Topic Short Description: Education, like health care, is dynamically changing to include anytime/anywhere adaptive education driven by learning analytics, virtual reality, gamification and mobile/wearable technologies. Clinical knowledge is doubling every 18 months and as the Internet of Everything (IoE) builds out, knowledge will double every 12 hours! In this evolving landscape, will these changes have metamorphic impact on the job role(s) of a medical educator? Using the futurist concept of hard trends – measurable, predictable facts – this interactive session will utilize a panel of medical education “futurists” and small group discussions to outline medical educator job roles in 2025 and explore the implications for educator identity and growth.

Presenters:
Karen Marcdante, MD
Interim Chief of Pediatrics Critical Care & Fellowship Director - Children's Hospital of Wisconsin & Medical College of Wisconsin
• From the lens of a Clinician Educator & Certified Coach: Identify 1-2 hard trends associated with education and medicine with implications for medical educator in 2025.

Eric Holmboe, MD
Senior Vice President, Milestone Development and Evaluation - Accreditation Council Graduate Medical Education
• From the lens of an International Educator, Scholar and Accréditeur: Identify 1-2 hard trends associated with education and medicine with implications for medical educator in 2025.

Kevin H. Souza, MS
Assoc Dean, Medical Education - UCSF School of Medicine
• From the lens of a Technology & Simulation Enhanced Learning Leader: Identify 1-2 hard trends associated with education and medicine with implications for medical educator in 2025.

Andy Anderson, MD, MBA
Chief Medical Officer - System & Executive Vice President at Aurora Health Care
• From the lens of a Health Care System CMO & UME-GME-CME Leader: Identify 1-2 hard trends associated with education and medicine with implications for medical educator in 2025.

Facilitator: Deborah Simpson PhD
Director Educational Program at Aurora Health Care & Clinical Adjunct Professor - MCW & UWSMPH

Learning Objectives: At the end of this 75-minute session participants will be able to:
○ Identify hard trends that will disrupt medical education
○ Describe the medical educator’s 2025 job roles, based on hard trends
○ Outline the implications and emergent job roles for educator’s identity, growth and skill development

Session Plan: Building on the success of a similar session held with >150 people at the 2016 DW Reynolds national geriatric education meeting, this session will be structured into three parts: (1) Overview; (2) Identify 2025 Medical Educator Job Roles - Small Group Discussions; (3) Report Out & Panel Reactions (20 Min).

Part 1: Overview & Selected Hard Trends (20 min)
• Introduce session objectives, presenters and session format
• Define concept of hard trends with past example as strategy for predicting the future
• Highlight hard trends in medicine/education including Technology/Big data/Internet of Everything (virtual reality, learning analytics and adaptive education, gamification); Consumerism (patient/learner centered; personalized access to clinical care/education anything, connectivity); Interprofessional Learning and Team/Collaborative Care; Sciences of Learning & Continuous Training ( neurobiology of learning; expert performance)
• Each panel member will briefly (3-4 minutes each) identify 1-2 hard trends associated with education and medicine
and predict the impact on medical educator job roles in 2025

**Part 2: Identify 2025 Medical Educator Job Roles - Small Group Discussions (35 min)**

At conference tables, participants will (using structured worksheets):

- Appoint recorder/spokesperson
- Identify the hard trends impacting job roles of the 2025 medical educator
- Define > 3 job roles for the 2025 medical educator
- Outline implications for educator identity and growth

**Part 3: Report Out, Panel Reactions and Next Steps (20 min)**

- Small group spokespeople will line up in the front of the entire group.
- Using a carousel approach, each spokesperson will have 30 seconds to present 1 job role and implications for identity/training and then go to back of the line) until job role lists are exhausted (if a group had a previously articulated job role; they will affirm it and provide a new job role)
- Job roles will be recorded and projected (and audio recorded for transcription; worksheets collected)
- Panelists will summarize key jobs roles (based on spokesperson reports) and react with audience dialogue
- Facilitator will be responsible for summarizing findings and posting to iCollaborative

**References:**
5. Sklar DP. Moving From Faculty Development to Faculty Identity, Growth, and Empowerment. Academic Medicine. 2016 Dec 1;91(12):1585-7.

**Level of Audience:** Mid-career

**Focus of Presentation:** Continuum

**AUTHORS/INSTITUTIONS:** D. Simpson, A. Anderson, Aurora Health Care, Milwaukee, Wisconsin, UNITED STATES|E. Holmboe, Accreditation Council on Graduate Medical Education, Chicago, Illinois, UNITED STATES|K.H. Souza, UCSF School of Medicine, San Francisco, California, UNITED STATES|K. Marcdante, Medical College of Wisconsin, Milwaukee, Wisconsin, UNITED STATES|