

Advances and challenges in medical education: An interdisciplinary approach

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SUMMARY

Given the diversity of changes made in basic education in recent years, the training of students has been so uncertain that it is difficult for us to figure out their exit profile. Between the updates in the Educational Reform of 2013 and the “Nueva Escuela Mexicana” (New Mexican School Reform), whose plans were ratified by the Legislative Power in 2019, the entry profiles of students from the various universities of the country have been “affected,” so to speak, and if we add the consequences of the COVID-19 pandemic, having access to literature such as the one presented above is a true oasis in the desert.

Finding institutions that take the time to observe and analyze the behavior of their educational community before and after the pandemic and go beyond that, by finding areas of opportunity and work upon them, is something worth emulating.

Keywords: pandemic, resiliency, virtual learning, area of opportunity.

As a teacher and researcher, I greatly appreciate the authors of the work *Advances and Challenges in Medical Education: An interdisciplinary approach*, since they present us with research results in each chapter that might seem very basic, but that are definitely the core to diagnose the needs of university students. Details that help us to find their areas of opportunity, to educate comprehensively and with excellence, according to the standards of the alma mater where these researchers work, the School of Medicine of the Universidad Autónoma de Tamaulipas, Southern Region.

Aimed at researchers, academics, teachers, as well as students, all can benefit from information and/or find the needed empathy to both strengthen their area of opportunity and name their strengths. Chapter 1 involves two research studies for those who study the degree for Surgeon Physician: “Learning Styles and Their Relationship to Academic Performance in Students of Medical Surgeon Degree” and “Stress Profile and Coping Styles in Students of the Medical Surgeon Degree,” closing the chapter with the “Advantages of the Peer-to-Peer Use of Generative Artificial Intelligence in Undergraduate Medicine Teaching: A Systematic Review”.

Chapter 2 is focused on “Attitudes of the Social Service Medicine Interns: Use of Telemedicine”, “Mental Health Effects Related to Covid-19 Lockdown in Medical Students” which, upon reading, makes me reflect not only on students at said school, but on all students regardless of educational level. They close the chapter with “Resilient Factors in Students of the Medicine Degree at the Universidad Autónoma de Tamaulipas.” The sum of the elements considered makes the academic and administrative body of the institution worthy of recognition, as it proves a real concern for its student community. This is a praise-worthy detail that all institutions should consider: how the pandemic affected our students, what improvements were made and what areas of opportunity were found for teachers, schools, system or government, as well as the families.

They complete the work with Chapter 3, where they consider “Culture of Digital Literacy in College Students,” “The Impact of Virtual Modality on the Quality of Learning for Students in the Area of Health Sciences” and “The Virtual Learning Environments as a Support Tool in the Teaching – Learning process”; those of us who teach know that these are topics, that emerged during the pandemic but stayed with us, have been challenging not only for digital migrants (Generation X’ers), but also for those part of the Generation Y or Millennials, as well as Z, to which current college students belong, an even for Generation Alpha, to which current the basic education students belong.

With 40 years as a Basic Education teacher in the state of Sonora and just over 20 years in research and involvement with Middle and Higher education in several states of the country, I am extremely pleased to find this kind of bibliographical support, so varied and assertive, hence I praise the authors in addition to widely recommend its reading.

This book not only articulates the ongoing commitment of the Cuerpo Académico (Research Group) UAT-CA-180, “ICT, Education and Health”, with academic excellence and interdisciplinary research, but also strengthens its mission to disseminate knowledge and promote the comprehensive development in the critical areas of education, health and technology. This is a priceless resource for academics, students, and professionals interested in studying the complex challenges and opportunities that define the progress of medicine and Medical Education.