

Bibliographie indicative

Note : cette bibliographie comprend une trentaine d'ouvrages en pédagogie médicale se trouvant au Centre de Pédagogie en Sciences de la Santé de la Faculté de Médecine de l'Université de Sherbrooke.

- (1) Bess, J. L. (2000). *Teaching alone, teaching together : Transforming the structure of teams for teaching*. San Francisco: Jossey-Bass.
- (2) Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *The handbook of qualitative research*. Thousand Oaks (Ca): Sage Publications.
- (3) Duch, B. J., Groh, S. E., & Allen, D. E. (Eds.). (2001). *The power of problem-based learning: A practical "how to" for teaching undergraduate courses in any discipline*. Sterling, Va: Stylus Pub.
- (4) Edwards, J. C., Friedland, J. A., & Bing-You, R. (2002). *Residents' teaching skills*. New York: Springer Pub. Co.
- (5) Evensen, D. H., & Hmelo, C. E. (2000). *Problem-based learning : A research perspective on learning interactions*. Mahwah, N.J.: L. Erlbaum Associates.
- (6) Gall, M. D., Gall, J. P., & Borg, W. R. (1996). *Educational research : An introduction* (6th ed.). New York: Longman.
- (7) Hacker, D. J., Dunlosky, J., & Graesser, A. C. (Eds.). (1998). *Metacognition in educational theory and practice*. Mahwah, N.J.: L. Erlbaum Associates.
- (8) Huba, M. E., & Freed, J. E. (2000). *Learner-centered assessment on college campuses : Shifting the focus from teaching to learning*. Boston: Allyn and Bacon.
- (9) Innes, R. B. (2004). *Reconstructing undergraduate education: Using learning science to design effective courses*. Mahwah (N.J.) ; London: L. Erlbaum Associates.
- (10) Knapper, C. K., & Cropley, A. J. (2000). *Lifelong learning in higher education* (3rd ed.). London, England: Kogan Page.
- (11) Lajoie, S. P. (Ed.). (2000). *Computers as cognitive tools: Vol. 2. No more walls*. Mahwah, New Jersey ; London: L. Erlbaum.
- (12) Legendre, R. (1993). *Dictionnaire actuel de l'éducation*. Montréal : Guérin ; Paris: ESKA.
- (13) Norman, G. R., Van der Vleuten, C., & Newble, D. (Eds.). (2002). *International handbook of research in medical education (Part 2)*. Dordrecht; Boston; London: Kluwer.
- (14) Robson, C. (1999). *Real world research : A resource for social scientists and practitioner-researchers*. Oxford, UK ; Madden, Mass.: Blackwell Publishers.

- (15) Rossi, P. H., Lipsey, M. W., & Freeman, H. (2004). *Evaluation : A systematic approach* (7th ed.). Thousand Oaks (Calif.): Sage Publications.
- (16) Rubenstein, W., & Talbot, Y. (1992). *Medical teaching in the ambulatory care : A practical guide*. New York: Springer Pub. Co.
- (17) Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- (18) Silverman, J., Dr, Kurtz, S. M., & Draper, J. (2005). *Skills for communicating with patients* (2nd ed.). Abingdon, Oxon, UK: Radcliffe Pub.
- (19) Silverman, J., Dr, Kurtz, S. M., & Draper, J. (2005). *Teaching and learning communication skills in medicine* (2nd ed.). Abingdon, Oxon, UK: Radcliffe Pub.
- (20) Sternberg, R. J., & Horvath, J. A. (Eds.). (1999). *Tacit knowledge in professional practice : Researcher and practitioner perspectives*. Mahwah ; London: L. Erlbaum.
- (21) Tardif, J. (1999). *Le transfert des apprentissages*. Montréal: Editions Logiques.
- (22) Tardif, J. (1992). *Pour un enseignement stratégique : L'apport de la psychologie cognitive*. Montréal: Logiques.
- (23) Viau, R. (1994). *La motivation en contexte scolaire*. Bruxelles: De Boeck Université.
- (24) Westberg, J. (1996). *Fostering learning in small groups : A practical guide*. New York: Springer.
- (25) Westberg, J., & Hilliard, J. (2001). *Fostering reflection and providing feedback : Helping others learn from experience*. New York: Springer Pub.
- (26) Zimmerman, B. J., Bonner, S., Kovach, R., Pagnouille, C., & Smets, G. (2000). *Des apprenants autonomes : Autorégulation des apprentissages*. Paris ; Bruxelles: De Boeck.
- (27) Zimmerman, B. J., & Schunk, D. H. (Eds.). (2001). *Self-regulated learning and academic achievement : Theoretical perspectives* (2nd ed.). Mahwah, N.J.: Lawrence Erlbaum Associates Publishers.