

Setting Standards for Assessing of Medical Educators' Performance

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A medical educator is usually very well prepared as a physician. Once they complete their medical studies, they are given the "job" of educating "medical students" to become future doctors who are responsible for the health of the human power of their country or anywhere else they perform.

How well are medical educators prepared to educate their medical students? If not well-prepared, what do they usually do? They have no choice but tend to teach the way they were taught? What about assessing their students' learning outcomes? They usually follow strategies that are mandated as policy or they use their best judgment within the available knowledge and resources.

How is a medical educator's overall proficiency defined as a construct? What sub-constructs may be included under this overall proficiency? What variables can be included and how they can be assessed? According to such a definition, what standards can be set for medical educators' competence in the subject matter, teaching and assessment? How may these standards be used to raise the quality of medical education?

This session presents the definition and operationalization of medical educator's overall proficiency in addition to how to assess their academic competence, their teaching ability and their competence in educational assessment as the bases for quality in medical education.