Preface

The constantly changing landscape of Medical Education and Ethics makes it challenging for experts and practitioners to stay informed of the field’s most up-to-date research. That is why Medical Information Science Reference is pleased to offer this three-volume reference collection that will empower students, researchers, and academicians with a strong understanding of critical issues within Medical Education and Ethics by providing both broad and detailed perspectives on cutting-edge theories and developments. This reference is designed to act as a single reference source on conceptual, methodological, technical, and managerial issues, as well as provide insight into emerging trends and future opportunities within the discipline.

Medical Education and Ethics: Concepts, Methodologies, Tools and Applications is organized into six distinct sections that provide comprehensive coverage of important topics. The sections are:

1. Fundamental Concepts and Theories;
2. Development and Design Methodologies;
3. Utilization and Applications;
4. Organizational and Social Implications;
5. Critical Issues and Challenges; and

The following paragraphs provide a summary of what to expect from this invaluable reference tool.

Section 1, “Fundamental Concepts and Theories,” serves as a foundation for this extensive reference tool by addressing crucial theories essential to the understanding of Medical Education and Ethics. Introducing the book is The Fundamentals of Health Literacy by Kijpokin Kasemsap; a great foundation laying the groundwork for the basic concepts and theories that will be discussed throughout the rest of the book. Section 1 concludes, and leads into the following portion of the book with a nice segue chapter, Introducing Educational Technology into the Higher Education Environment: A Professional Development Framework by Linda Van Rynveveld.

Section 2, “Development and Design Methodologies,” presents in-depth coverage of the conceptual design and architecture of Medical Education and Ethics with a touch of coverage of the various tools and technologies used in the implementation of Medical Education and Ethics. Opening the section is Introducing iPads into Primary Mathematics Classrooms: Teachers’ Experiences and Pedagogies by Catherine Attard. Through case studies, this section lays excellent groundwork for later sections that will get into present and future applications for Medical Education and Ethics. The section concludes with an excellent work by Reenay R.H. Rogers, Jodie Winship, and Yan Sun, titled Systematic Support for STEM Pre-Service Teachers: An Authentic and Sustainable Four-Pillar Professional Development Model.
Section 3, “Utilization and Applications,” describes how the broad range of Medical Education and Ethics efforts have been utilized and offers insight on and important lessons for their applications and impact. The first chapter in the section is titled *Teachers’ Use of Social Networking Sites for Continuing Professional Development* written by Daniel Xerri. This section includes the widest range of topics because it describes case studies, research, methodologies, frameworks, architectures, theory, analysis, and guides for implementation. The breadth of topics covered in the chapter is also reflected in the diversity of its authors, from countries all over the globe. The section concludes with *Implementation of Scholarship of Teaching and Learning through an On-Line Masters Program* by Klara Bolander Laksov, Charlotte Silén, and Lena Engqvist Boman, a great transition chapter into the next section.

Section 4, “Organizational and Social Implications,” includes chapters discussing the organizational and social impact of Medical Education and Ethics. The section opens with *Engaging Patients and Lowering Costs: Technology to the Rescue* by Tony Zordich and Julia Menichetti. Where Section 4 focused on the broad, many applications of Medical Education and Ethics technology, this section focuses exclusively on how these technologies affect human lives, either through the way they interact with each other, or through how they affect behavioral/workplace situations. The section concludes with *Diversity in Undergraduate Medical Education: An Examination of Organizational Culture and Climate in Medical Schools* by Laura Castillo-Page, Jennifer Eliason, Sarah S. Conrad, and Marc A. Nivet.

Section 5, “Critical Issues and Challenges,” presents coverage of academic and research perspectives on Medical Education and Ethics tools and applications. The section begins with *Understanding of Leadership in Distance Education Management* by Gülay Ekren, Şerîn Karataş, and Üğur Demiray. Chapters in this section will look into theoretical approaches and offer alternatives to crucial questions on the subject of Medical Education and Ethics. The section concludes with *Emotional Intelligence and Political Skill Really Matter in Educational Leadership* by Nikoletta Taliadorou and Petros Pashiardis.

Section 6, “Emerging Trends,” highlights areas for future research within the field of Medical Education and Ethics, opening with *Evolving Pedagogy and Practice: The 1:1 Mathematics Classroom through a TPACK Lens* by Susan Hennessey, Mark W. Olofson, Meredith J. C. Swallow and John M. Downes. This section contains chapters that look at what might happen in the coming years that can extend the already staggering amount of applications for Medical Education and Ethics. The final chapter of the book looks at an emerging field within Medical Education and Ethics, in the excellent contribution, *Preparing Future Physicians to Adapt to the Changing Health Care System: Promoting Humanism through Curricular Design* by Joanna Lauren Drowos and Sarah K. Wood.

Although the primary organization of the contents in this multi-volume work is based on its six sections, offering a progression of coverage of the important concepts, methodologies, technologies, applications, social issues, and emerging trends, the reader can also identify specific contents by utilizing the extensive indexing system listed at the end of each volume. As a comprehensive collection of research on the latest findings related to using technology to providing various services, *Medical Education and Ethics: Concepts, Methodologies, Tools and Applications*, provides researchers, administrators and all audiences with a complete understanding of the development of applications and concepts in Medical Education and Ethics. Given the vast number of issues concerning usage, failure, success, policies, strategies, and applications of Medical Education and Ethics in countries around the world, *Medical Education and Ethics: Concepts, Methodologies, Tools and Applications* addresses the demand for a resource that encompasses the most pertinent research in technologies being employed to globally bolster the knowledge and applications of Medical Education and Ethics.