

## Ten key features of the future medical school—not an impossible dream

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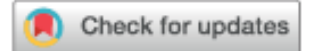
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### Practice points

- The status quo is not an option and every teacher has a responsibility to contribute to plans for the future direction of their school
- The 10 continua presented can be used as a tool to evaluate where your school is at present in planning for the future and in which direction it would like to progress
- When planning for the future, think creatively and “colour outside the lines”



## Ten key features of the future medical school—not an impossible dream

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### ABSTRACT

Significant developments in medical education are necessary if medical schools are to respond to the pressures from advances in medicine, changes in health care delivery, and patient and public expectations. This article describes 10 key features of the medical school of the future: the move from the ivory tower to the real world, from just-in-case learning to just-in-time learning, from the basic science clinical divide to full integration, from undervalued teaching and the teacher to recognition of their importance, from the student as a client to the student as partner, from a mystery tour to a mapped journey, from standard uniform practice to an adaptive curriculum, from a failure to exploit learning technology to its effective and creative use, from assessment *of* learning to assessment *for* learning, and from working in isolation to greater collaboration. A move in the directions specified is necessary and possible. With some of the changes proposed already happening, it is not an impossible dream.

- 1. From the ivory tower to the real world and the authentic curriculum**
- 2. Moving from just-in-case to just-in-time learning**
- 3. From a basic science clinical divide to full integration of the basic sciences with clinical medicine**
- 4. From undervaluing of teaching to recognition of the importance of teaching and teachers**
- 5. A move from the student as a client to the student as a partner**
- 6. A move from a mystery tour to a mapped journey**
- 7. A move from a standard uniform program to an adaptive curriculum with adaptive learning**
- 8. A move from a failure to exploit fully learning technology to its creative and effective use**
- 9. A move from compartmentalized assessment of learning to program-focused assessment *for* learning**
- 10. A move from working in relative isolation to greater collaboration**