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roles as teachers This work is an introductory text designed to provide medical teachers with the core concepts of effective teaching practice and information about innovations for curriculum design delivery and assessment It offers brief focused chapters with content that is assimilated easily by the reader The topics are relevant to basic science and clinical teachers and the work does not presume readers possess prerequisite knowledge of education theory or instructional design The authors emphasize the application of concepts to teaching practice Topics include Facilitating Student Learning Teaching Large Groups Teaching in Small Groups Flipping the Classroom Problem Based Learning Team Based Learning Teaching Clinical Skills Teaching with Simulation Teaching with Practicals and Labs Teaching with Technological Tools Teaching to Develop Scientific Engagement in Medical Students Designing a Course Establishing and Teaching Elective Courses Designing Global Health Experiences Assessing Student Performance Documenting the Trajectory of Your Teaching and Teaching as Scholarship This is a complete revision of the first edition of this work with new chapters and up to date information Similar to the first edition chapters were written by leaders in medical education and research who draw upon extensive professional experience and the literature on best practices in education Although designed for teachers the work reflects a learner centered perspective and emphasizes outcomes for student learning The book is accessible and visually interesting and the work contains information that is current but not time sensitive Each chapter concludes with references many include recommendations for additional reading and the work includes an appendix with resources for medical education Teaching the Whole Student David Schoem, Christine Modey, Edward P. St. John, 2023-07-03 Published in association with Teaching the Whole Student is a compendium of engaged teaching approaches by faculty across disciplines These inspiring authors offer models for instructors who care deeply about their students respect and recognize students social identities and lived experiences and are interested in creating community and environments of openness and trust to foster deep learning academic success and meaning making The authors in this volume stretch the boundaries of academic learning and the classroom experience by seeking to identify the space between subject matter and a student s core values and prior knowledge They work to find the interconnectedness of knowledge understanding meaning inquiry and truth They appreciate that students bring their full lives and experiences their heart and spirit into the classroom just as they bring their minds and intellectual inquiry These approaches contribute to student learning and the core academic purposes of higher education help students find meaning and purpose in their lives and help strengthen our diverse democracy through students active participation and leadership in civic life They also have a demonstrated impact on critical and analytical thinking student retention and academic success personal well being commitments to civic engagement diversity and social justice Topics discussed Teacher student relationships and community building How teaching the whole student increases persistence and completion rates How an open learning environment fosters critical understanding Strategies for developing deep social and personal reflection in experiential education and service learningThe authors of this book remind us in

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