?
Q21. How could the project be developed, and how might it affect the curriculum?

Realisation

Q22. What are the potential pitfalls or barriers to the success of this project?
Q23. What are key points on the timeline for this project?
Q24. What actions need to be taken to develop the project, and by whom?



Challenges of students learning to teach

Need to ensure equality for all students

Need to ensure adequate training & support

Teaching practice can be difficult to schedule

Assessment, credits and progression



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Further reading

Steinert Y, Mann K, Centeno A, Dolmans D, Spencer J et al. (2006) A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8. *Medical Teacher* 28(6): 497-526.

Ross MT, Stenfors-Hayes T (2013) Students learning to teach. In: Walsh K; *The Oxford Textbook of Medical Education*. Oxford, OUP



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Thank you!



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