

Title: How prepared are the medical educators internationally in China?

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Context and setting: Medical education of the world is developing very fast and the world is getting closer with the internationalization of the world. But in the world-wide big family of medical education, there is few voice or activities of China. Compared with the fast development of medical scientific research of chinese medical researchers, which achieved quite satisfactory achievements such as high quality SCI theses, chinese medical educators lags behind and are less active in the world—even less active than other developing countries in the fields of medical education. Is this true? And what's the status quo of medical education in nowadays China and what are the main factors that hinder Chinese medical educators from taking a relatively active role in the world? There should be a pilot survey about this situation that arouses nationwide concern and then we can take measures to facilitate their international activities.

Why the idea was necessary: As the biggest scale of medical education in the world, Chinese medical educators should keep up with the development of the world, and be more prepared and qualified internationally so that we can take measures to enhance the quality of medical education of our most heavy-populated country and make more contributions to the health of the world.

What was done: We carried out a baseline investigation of Chinese medical educators' publications in international journals in recent 10 years, founding that there are few theses published by Chinese medical educators. Then we developed a questionnaire to carry out a national survey concerning how prepared are Chinese medical educators internationally. The questionnaire includes 50 questions that mainly focus on three domains—attitude domain (15), knowledge domain (15), and skills domain (20). All the questions were divided into three types tailored to our needs: four-point Likert scale questions, yes/no questions, and weighted questions. And we selected some 32 relatively famous medical universities nationwide to respond.

Evaluation of results and impact: We analysed the answers of 538 valid individual respondents including teachers and administrative staff members. The results revealed that our medical educators are relatively poor in the knowledge domain. They know little about international medical education organizations (30%) and international medical education journals (24%). Few have systematically studied medical education theories in the international background (10%). But they are relatively active in the skills domain, with 90% having carried out PBL, 32% having practiced OSCE, notwithstanding their little experiences

in international educational meetings (10%) and low yielding of English theses. In the attitude domain, they all showed willingness to take international activities.

Weighted analysis showed that the main reasons infecting Chinese medical educators' international activities include: lack of international opportunities (little chance to study or take part in international meetings abroad, short of firsthand international reference materials, etc), need of money, ability of English, and special support of stakeholders.

The feedback questions reflected that after the national survey nearly, all of the respondents showed much more interest in international education. They want to know more about FAIMER and other organizations and are willing to take more measures to reform their teaching and to prepare for international theses if possible. All these positive reactions will lead to much more potential international activities.

To be more prepared internationally for Chinese medical educators, apart from their own effort, intervention of international organizations is surely an important incentive. China Medical Board (CMB) programs and the incoming FAIMER project in China will surely be a shot in the arm. And Chinese medical education will loom large internationally in the near future.