

Integration, Competence & Expertise: Preparing Learners for the future
IAMSE webinar – January 25, 2018
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Recommended Readings

Expertise

Mylopoulos, M., & Woods, N. N. (2017). When I say ... adaptive expertise. *Medical Education*, 48(7), 1–2.

Woods, N. N., & Mylopoulos, M. (2015). On clinical reasoning research and applications: redefining expertise. *Medical Education*, 49(5), 543–543.

Mylopoulos, M., & Regehr, G. (2011). Putting the expert together again. *Medical Education*, 45(9), 920–926.

Mylopoulos, M., & Regehr, G. (2007). Cognitive metaphors of expertise and knowledge: prospects and limitations for medical education. *Medical Education*, 41(12), 1159–1165.

Integration

Kulasegaram, K. M., Martimianakis, M. A., Mylopoulos, M., Whitehead, C. R., & Woods, N. N. (2013). Cognition Before Curriculum. *Academic Medicine : Journal of the Association of American Medical Colleges*, 88(10), 1578–1585.

Cheung, J. J. H., Kulasegaram, K. M., Woods, N. N., Moulton, C.-A., Ringsted, C. V., & Brydges, R. (2017). Knowing How and Knowing Why: testing the effect of instruction designed for cognitive integration on procedural skills transfer. *Advances in Health Sciences Education*, 1–14.

Mylopoulos, M., & Woods, N. (2014). Preparing medical students for future learning using basic science instruction. *Medical Education*, 48(7), 667–673.

Woods, N. N. (2007). Science is fundamental: the role of biomedical knowledge in clinical reasoning. *Medical Education*, 41(12), 1173–1177.

Variation

Kornell, N., & Bjork, R. A. (2008). Learning Concepts and Categories: Is Spacing the "Enemy of Induction"? *Psychological Science*, 19(6), 585–592.

Schwartz, D. L., & Bransford, J. D. (1998). A time for telling. *Cognition and instruction*, 16(4), 475–5223.

