BOOK REVIEWS

Carter, S. *Facilitating Learning in Healthcare*. Pharmaceutical Press; 2011, 142pp, \$55 (paperback), ISBN 9780853699545.

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I wish I had a copy of *Facilitating Learning in Healthcare* sitting on my desk the day I started my academic career. Although written primarily by authors with experience in pharmacy education, this quick and easy guide would serve as a valuable resource for teachers in all healthcare disciplines. It is a must read for those beginning their teaching careers as new faculty members, as well as residents and students contemplating teaching careers. The contributors share a global perspective on education, representing the United States, South Africa, United Kingdom, and Namibia. This adds a unique strength to the text, which lists examples and resources from around the world.

The text is well organized, starting with a table of contents providing page references for each chapter and major heading within the chapter. Each chapter contains tips and activities providing techniques for the reader to implement suggestions presented in the chapter. In addition, each chapter offers an extensive list of references and additional resources to guide the reader who would like to delve deeper into a particular topic area. Eight appendices deliver further guidance and sample tools for implementing recommendations made in the text. A complete glossary provides a reference for readers new to the vocabulary of teaching and learning. The well-developed index is valuable for the reader looking for quick access to a specific topic.

The first chapter, "Introducing Teaching and Learning," sets the groundwork for the rest of the guide. It covers such major areas as what is a teacher, education as a discipline, and teaching and learning theories. Although the text is primarily focused on teaching with a didactic focus, it also discusses experiential learning – an area integral to the preparation of the health care practitioner.

Chapter 2, "Developing Course Material," is a step-by-step guide for developing a new lecture, a new teaching module, or an entire course. Topics include learning aims, objectives and outcomes, audience assessment, and teaching and learning resources. While the focus of this chapter is development of a new product, the information

provided would also be useful for the teacher redesigning a lecture or course. Brief discussion is given to course delivery and assessment, but these topics are reserved for future chapters.

"Teaching Strategies and Approaches to Learning" are addressed in chapter 3. Much discussion is given to the traditional lecture technique including advantages, challenges, and tips for overcoming those challenges. Additionally, more active-learning strategies are presented including case-based learning, brain storming, tutorials, mentoring, projects, workshops, and laboratory settings. E-learning is also discussed along with suggestions for how to incorporate e-learning into the course instruction.

"Assessing learning" is the topic of chapter 4. As learners and teachers, each of us is constantly assessing the work of ourselves and others. This chapter provides a strong foundation on how, why, and what educators assess. It presents major assessment processes and tools. Included in the discussion are approaches for self-assessment by the learner. As educators work to develop students into life-long learners, teaching students this approach of reflection and self-assessment will serve them well.

Chapter 5 addresses assessment from a different perspective: "Evaluating Teaching." Educators must not only evaluate learners' performance, but their own performance as well. This chapter identifies some of the barriers to assessment of teaching and provides useful tools and resources to overcome those barriers. Importantly, it addresses the question of how to use teaching evaluation data to drive performance improvement and enhanced student learning.

Chapter 6 rounds out the text on a discussion of "Reflecting on Teaching and Learning." Interestingly enough, educators often ask students to be reflective learners, but then spend little time themselves reflecting on teaching and learning. This final chapter provides perspective on reflection. Reflection done well at this stage will circle the reader back around to the beginning of the text in continuous quality improvement. As I sit at my desk finishing up the current academic year, I look forward to next year with the opportunity to implement some of the new ideas I gathered while reading this book.

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