

## Course Plan

**Course Title:** English for Medical Education (Graduate Level)

**Instructor:** Dr. Ramin Homayouni , Department of Medical Education

**Institution:** School of Medical Education, Shahid Beheshti University of Medical Sciences, Iran

**Delivery Mode:** Virtual / Asynchronous (Learning Management System – LMS)

**Course Duration:** 8–10 weeks

**Session Duration:** # 20 minutes (recorded video lectures)

**Target Audience:** Master's students in Medical Education

### Course Description

This course is designed to enhance graduate students' proficiency in English within the specialized field of medical education. It integrates language learning with core domains of medical education. Through exposure to authentic academic texts, research articles, and professional documents, students will become familiar with the specialized vocabulary used in areas such as curriculum development, program evaluation, student assessment, instructional design, teaching and learning methods, educational management and leadership, and research. Through recorded lectures, guided readings, and interactive assignments, students will acquire the ability to comprehend, analyze, and produce academic texts in English. The course emphasizes terminology, text structure, reading comprehension, academic writing, and oral presentation skills, preparing students to engage effectively with international literature and scholarly communication in medical education.

### General Objectives

- To develop students' ability to understand and use **specialized terminology in medical education**.
- To enhance skills in **reading, analyzing, and writing academic texts** in the field of medical education.

- To strengthen students' capacity for **oral and written presentation** of educational concepts.
- To integrate English language learning with **core domains of medical education**.

## Learning Outcomes

By the end of the course, students will be able to:

- Identify and correctly use **key terminologies** in medical education.
- Analyze the **structure of academic texts** (articles, reports, curricula) in medical education.
- Demonstrate **reading comprehension** of specialized texts.
- Produce **written summaries, critiques, and short reports** in English.
- Deliver **short oral presentations** on topics in medical education using appropriate academic English.

## Course Topics & Sessions

Session	Topic/Domain	Language Focus	Activities	Assessment
1	Introduction to Medical Education	Basic terminology, text structure	Reading a textbook introduction; vocabulary exercises	Short glossary submission
2	Curriculum Development	Academic text organization, summarizing	Analyzing a curriculum article; writing a summary	Upload summary on LMS
3	Teaching & Learning Methods	Functional language for teaching	Reading a case study; drafting a teaching plan	Submit teaching plan draft
4	Student Assessment	Terminology of assessment	Reading an assessment article	Submit assessment glossary
5	Program Evaluation	Terminology of Evaluation, critique writing	Reading an evaluation report; writing a critique	Upload critique

Session	Topic/Domain	Language Focus	Activities	Assessment
6	Educational Management & Policy	Formal academic writing, argumentation	Reading a policy paper; preparing a position statement	Submit position statement
7	Research in Medical Education	Abstracts, methodology language	Reading a research abstract; writing a mini-abstract	Upload mini-abstract
8	Review & Integration	Consolidation of vocabulary and writing	Discussion; final project instructions	Final written project

## Teaching-Learning Methods

- Recorded video lectures (20 minutes each) introducing key concepts and language points.
- Guided reading of selected texts (books, articles, reports).
- Interactive exercises embedded in LMS (quizzes, vocabulary tasks).
- Assignments submitted via LMS (summaries, critiques, abstracts).
- Peer feedback in discussion forums.

## Resources

- Selected chapters from:
  - A Practical Guide for Medical Teachers, 6th Edition. John Dent, Ronald Harden, Dan Hunt – 2021.
  - Understanding Medical Education EVIDENCE, THEORY, AND PRACTICE, 3rd Edition. Tim Swanwick, Kirsty Forrest, Bridget C. O'Brien – 2019.
- AMEE Guides & Peer-reviewed articles from *Medical Teacher* and *Academic Medicine*.
- LMS tools: discussion boards, assignment submission, quizzes.

## Assessment Strategy

- Formative assessment: Vocabulary exercises, Glossary Assignments, short written tasks.

- Summative assessment: Final written project (short essay/report in English on a medical education topic).
- Participation: Engagement in LMS discussions and timely submission of assignments.

## **Evaluation of Teaching**

- Student feedback.
- Reflection on effectiveness of integrating English with medical education content.