

Advancing Medical Education through Strategic Instructional Design

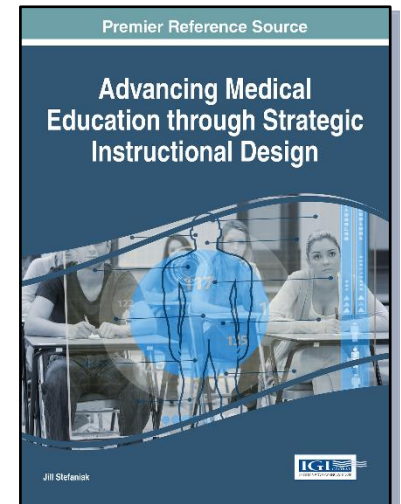
Part of the Advances in Medical Education, Research, and Ethics Book Series

Jill Stefaniak (Old Dominion University, USA)

Description:

Changes in technological innovation are altering modern educational systems. With instructional media continuously evolving, educators have a variety of options when deciding what tools are best for delivering their instruction.

Advancing Medical Education through Strategic Instructional Design is an essential reference publication for the latest scholarly research on the importance of medical educators' adherence to instructional design principles to yield optimal learning outcomes. Features extensive coverage on several relevant topics and perspectives, such as medical simulation, instructional theory, and performance analysis.



Readers:

This book is ideally designed for educators, physicians, and nurses seeking current research on designing effective instruction for a variety of audiences and learning contexts.

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Topics Covered:

- Informal Learning
- Instructional Management
- Instructional Strategies and Sequencing
- Instructional Theory
- Medical Simulation
- Non-Instructional Interventions
- Performance Analysis
- Virtual Patients

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Jill E. Stefaniak is an Assistant Professor of Instructional Design and Technology at Old Dominion University. Prior to joining Old Dominion University, Jill was the Director of Education Training at the Oakland University William Beaumont School of Medicine. An experienced educator, Jill has trained medical students to become physician educators in community and hospital environments. She received her Ph.D. from Wayne State University in Instructional Technology, and holds a designation as a Certified Professional in Learning & Performance. Previously, she earned a Masters of Training and Development with a double concentration in Instructional Design & Technology and Organizational Development & Leadership from Oakland University in 2008 and a Bachelors of Commerce from the University of Windsor in 2006. Her research interests include learner-centered instruction, cognitive apprenticeships, informal learning environments, and medical simulation.

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