

EDITORIAL'S NOTE

The rapid advancement of digital technologies continues to transform the landscape of health professions education. From artificial intelligence and learning analytics to simulation, virtual learning environments, and digital assessment platforms, technology has become an integral component of contemporary medical education. Beyond merely facilitating learning, these innovations have the potential to reshape how healthcare professionals acquire knowledge, develop competencies, and engage in lifelong learning. As educators and researchers, we are increasingly called upon to examine not only what technologies can do, but how they can be meaningfully aligned with sound educational principles to serve learners and society.

It is therefore our great pleasure to jointly present this Special Issue of the *Education in Medicine Journal*, published in conjunction with the International Conference 2024 under the theme Technology Enhanced Medical Education. As Guest Editors, we have had the privilege of curating a collection of scholarly works that reflect current developments, innovations, and research in technology-enhanced teaching and learning across the continuum of health professions education. This special issue features eight short communication articles that together offer diverse scholarly perspectives on contemporary issues, innovations, and challenges in medical and health professions education.

The articles included in this special issue collectively explore several important areas in health professions education, including assessment, learner development, curriculum innovation, academic literacy, clinical training quality, interprofessional collaboration, student well-being, and technology-supported educational interventions. They represent diverse perspectives from educators, researchers, and practitioners exploring the opportunities and challenges of integrating technology into educational practice. Together, these contributions illustrate educators, researchers, and institutions' ongoing efforts to strengthen educational quality and prepare future health professionals for increasingly complex learning and practice environments.

The issue opens with an exploration of what medical students gain from the Objective Structured Clinical Examination (OSCE) at the Faculty of Medicine, Alkhairaat University, Indonesia, offering insight into how assessment shapes learning experiences. This is followed by a study examining the correlations between Master Adaptive Learner characteristics and anatomy performance within an active, game-based learning environment, illustrating how learner attributes and innovative instructional design intersect. A cross-sectional study of gaps in preparedness for independent medical practice among Indonesian medical graduates then turns to the critical transition from training to practice and the readiness of future physicians.

Academic literacy is addressed through an action research initiative aimed at fostering excellence in English academic writing among health profession students and lecturers, highlighting the shared responsibility of learners and educators in scholarly development. The quality of clinical training is examined in a study evaluating the perceived quality of educational services among clinical pathology residents at Hasanuddin University using the SERVQUAL instrument, providing an evidence-based lens on service quality in postgraduate training. A further contribution explores the barriers to interprofessional collaboration in public health centres in Palu, Indonesia, underscoring the importance of collaborative competencies in real-world practice settings.

Learner well-being is brought into focus through a study evaluating resilience levels and their association with psychological parameters among nursing students at Universiti Sains Malaysia, reminding us that the affective and psychological dimensions of learning are inseparable from educational quality. Finally, the issue presents an account of strengthening protective skills through the SmartShield web-based interactive modules, exemplifying how thoughtfully designed technology-supported interventions can address important educational and social needs.

A recurring message across this special issue is the importance of aligning technological innovation with pedagogical purpose. Collectively, these contributions highlight the growing role of digital tools in curriculum delivery, assessment, learner engagement, faculty development, and educational scholarship. Importantly, they also remind us that technology serves not as a replacement for sound educational principles, but as an enabler of meaningful, learner-centred educational experiences. In this sense, technology-enhanced medical education extends well beyond the adoption of digital tools; it emphasises the alignment of technology with meaningful assessment practices, faculty and institutional readiness, and the development of professional competencies, functioning as a catalyst for educational reflection, innovation, and continuous improvement.

As educational technologies continue to evolve at an unprecedented pace, educators must remain guided by evidence, educational theory, and the needs of learners and society. Although the articles presented here vary in focus and educational context, they share a common commitment to advancing medical and health professions education through scholarly inquiry, critical evaluation, and evidence-informed practice. The studies contribute valuable insights that may inform future educational practice, research, and policy development within medical and health professions education.

We hope that this special issue will stimulate further dialogue, collaboration, and innovation among educators and researchers, while encouraging the thoughtful and responsible adoption of technology to enhance the quality, inclusiveness, and effectiveness of health professions education.

As Guest Editors, we would like to express our sincere gratitude to all authors for their valuable contributions, to the reviewers for their time and constructive feedback, and to the Editorial Board and the publisher of the Education in Medicine Journal for their guidance and support throughout the publication process. We would also like to acknowledge the organisers of the International Conference 2024 for providing a platform that fostered scholarly exchange and collaboration among medical educators from diverse backgrounds.

We trust that readers will find this special issue both informative and inspiring as we collectively navigate the future of technology-enhanced medical education.

**Dr. Muhammad Irfan Kamaruddin,
MD, SpM**
Guest Editor
Department of Ophthalmology
Faculty of Medicine, Hasanuddin
University Makassar, Indonesia
Email: muhammad.irfan@unhas.ac.id

Dr. Yunialthy Dwia Pertiwi, PhD
Guest Editor
Department of Microbiology
Faculty of Medicine, Hasanuddin University
Makassar, Indonesia
Email: dwiapiertiwi@gmail.com