Teaching and Learning in the Workplace

[Bowen JL (2006) Educational strategies to promote clinical diagnostic reasoning. N Engl J Med 355(21):2217-25. PMID: 17124019 DOI: 10.1056/NEJMra054782](https://www.ncbi.nlm.nih.gov/pubmed/?term=Educational+strategies+to+promote+clinical+diagnostic+reasoning.+N)

This is a review of how clinical teachers can facilitate the learning process in their students.

[Durning SJ & Artino AR (2011) Situative theory: a perspective on how participants and the environment can interact: AMEE Guide no. 52. Med Teach 33(3):188-99. PMID: 21345059 DOI: 10.3109/0142159X.2011.550965](https://www.ncbi.nlm.nih.gov/pubmed/?term=Durning+SJ+%26+Artino+AR+(2011)+Situative+theory%3A+a+perspective+on+how+participants+and+the+environment+can+interact%3A+AMEE+Guide+no.+52.+Med+Teach+33(3)%3A188-99.+PMID%3A+21345059+DOI%3A+10.3109%2F0142159X.2011.550965)

This article outlines the tenets of situativity theory and compares it to information processing theory.

[Kenny NP, Mann KV & MacLeod H (2003) Role modeling in physicians’ professional formation: reconsidering an essential but untapped educational strategy. Acad Med 78(12):1203-10. PMID: 14660418](https://www.ncbi.nlm.nih.gov/pubmed/?term=Role+modeling+in+physicians%E2%80%99+professional+formation%3A+reconsidering+an+essential+but+untapped+educational+strategy.)

This article identifies foundational questions regarding role models and professional character formation, describes reasons for inattention to character formation, and suggests consequences on faculty recruitment and development.

[Sadideen H & Kneebone R (2012) Practical skills teaching in contemporary surgical education: how can educational theory be applied to promote effective learning? Am J Surg 204(3):396-401. PMID: 22688108 DOI: 10.1016/j.amjsurg.2011.12.020](https://www.ncbi.nlm.nih.gov/pubmed/?term=Practical+skills+teaching+in+contemporary+surgical+education%3A+how+can+educational+theory+be+applied+to+promote+effective+learning%3F+Am+J+Surg+204)

This is a high level review of several aspects of surgical education modeled on educational theory.

[Yardley S, Teunissen PW & Dornan T (2012) Experiential learning: AMEE Guide No. 63. Med Teach 34(2):e102-15. PMID: 22289008 DOI: 10.3109/0142159X.2012.650741](https://www.ncbi.nlm.nih.gov/pubmed/?term=Yardley+S%2C+Teunissen+PW+%26+Dornan+T+(2012)+Experiential+learning%3A+AMEE+Guide+No.+63.+Med+Teach+34(2)%3Ae102-15.+PMID%3A+22289008+DOI%3A+10.3109%2F0142159X.2012.650741)

This is an overview of educational theory relevant to learning from experience. It provides a review of the principles of experiential learning and discusses sociocultural perspectives on experiential learning.