OVERVIEW

Sharing improvements in traditional approaches and information about innovations in education

Promoting evidence informed education

Encouraging research in the field of health care professions education

Setting standards for excellence in healthcare professions education

Recognising the global nature of healthcare professions education

Supporting Staff (Faculty) Development

Acknowledging individual achievement

AMEE 2014 / 2015
An international medical & health professions community committed to excellence in medical education

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Welcome to the third AMEE annual report. As you will see it has been a very busy and exciting year for the organisation. We hope you find this report useful and in the coming year consider getting more involved with AMEE activities. AMEE is committed to supporting all medical educators whatever their interests. If you have any ideas how AMEE can be more successful in doing this we would be happy to hear them. Please contact us via our website.

Very best wishes
The AMEE Team

AMEE promotes international excellence in education in the healthcare professions across the continuum of undergraduate, postgraduate and continuing education in response to advances in medicine, developments in healthcare delivery, changes in patient demands, and new educational thinking and techniques.

AMEE, working with other organisations, supports teachers and institutions in their educational activities and in the development of new approaches to curriculum planning, teaching and learning methods, assessment techniques and educational management.

AMEE Individual Members
AMEE members are teachers in healthcare professions, deans, educators, researchers, clinicians, basic scientists, administrators and students. AMEE currently has members from 91 countries.

AMEE Institutional and Affiliate Members
Institutional and Institutional Affiliate members are largely educational organisations. There are currently 92 institutional and 19 Institutional Affiliate members.

Executive Committee

President
Professor Trudie Roberts, Leeds, UK
(until 2016 eligible for re-election)

General Secretary/Treasurer
Professor Ronald M Harden, Dundee, UK

Committee
Professor Peter Dieter, Dresden, Germany (until 2015)
Ms Stijntje Dijk, IFMSA Student Representative
Dr Steven Durning, Bethesda, USA (until 2016)
Ms Kristina Filipova, EMSA Student Representative
Dr Janusz Janczukowicz, Lodz, Poland (until 2017*)
Professor Deborah Murdoch Eaton, Sheffield, UK (until 2017)
Professor Madalena Patrício, Lisbon, Portugal (ex officio - AMEE Past-President)
Dr Rille Pihlak, Junior Doctor Representative (until 2017)
A/Prof Gary Rogers, Gold Coast, Australia (until 2016*)
Professor Trevor Gibbs, UK (until 2016*)

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Professor John Cookson, UK
Dr Maria Rosa Fenoll Brunet, Spain
Dr Subha Ramani, USA

Fellowship Committee
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Dr Ángel Centeno, Argentina
Dr Francois Cilliers, South Africa
Dr John Dent, UK
Dr Steven Durning, USA
Professor Trevor Gibbs, UK
Professor Madalena Patrício, Portugal
Professor Trudie Roberts, UK
A/Professor Gary Rogers, Australia
Dr Dujeepa Samarasekera, Singapore
**Research Committee**

Steven J Durning, USA (Chair)
Jennifer Cleland, UK (Vice Chair)
David Taylor, UK (Secretary)
Tony Artino, USA (Grant Network Lead)
Jack Boulet, USA
Diana Dolmans, Netherlands (PhD Report Network Lead)
Stewart Mennin, Brazil (DIME Network Lead)
Lambert Schuwirth, Australia
Charlotte Silén, Sweden
Dario Torre, USA (Research Program Planning Network Lead)
Vicki LeBlanc, Canada
Ming-Jung Ho, Taiwan
Janusz Janczukowicz, Poland
Manuel Joao Costa, Portugal
Erik Driessen, Netherlands
Francois Cilliers, South Africa
Martin Tolsgaard, Denmark
Reidar Tyssen, Norway
Samuel Edelbring, Sweden
Ayelet Kuper, Canada
Trevor Gibbs, UK

**ELearning Committee**

Kati Hakkarainen, Finland (Chair)
John Sandars, UK (Vice Chair)
David Cook, USA
Peter de Jong, Netherlands
Natalie Lafferty, UK
Moira Maley, Australia
Ken Masters, Oman
Rakesh Patel, UK
Goh Poh Sun, Singapore
Pat Lilley, UK (AMEE Executive Committee Liaison)

**Postgraduate Committee**

Davinder Sandhu, UK (Chair)
Alan Cook, UK (Secretary)
Bernardo Bollen-Pinto, Portugal
Jason Frank, Canada
Zeev Goldik, Israel
Bernard Maillot, Belgium
Rob Mitchell, Australia
Carsten Morhardt, Germany
Juliana Sa, Portugal
Arnoldo Riquelme-Perez, Chile
Paul de Roos, Sweden
Anna Savinkova, Latvia
Feddhe Scheele, Netherlands
Francesco Sileni, Italy
Linda Snell, Canada
Jette Led Sorensen, Denmark
Margot Weggemans, Netherlands
Christopher M. Wittich, USA

Additional contributors to the PG committee’s activities are: Joanna Ortoli, Lisa Nash, Outi Kortkokandai-Savolainen, Amanda Dines, Ahmet Murt, Holly Hardy, Shelley Currie, T. Ruesledt

**Simulation Committee**

Debra Nestel, Australia (Co-Chair)
Lars Konge, Denmark (Co-Chair)
Doris Østergaard, Denmark
Hyun Soo Chung, Korea
Peter Dieckmann, Denmark
Walter Eppich, USA
Barry Issenberg, USA
Jean Ker, UK
Kamran Khan, UK
Tore Laerdal, Norway
Daisy Rotzoll, Germany
Amaitai Ziv, Israel
Deborah Murdoch-Eaton, UK (AMEE Executive Committee Liaison)

**Ambassadors**

In recognition of the expanding nature of AMEE’s international activities, AMEE has appointed a number of Ambassadors to act as regional representatives. Their role is to promote AMEE in the region, to feed back to AMEE the specific needs of the medical and health professions education community in the region, and to promote collaborative working.

Ducksun Ahn Region: Korea
Zalim Balkizov Region: Russian Federation
Ahmed Fahal Region: North Africa
Ming-Jung Ho Region: Taiwan
Dr Yingzi Huang Region: China (PRC)
Hiroshi Nishigori Region: Japan
Gominda Ponnampuruma Region: Sri Lanka
Gandes Retno Rahayu Region: Indonesia
Arnoldo Riquelme Region: Chile
Dujeepa Samarasekera Region: Far East
Rukhsana Zuberi Region: Pakistan

**Medical Education in Challenging Circumstances Working Group**

Trevor Gibbs, UK (Chair)
John Dent, UK
Stijnntje Dijk, IFMSA
Steven J Durning, USA
Kristina Filipova, EMSA
Janusz Janczukowicz, Poland
Michelle McLean, Australia
Deborah Murdoch-Eaton, UK
Madalena Patricio, Portugal
It was exciting to have had 3,400 participants from 96 countries attend AMEE 2014 in Milan. The AMEE conference has become the premier annual event for all involved in medical and health professions education, and the breadth and depth of contributions to the programme from colleagues around the world is truly remarkable. Participants range from the most seasoned educator, to those recently embarking on their education journey. Colleagues from healthcare professions other than medicine are increasingly attending and presenting at the conference, and this is seen as a very positive development which enriches the experience for all. Particularly exciting is the networking that takes place at AMEE conferences, with collaborations being formed between colleagues internationally, the results of which are frequently reported at future conferences. Even a 45 minute power-cut in Milan could not deter the networking, which continued around the lunch tables and in the corridors!

The number of international groups and collaborations holding their own private meetings during the Conference increased yet again, and AMEE was pleased to assist in hosting such groups.

Milan was a new venue for an AMEE conference, chosen primarily for its large conference centre and its ease of access for international participants. The two-day preconference programme, with 45 workshops and six AMEE-ESME courses and masterclass sessions, was almost fully subscribed, with participants taking advantage of the huge range of practical, "hands-on" sessions organised by experts. The main conference saw six plenary presentations, 19 symposia, 50 research papers and PhD reports, 531 short communications, 945 posters and eposters and 82 conference workshops. One research short communications session was conducted using a 'flipped classroom' format. A total of 55 commercial, not-for-profit and academic exhibitors showcased their products and services to the international audience.

Technology is playing an ever greater part in AMEE conferences, and excellent wifi provision is now a necessity. Whilst not replacing the printed programme, the conference App proved very popular, and is being further developed. Social networking was a major initiative in Milan, with an enthusiastic team on hand to provide support for those new to Twitter and Facebook. The electronic posters offered for the third time, proved popular, with presenters using large interactive whiteboards to demonstrate their posters. Probably one of the most exciting innovations in recent years has been the AMEE Live! streaming of plenary and symposia to a virtual audience of those not fortunate enough to be in Milan. Interspersed with live interviews with presenters, award winners and participants, teachers throughout the world were able to tune into the live streams either in groups or individually.

Many people are involved in the organisation and delivery of the AMEE Conference. Worldspan, AMEE’s professional conference organising partner, provided a high quality service in Milan, including registration, exhibition and logistics. A special mention must also go to the AMEE Student Taskforce members who provided valuable support throughout the venue. However, as always, it was the commitment and enthusiasm of the participants that made the conference such a success, and AMEE is grateful for their continuing support.
Future AMEE conferences

Plans are well under way for AMEE 2015 in Glasgow, from 5-9 September. The event is preceded on 4 September by a Symposium on The Assessment of Clinical Competence: Practical Applications from Undergraduate Education to Continuing Professional Development hosted by The Royal College of Physicians and Surgeons of Glasgow. In addition to a wide range of preconference workshops and courses on 5-6 September, there will be an eLearning Symposium on Shaping the Future of Technology-Enhanced Learning and the AMEE-MEDx Hackathon, bringing together educators, developers and designers to harness the power of technology to create new products and services. The main conference features an exciting line-up of speakers and sessions designed for all interested in healthcare professions education across the continuum.

Barcelona has recently been announced as the venue for AMEE 2016, which will be held at the Barcelona International Convention Centre (CCIB) from 27-31 August 2016.

Ottawa Conferences

The 16th Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions took place in collaboration with the 12th Canadian Conference on Medical Education in April 2014 “back home” in Ottawa where it all began.

Over 2,800 participants had the opportunity to follow the Assessment-focused sessions in the Ottawa stream, or the wider medical education focus provided by the CCME stream. At the Conference the Ian Hart Award for Innovation in Medical Education was announced, honouring Ian for his many achievements, and specifically as Co-Founder of Ottawa Conferences. The Award, created through donations by the Hart Family and AMEE, will be made for the first time in 2016. A reception was held to celebrate 30 years of Ottawa Conferences, attended by friends and colleagues who had been long-time attendees of the event.

The 17th Ottawa Conference takes place in Perth, Western Australia, from 19-23 March 2016, in collaboration with the Australian and New Zealand Association for Health Professional Educators (ANZAHPE).

More information is available at www.ottawa2016.com

Conferences at which AMEE exhibited

- 11th APMEC, Singapore (January 2014)
- IMEC, Kuala Lumpur, Malaysia (April 2014)
- Ottawa/CCME Conference, Ottawa, Canada (April 2014)
- IAMSE Meeting Nashville, USA (April 2014)
- IV Congress of International Medical Education, Puerto Vallarta, Mexico (June 2014)
- ASME Meeting, Brighton, UK (July 2014)
- AMEE 2014, Milan, Italy (August-September 2014)
- Chiropractic Education for a Changing Healthcare Environment, Miami, USA (October 2014)
- SIMEC, Qassim, Saudi Arabia (November 2014)
- ICCME Conference, Aurangabad, India (January 2015)
- 12th APMEC, Singapore (January 2015)
- IMEC, Kuala Lumpur, Malaysia (April 2015)
- 31st Korean Medical Education Congress, Yeosu, South Korea (May 2015)
- IAMSE Meeting, San Diego, USA (June 2015)
- Japanese Medical Education Meeting, Niigata, Japan (July 2015)
PRIZES AND AWARDS

Miriam Friedman Ben David New Educator Award
The 2014 Award was presented to Dr Anna Cianciolo, Assistant Professor, Department of Medical Education, Southern Illinois School of Medicine (SIUSOM), USA, as selected by the Award Committee chaired by Professor Andrzej Wojtczak. Dr Cianciolo has achieved much in her relatively short time as a medical educator. In particular she is credited with improving the PBL evaluation process at SIUSOM, and has received grant funding to conduct a review and synthesis of PBL practices in the literature. Dr Cianciolo has undertaken a study of SIUSOM’s student performance and assessment processes, leading to a critical analysis of their educational evaluation. She was recently appointed as Editor in Chief of Teaching and Learning in Medicine. Dr Cianciolo is highly respected by her colleagues and is considered a very worthy winner of the Miriam Friedman Ben David New Educator Award.

Medical Teacher Poster Prize
The Medical Teacher Poster Prize, awarded by Informa, publisher of Medical Teacher, to the first placed poster is free registration to AMEE 2015 in Glasgow, or £350.
First Place: OSCE Curriculum Design and Implementation: A Faculty Development Program (Ref: 7CC13)
Authors: Deema Al-Sheikhly, Dora Stadler, Thurayya Arayssi, Stella Major, Lan Sawan and Mohamud Verjee, Weill Cornell Medical College, Doha, Qatar
Second Place: Palpation of the Neck: Assessment of a novel, high fidelity simulator (Ref: 9HH17)
Authors: Shahnugappriya Sivarajah, Gord Campbell and Kevin Fung, Western University, Schulich School of Medicine & Dentistry/National Research Council of Canada, London, Canada and Istanbul
Third Place: Eliminating Flawed Items in High Stakes Examination: The Chinese University of Hong Kong Experience (Ref: 10CC8)
Authors: Yan Jin, Shekhar Kumta, Joseph YV Leung and Alex LK Yung, The Chinese University of Hong Kong, Hong Kong, PRC

Other posters in the ‘top ten’ were: 3CC8, 4EE8, 7HH2, 4HH6, 8HH9, 4DD15, 2FF3.
Information about posters with the abstracts can be found at www.amee.org

AMEE ePoster Prize
Interactive, electronic posters – ePosters – are now an important part of the AMEE Conference programme. The prize, awarded by AMEE, is free registration to AMEE 2015 in Glasgow, or £350.
Winner: Personality differences in communication skills and attitudes in a sample of Italian medical students (ePoster 2JJ5)
Authors: Lorenzo Tagliabue, Deborah Corrias, Giorgio Franco Augusto Rezzonico and Maria Grazia Strepparava, Milano- Bicocca University & San Gerardo Hospital, Health Sciences Department, School of Medicine, Milano, Italy

AMEE Teaching Innovation Awards sponsored by the Patil Family
In a change to the judging process, a Committee was formed with Deborah Murdoch-Eaton as Chair. The Committee selected 11 presentations from over 800 submitted for consideration for a Patil Award. These were presented in sessions 2F and 4F at AMEE 2014. Criteria against which the presentations were judged were: novelty, feasibility, transferability, local articulation and fit-for-purpose. The four winners below, equally placed, receive an AMEE Teaching Innovation Award Certificate and free registration for AMEE 2015 in Glasgow:

Bringing the world to the bedside: The role of distance-learning partnerships in overcoming geopolitical barriers to medical education (Ref: 2F6)
Authors: Rose S. Penfold, Mohammad A. Ali, Adam M. Ali and Ishita Patel, University of Oxford, UK

New AMEE Study Fellowship
The aim of the AMEE Medical Education Study Fellowship Award is to promote excellence in the field of health professions education, particularly in the field of continuing professional development, through the award of fellowships to individuals to help them to obtain further experience and training in the field of education. This award is supported by an educational grant from Merck Serono.

Study Fellowship Award Winners 2015
Dr Julie Williamson, Lincoln Memorial University, USA
To acquire further expertise in the development of clinical skills programmes

Dr Mohammad Adrian Hasdianta, Universitas Gadjah Mada, Indonesia
To facilitate his role in the use of a distributed simulation model in Indonesia

Dr Fasika Amdeslasie, Mekele University, Ethiopia
To strengthen his role as a surgeon and head of a Health Profession Education Unit in improving medical education in Ethiopia.
The Essential Skills in Medical Education (ESME) series of courses celebrated their ten year anniversary with a series of presentations from ESME alumni followed by a reception at AMEE 2014 in Milan. The novel format of a course integrated into a large international conference has proved very popular with both new and experienced teachers alike who wish to learn the theory underpinning education practice or to update their teaching skills. Following the course, for which a certificate of participation is given, the satisfactory completion of an assignment results in award of the ESME Certificate in Medical Education.

ESME Face-to-face courses

Face-to-face courses were run in 2014/15 as follows:

- **Essential Skills in Medical Education (ESME) Course:** 11th APMEC in Singapore (January 2014); IAMSE Meeting in Nashville, USA (June 2014); AMEE in Milan (August 2014); SIMEC in Saudi Arabia (November 2014); ICCME Conference in Aurangabad, India (January 2015); 12th APMEC in Singapore (January 2015); IAMSE Meeting in San Diego, USA (June 2015).

- **Research Essential Skills in Medical Education (RESME) course:** Ottawa 2014 in Ottawa, Canada (April 2014); AMEE in Milan (August 2014); 12th APMEC in Singapore (January 2015).

- **ESME Assessment (ESMEA) Course:** 11th APMEC in Singapore (January 2014); AMEE in Milan (August 2014); 12th APMEC in Singapore (January 2015).

- **Essential Skills in Medical Education Simulation (ESMESim) Masterclass:** AMEE in Milan (August 2014).


- **Essential Skills in Continuing Education and Professional Development (ESCEPD):** AMEE in Milan (August 2014).

ESME Online

The ESME Online courses consisting of webinars, discussion groups and assignments provide the opportunity to take part in an accredited course and to gain the ESME Certificate in Medical Education at a distance. Introduced in 2012 and directed by Ronald Harden, three ESME Online courses were held in 2014/15 for a total of 250 participants. Course tutors were Trevor Gibbs, John Dent, Catherine Kennedy and Pat Lilley. The highly successful collaboration with Pontificia University Chile continues, with the opportunity for Spanish-speaking participants to join discussion groups and submit assignments in their native language. Tutors from Chile include Arnoldo Riquelme, Isabel Leiva, Marcela Bitran and Ximena Trivino.

The ESME Leadership Online course directed by Stewart Mennin was also held twice in 2014, with a total of 41 participants.

ESME Student

The addition of an ESME Student Online Course proved very popular for students wishing to develop their teaching skills. Developed by Dr John Dent from AMEE and Professor Richard Hays from Australia, the course was offered as a pilot from January to April 2015. Over 100 students joined the course, which received good feedback. It is planned that the Student Online Course will become a regular offering from ESME, the next one scheduled in January 2016.

Recognition for Masters

The ESME Certificate in Medical Education is recognised and credited towards further studies leading to a higher degree in health professions education internationally in institutions including Flinders University, University of Hong Kong, Liverpool University and Pontificia Universidad Catolica de Chile.
MedEdWorld offers the opportunity for AMEE members and others interested in medical education to keep in touch between AMEE conferences. It was designed to provide an international network through which organisations, medical schools, teachers, and students across the world could share ideas, common experience and expertise, and collaborate in the further development of medical education.

MedEdWorld continues to evolve and improve the range of services on offer. During 2014 the following were introduced:

- In September 2014 MedEdWorld adopted the new platform Adobe Connect, replacing Wimba Classroom to deliver the MedEdWorld Webinar series. This platform has allowed participants to join in the webinars using their mobile and tablet devices by downloading a free app.

- MedEdWorld allows members to add content related to health professions education, and to respond to items shared through the ‘Comment’ and/or ‘Like’ feature. This feature was enhanced to allow the author of the added content to know someone has commented or liked their item via the messages alert feature on MedEdWorld. Similarly, as more comments are made by other members, previous commenters as well as the author are also notified of new comments so that the communication continues.

- ‘Method of the Month’ is a series of articles that aim to highlight some of the resources available on MedEdWorld relating to specific topics in medical education. In 2014 a further eight issues were published on MedEdWorld which included: Ambulatory Care; Bedside Teaching; Outcome/Competency-Based Medical Education; Peer Assisted Learning; Portfolios; Social Science in Medical Education; Reflective Practice; and Social Media.

- Dialogues in Medical Education (DIME), an AMEE Research Committee initiative, was launched in February 2014. Hosted by MedEdWorld and Professor Stewart Mennin, DIME is a free monthly series of up-to-date live conversations with medical education professionals and experts from across the world.

From the period January 2014 to June 2015, the site attracted over 120,000 visits from more than 60,000 unique visitors. These visits generated in excess of 1,300,000 page views. Just over one half of the visitors were new to the site during this period, indicating a continuing growth whilst maintaining existing users.

MedEdWorld can be viewed as a Browser, a Registered User, or as a Member. All AMEE and institutional members have free membership of MedEdWorld as part of their subscription. Browsers and Registered Users can access some content for free, or have full access to the resources by joining as a MedEdWorld Member for a small charge of £25.

More information is available at www.mededworld.org
Nineteen webinars were offered during 2014 - June 2015, providing an opportunity to engage online with an internationally-acclaimed expert and with colleagues around the globe in a live discussion on a key topic in medical education. During 2014 webinars transitioned from using the Wimba Classroom platform while to the newly adopted web conferencing platform, Adobe Connect. Both platforms allow full audio and visual communication and interaction between the presenter and participants. In addition to participation in the webinars by individuals, some Institutional Members arranged for their school to join the webinars as a group. The topics and presenters for 2014 - June 2015 were:

- What is excellence in medical education? The ASPIRE programme, Ronald M Harden, AMEE, UK
- Increasing defensibility of assessment: how to minimise losing appeals, Richard Hays, Bond University, Australia
- Effective Faculty Leadership in Organisational Change, Elza Mylona, Eastern Virginia Medical School, USA
- Using design-based research to underpin the ongoing improvement of a hybrid mobile-web learning environment in health professional education, Frank Bate and Carole Steketee, University of Notre Dame, Australia
- The interplay between self-assessment and feedback: How does it influence learning?, Joan Sargeant, Dalhousie University, Canada
- Why bedside teaching matters today, Subha Ramani, Harvard Medical School, USA
- Three perspectives on why mentoring is essential for our learners in the workplace, Erik Driessen, Maastricht University, Netherlands
- Preparing 21st Century doctors: What capabilities and attributes are needed? How to achieve them?, Hilliard Jason, International New School of Medicine (iNSoMed)
- How Physical Space Impacts on Learning: Aligning your curriculum with space, Jonas Nordquist, Karolinska University, Sweden
- ‘Writing up’: Principles and Practices for Successful Research Papers, Lorelei Lingard, Western University, Canada
- Changing leadership for changing times: how understanding new leadership theories can help leaders manage change, Judy McKimm, Swansea University, UK
- Setting defensible pass scores for OSCE-style examinations, Dwight D Harley, University of Alberta, Canada
- The exciting journey of reflection in medical education: the destination and the transport, John Sandars, University of Sheffield, UK
- Developing Reflective Writing using Patchwork Texts, Ayona Silva-Fletcher, Royal Veterinary College, UK
- Curriculum blueprinting and learner feedback, Steve Pennell & David Stokes, Memorial University of Newfoundland, Canada
- Educational Scholarship: Grantsmanship: How to Write Promising Grant Proposals, Maria Blanco, Tufts University School of Medicine, USA
- Ambulatory Care: Teaching beyond the hospital wards, John Dent, AMEE, UK
- Social Accountability: Medical education and the global environment, Steli Barna, Norwich Medical School, UK
- Followership and Professional Identity, Judy McKimm, Swansea University, UK.

All webinars are recorded and an archive can be accessed through MedEdWorld.

Dialogues in Medical Education (DIME)

Organised by the AMEE Research Committee, Dialogues in Medical Education (DIME) is a free monthly series of up to date live interviews, conversations and dialogues with professionals and experts in the field of Medical Education and Research hosted by Stewart Mennin. Sessions delivered in 2014 - June 2015 included:

- Authenticity in medical education, with Olle ten Cate, Utrecht University, the Netherlands
- What happened to inquiry and explanation in medical education?, with Kevin Eva, University of British Columbia, Canada
- PBL-TBL: Where the ‘L’ are we; and how do we know?, with Diana Dolmans, Maastricht University, the Netherlands, and Larry Michaelsen, University of Central Missouri, USA
- Trust me I’m a Dr. - accreditation and licensing in the developed and developing world, with John Norcini, FAIMER, USA, and Dan Hunt, LCME, AAMC, USA
- Program evaluation and sustainability: What? So what? Now what?, with Michael Quinn Patton, USA
- From psychometrics to assessment as education, to coherent, institution-wide integration of assessment of students, with Cees van der Vleuten, Maastricht University, the Netherlands, & Lambert Schwirz, Flinders University, Australia
- The Informal Culture of Medical Education: How we treat each other, with Anthony Suchman, Senior Consultant of the Relationship Centered Health Care, USA
- Collaborative programs of research to improve the understanding and evaluation of competency, with Glenn Regehr, University of British Columbia, Canada
- Physician-patient communication and the social context of medical education, with Thomas S. Inui, IU Center for Global Health and Indiana University School of Medicine, USA
- Longitudinal Rural Clerkships: The Flinders Story, with Jennene Greenhill, Flinders University, Australia

All recordings are available on the MedEdWorld website and MedEdWorld YouTube Channel.
Medical Teacher, the Journal of AMEE, addresses the needs of those involved in training for the health professions throughout the world, whether in undergraduate education, postgraduate training or continuing professional development, keeping readers up to date with developments and new ideas in educational methods. Published monthly, the Journal is now in its thirty-fifth year, and access is available to AMEE individual and student members as part of their membership fee. An international Editorial Board advises on journal policy.

The Editor gratefully acknowledges the assistance of the Editorial Board members and the many reviewers who give their time freely in order to assist with reviewing the increasing number of manuscripts submitted each year.

Editor: Professor R M Harden
Managing Editor: Mrs Pat Lilley
Journal Co-ordinator: Ms Morag Allan Campbell

Associate Editors:
Dr John Dent
Professor Trevor Gibbs
Professor Debbie Jaarsma
Professor Trudie Roberts

On average about 30 contributions are received each week for consideration for publication in the journal. The most frequently downloaded papers from the journal website in 2014 - June 2015 were:

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Change of publishing platform
As part of a wider move incorporating the entire Informa Healthcare journal portfolio, the management of Medical Teacher moved over to the Taylor & Francis Group in January 2015. This move into Taylor & Francis’ extensive journals publishing programme promises to provide the best environment for the journal to develop and flourish. The journal will continue to benefit from specialist medical and health science publishing expertise within the wider framework of the Taylor & Francis organization. From January 2015 AMEE members received online only access. Institutional subscribers received the journal in both print and online formats.

Special issues and supplements
A special issue was published in 2014 on the subject of ‘Becoming a Doctor, with guest editors Trudie Roberts and Cees van der Vleuten [Medical Teacher, 36, 8]. The featured papers covered the journey of professional medical development and discussed three important elements of this journey: a map to guide the traveller, regular feedback on their progress and the provision of appropriate increasing responsibility over the course of the journey. A supplement to the April 2014 issue was published in collaboration with the Saudi Society for Medical Education (SSME) and the Dr Hamza Alkhouli Chair for Medical Education Development in the Kingdom of Saudi Arabia.

More information is available at www.medicalteacher.org
MedEdPublish is a highly visible, open access, international e-journal which offers authors the opportunity to share with the health professions community their work in the field of health professions education. An innovative and key feature of MedEdPublish is that the peer-review process begins following publication.

Since its launch in 2012 MedEdPublish has continued to develop and a number of key changes have been implemented in 2014. In May 2014 MedEdPublish was allocated ISSN 2312-7996, which enabled AMEE to put MedEdPublish forward for membership of CrossRef, an official Digital Object Identifier (DOI) Registration Agency of the International DOI Foundation. A DOI is a unique alphanumeric string assigned to a digital object, such as an electronic journal, article, report, or thesis. Each DOI is unique and serves as a stable, persistent link to the full-text of an electronic item on the Internet. In August 2014, following a successful application, the AMEE team were delighted to become a member of CrossRef and thus to allocate a DOI to each papers published in the e-journal, both old and new. This change is significant as the allocation of a DOI gives added weight to papers published in MedEdPublish.

MedEdPublish e-journal has published 74 papers between 2014 - June 2015, each of which offers an insight into the vast range of work practitioners in the field are engaged in. Members of the MedEdWorld Community, which includes all AMEE members are encouraged to read, rate and review these papers. 2015 promises to be an exciting year for MedEdPublish as AMEE will invest significantly in the e-journal.

Listed below are the highest rated papers up to June 2015:

**5* PAPERS**

- Falconer J., Gray S., and Gaul K. (2014) Bring Your Own Device into Problem Based Learning Tutorials

**4* PAPERS**

- Hurst, K.M (2015) The place of podcasting in Physiotherapy skills based education
- Henriksen et al. (2015) Developing Core Competencies for Naturopathic Medicine Programs in North America: AANMC Core Competencies of the Graduating Naturopathic Student
- Rosenkrans D, Klamen D and Roberts N (2015) The learning culture in third year clerkships: medical students’ perceptions through a coaching lens
- Levine S (2015) Physical Diagnosis and Care Coordination in Libya: Medical Mission Work Focused on Capacity Building and Education
- Rezaee M, Moldovan T and Dereski M (2015) Understanding Generational Perspectives to Improve Student Engagement in the Classroom
- Michelle McLean, Ana Da Silva, Judy McKimm and Stella Major (2015) Medical educators working abroad: Who are they?
- Wylie A, Leedham-Green K and Tadeya Y (2014) Engaging medical students and their teachers with the determinants of health: the approaches and impact of a curriculum development at one large UK medical school
AMEE publishes a range of guides giving practical advice and current thinking on a series of important topics in medical and health professions education. Ninety-eight titles are now available, in print and/or electronic format. Twenty-two new guides were published in 2014/15.

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During 2014/2015 the BEME Collaboration has continued to develop. Seventeen new schools joined the existing five schools as BEME International Collaboration Centres (BICCs). Meetings of the BEME Board, the BEME Review Editorial Committee (BREC) and the BEME Congress took place during AMEE 2014 in Milan. Reports on work in progress with BEME systematic reviews were presented in a short communications session. Workshops and a training session for BICCs addressed the BEME systematic review process.

Two working groups were established following the Milan meeting. The first under the Chairmanship of Morris Gordon was charged with the preparation of a strategic and business plan for the further development of BEME. The second with Diana Dolmans as chair was charged with reviewing and bringing forward recommendations relating to the BEME systematic review process. Both groups will report back to the BEME Board at its meeting in Glasgow at AMEE 2015 in September. The Board have agreed with immediate effect to the reduction in size of BREC from 25 to 10 members. Madalena Patricio handed over as chair of BREC on 1st February 2015 to Diana Dolmans who is supported by Trevor Gibbs as Secretary to BREC. Madalena Patricio will take over from Albert Scherpbier as Chair of the BEME Board following its meeting in September 2015.

The BEME Board agreed at its meeting in September 2014 to give a greater priority to the translation of research in medical education to teaching practice and to support the teacher in making evidence-informed decisions. A number of AMEE members and the BICCs are collaborating in the development of a new initiative coordinated by Janusz Janczukowicz to provide teachers with information that will inform them about evidence related to their day-to-day teaching decisions in practice.

The following BEME reviews were published in 2014/2015 or are in progress:
- Baradaran et al, Effectiveness of teaching evidence-based medicine to undergraduate medical students: A BEME systematic review: BEME Guide No. 31
- Khan et al, UK undergraduate medical education in the general practice setting: A BEME systematic review: BEME Guide No. 32
- Querido et al, Dynamics of career choice among students in undergraduate medical courses. A BEME systematic review: BEME Guide No. 33
- Oswald et al, Building Capacity for Education Research Among Clinical Educators in the Health Professions: A BEME [Best Evidence Medical Education] Systematic Review of the Outcomes of Interventions
- Ellaway et al, A critical hybrid realist-outcomes systematic review of relationships between medical education programs and communities: BEME Guide No. 35

More information about the BEME Collaboration is available at www.bemecollaboration.org.
The ASPIRE-to-Excellence initiative, led by AMEE and a Board of international leaders in medical education, has been established since 2012 as the mechanism whereby medical schools are recognised internationally for excellence in medical education. Schools could apply for recognition in one or more of three areas.

- Assessment of Students - Panel Chair, Trudie Roberts, UK
- Student Engagement in the curriculum and in the school - Panel Chair, Khalid Bin Abdulrahman, Saudi Arabia
- Social Accountability of the school - Panel Chair, James Rourke, Canada

In 2014, fourteen submissions were received and awards were made to the following schools:

- University of Leeds, School of Medicine, UK - Student Assessment
- University of Southampton, UK - Student Engagement
- Memorial University of Newfoundland, Canada - Social Accountability
- University of New Mexico, School of Medicine, USA - Social Accountability

The initiative was extended in January 2015 to include dental and veterinary medicine schools with a deadline for submissions of 30th March 2015. The award winners will be announced in Glasgow at AMEE 2015.

Faculty Development has been added as a fourth area where excellence will be recognised in 2016 and a panel has been established chaired by David Irby, USA.

Schools who have received an ASPIRE award have been invited to join an ASPIRE Academy of Medical Schools who have demonstrated excellence in medical education. The Academy will meet for the first time at AMEE 2015 in Glasgow.

Full details of the ASPIRE criteria for recognition of excellence, the submission process and membership of the ASPIRE Board and Panels in each of the areas is on the ASPIRE website www.aspire-to-excellence.org

Submissions for consideration in 2016 will be invited in October 2015.
The work of AMEE depends on the hard work and commitment of staff members. In 2014/15 we welcomed two new members to the team, Farzand Ali and Coleen McLaren.

Ms Morag Allan Campbell  
AMEE Publications Manager  
(m.a.campbell@dundee.ac.uk)  
Morag will be looking after Medical Teacher, AMEE’s Journal, on a part-time basis while studying for a PhD at the University of St Andrews.

Ms Karen Burnett  
AMEE Secretary  
(K.z.burnett@dundee.ac.uk)  
Karen is the first point of contact in the AMEE Office. Her main responsibilities relate to membership issues and publication orders.

Dr John Dent  
AMEE International Liaison Officer  
(j.a.dent@dundee.ac.uk)  
John is a part-time consultant to AMEE and plays a major role in developing international collaborations on behalf of AMEE. He is also a tutor for the ESME Online courses and Course Leader of the new ESME Student course.

Mr Farzand Ali  
International Business Development Manager  
(f.ali@dundee.ac.uk)  
Farzand is responsible for internationalisation and marketing of the Association’s initiatives.

Mr Pat Lilley  
AMEE Operations Director  
(p.m.lilley@dundee.ac.uk)  
Pat is responsible for all aspects of the Association’s work including conferences, courses and publications. She is also Managing Editor of Medical Teacher.

Mrs Coleen McLaren  
AMEE Marketing & Multimedia Developer  
(c.y.mclaren@dundee.ac.uk)  
Coleen joined the AMEE team in 2015 and is involved with the implementation of the Association’s marketing strategy through a variety of media. She is responsible for developing design concepts, producing various publicity materials and creating PowerPoint presentations.

Mrs Dawn Mitchell  
Assistant to the General Secretary  
(d.t.mitchell@dundee.ac.uk)  
Dawn provides PA support to the AMEE General Secretary and is also the administrator for ASPIRE and the ESME Online courses.

Dr Catherine Kennedy  
AMEE Education Officer  
(c.y.kennedy@dundee.ac.uk)  
Catherine provides academic input on a variety of AMEE projects, particularly MedEdWorld. She has authored the popular ‘Update’ series and assists in the development of the MedEdPublish ejournal. She is also a tutor on the ESME Online and ESME Student courses.

Ms Louise Russell  
AMEE Administrative Assistant/BEME Administrator  
(l.m.russell@dundee.ac.uk)  
Louise joined the AMEE team on a part-time basis in 2013 to assist on a variety of AMEE projects. She is the Administrator for the Best Evidence Medical Education (BEME) Collaboration.

Mr Ricky Shek  
MedEdWorld Administrator  
(r.shek@dundee.ac.uk)  
Ricky joined AMEE in October 2013 as MedEdWorld Administrator after completing his degree at the University of Dundee. He is responsible for all aspects of the project, including the webinar series.

Ms Sheghley Ogilvie  
MedEdWorld Marketing and Development Co-ordinator  
(s.z.ogilvie@dundee.ac.uk)  
Sheghley joined AMEE in 2011 as MedEdWorld Administrator, moving to her current part-time role whilst completing her Master’s degree at the University of Glasgow. Her key responsibilities include the development and marketing of the ejournal, MedEdPublish, and the online advertising and development of commercial membership for MedEdWorld.

Mr Dr Eric Norris  
AMEE Administrator  
(e.norris@dundee.ac.uk)  
Dr Eric Norris has been AMEE’s Secretary and General Manager since 2015. His major role is to look after the Association’s day-to-day running, including conferences and courses. He is also Chairman of the BEME Collaboration and the European Society of Medical Education (ESME).