

Books and media

*A Practical Guide for Medical Teachers**

John Dent, Ronald Harden

London: Churchill Livingstone; 2001.

ISBN 0 4430 6273 0

Significant changes in both healthcare delivery and the context and methods in which medicine is taught and learned have brought considerable challenges to those involved in medical teaching. Established clinicians are facing new problems in their teaching and with familiar teaching methods

This book is an attempt to help healthcare teachers in their understanding of contemporary educational principles and to provide practical help for them in the delivery of the variety of teaching situations which characterize medical education today.

Although aimed at mainly undergraduate education the principles described and the examples supplied are just as relevant to teaching in other healthcare professions and to postgraduate medical education. This unique view of current developments in medical education full of practical tips, quotes and references will inspire all medical teachers.

The publication covers a topical subject in a concise and highly practical format, with useful tips throughout. The content is fully refer-

enced with questions to interest the reader and back up advice.

The list of contents encompasses teaching and learning medicine; Curriculum: planning a curriculum, outcome-based education, core curriculum, electives, options and special study modules; Learning situations: lectures, small group sessions, clinical skills centre, hospital wards, ambulatory care. Primary Care, distance learning; Education strategies: independent learning, problem-based learning, integrated learning, multi-professional education; Tools/Aids: instructional designs, study guides, computers, audio and video recordings; Curriculum themes: basic sciences, communication skills, ethics and attitudes, preparing for practice, informatics, evidence-based practice; Assessment: formative and summative assessment, choosing assessments instruments, objective testing, constructed response questions, tutor reports, portfolios, projects and dissertations, objective clinical examinations, external examiners; Students and staff: student selection, student support, study skills, staff development, academic standards – course monitoring and evaluation.

*Humor as an Instructional Defibrillator Evidence-Based Techniques in Teaching and Assessment**

Ronal A. Berk

VA: Stylus Publishing; LLC: 2002.

ISBN 1 57922 063 0

Grab those paddles, Charge 300. Clear! "Ouch!" Now how do you feel? "Great!"

Humor can be used as a systematic teaching or assessment tool in your classroom and course web site. It can shock students to attention and bring deadly, boring course con-

tent to life. Since some students have the attention span of goat cheese, we need to find creative online and offline techniques to hook them, engage their emotions and focus their minds and eyeballs on learning.

This book presents numerous evidence-based humor techniques lumped into four categories: (1) forms that rely on in-class delivery, (2) forms that can be inserted in print course materials, (3) print and non-print forms can be used on a course Web site, and (4) forms that can be incorporated into course tests.

Ronal A Berk, PhD, CNN, BBC, DNA is Professor of Biostatistics and Measurement and Assistant Dean for Teaching at the School of Nursing, The Johns Hopkins University. He received the University's Alumni Association Excellence in Teaching Award in 1993 and Caroline Pennington Award for Teaching Excellence in 1997 and was inducted as a Fellow in the Oxford Society of Scholars in 1998. Since that date, he has been in the Federal Witness Protection Program living in Mary-

land under the name Britney Spears. He has served 27 years of a life term at Johns Hopkins, 11 years in the Division of Education and 16 years in the School of Nursing, where he has mentored numerous faculty and hundreds of students, all of whom unfortunately are in prison now. The quality of his 8 books and more than 250 journal publications and presentations reflects his life-long commitment to mediocrity and his professional motto: "Go for the Bronze!"

*The Cyber Medical College**

<http://www.cybermedicalcollege.com>

The Royal College of Physicians and Surgeons of Glasgow

Glasgow: The Royal College of Physicians and Surgeons of Glasgow; 2001.

The growing body of information, with little immediate validation as regards accuracy and relevance, highlights the need for proper guidance to the learner on how they could derive optimum benefit from the available opportunities. This led to The Royal College of Physicians and Surgeons of Glasgow developing *The Cyber Medical College*, initially launched in 2001. The site is freely available at <http://www.cybermedicalcollege.com>, and aims to link health care practitioners to learning resources - techniques, clinical guidelines and updates, reference materials etc. for progress in postgraduate training and continuing professional development (CPD).

Five main 'portals' in the site lead to information on:

- Learning – access to a wide range of learning resources;
- Organizations – links to organizations and societies in the world of healthcare;

- Information – covering topics such as the history of medicine, ethics, telemedicine, and libraries;
- Resources – search engines, communications and IT ware, medical media services and useful tools;
- Patients – offering a trusted and reliable information source to patients.

The Royal College has established, or is in the process of development of, relationships with other organizations that bear responsibility for medical and healthcare education.

Quality assurance of The Cyber Medical College is pursued through the recruitment of expert editors, who oversee the introduction of content. To ensure the worth and value of the information that the learners receive, these experts are selected from educational member organizations.

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