

Preamble: Education Changes the World

Editorial Department

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Global medical education is undergoing a profound transformation. The recent public health crisis has revealed that in an interconnected world, no national healthcare system can remain isolated. This reality demands a medical education that transcends borders to cultivate professionals with a global perspective, cross-cultural competence, and collaborative capacity.

Medical education has historically undergone three major waves of reform. The first, catalyzed by the Flexner report, established a discipline-centered curriculum that integrated modern science into medical training. A second generation of reforms in the mid-20th century introduced problem-oriented teaching and organ-system-based curricula. The current, third-generation reform aims to cultivate medical professionals for global health needs, with an emphasis on strengthening health systems in an interdependent world.

Medical Education and Society was established in this context. This international journal seeks to connect medical educators, policymakers, and practitioners worldwide in confronting common challenges in the field. It operates under the auspices of the International Association for Medical Education. An international editorial board, drawn from leading institutions globally, guarantees the journal a genuinely international perspective.

Globalization has fundamentally reshaped healthcare, as increased personnel mobility allows diseases to cross national borders and necessitates a medical education that transcends traditional geographical limits. The World Federation for Medical Education exemplifies this trend through its global standards, which establish a common framework to guide medical education worldwide.

Over the past half-century, medical education has experienced six major shifts: the adoption of lifelong learning, the socialization of its functions, curriculum integration, the diversification of teaching methods, the modernization of educational technology, and the globalization of its standards. Collectively, these transformations have fundamentally reshaped contemporary medical education.

Medicine is distinguished from other disciplines by its internationally unified educational standard, a characteristic that makes the internationalization of medical education both necessary and feasible. The "Most Fundamental Requirements for Global Medical Education," established by the International Institute of Medical Education, offers a standardized framework for defining the competencies of an international physician.

The emergence of global health as a discipline marks a significant recent development in medical education. Economic globalization facilitates the international flow of capital, technology, and goods, yet it also introduces medical challenges on a global scale. This dynamic creates common health vulnerabilities for all nations and compels greater international cooperation in public health.

Medical Education and Society is an open access, peer-reviewed international journal dedicated to the exchange of knowledge and innovative practices in global medical education. It publishes high-quality research on the theory, practice, and policy of medical education, with particular attention to its relationship with social development. The journal differentiates itself through an explicit global perspective and an interdisciplinary orientation. Instead of focusing exclusively on technical components, it investigates how medical education interacts with social, cultural, economic, and political forces. By transcending disciplinary boundaries, the journal promotes dialogue

and integration between medical education and the humanities and social sciences, such as sociology, anthropology, economics, and political science. The journal's scope includes the following core areas:

- **Global Health and Medical Education:** Focus on the integration of global health issues in medical education and cultivate medical students' global health capabilities.
- **Medical Education Policies and Governance:** A study on the comparison and best practices of medical education policies in different countries
- **Medical Education from a Social and Cultural Perspective:** Exploring the Influence of Cultural and Social Factors on Medical Education
- **Innovative teaching methods and technologies:** Introduce the application of new methods and technologies in the field of medical education
- **Medical Education Evaluation and Quality Assurance:** Focus on the medical education quality evaluation system and international accreditation
- **Medical Humanities and Professional Spirit Education:** Cultivating the humanistic qualities and professional values of medical students

Global medical education forms an interconnected community. This journal provides a platform for international academic exchange, facilitating dialogue and collaboration among medical educators from diverse countries and regions, including those with limited resources. We particularly welcome submissions from researchers in the Global South to share their distinct experiences and perspectives. Our mission is to advance the integration of theory and practice within the field. The journal will highlight the convergence of theoretical inquiry and practical innovation to strengthen evidence-based educational approaches. It will feature case studies, practice reports, and

evaluations of educational interventions to deliver actionable insights for practitioners. A dedicated focus will be on equity in medical education, addressing fair access, equitable resource distribution, and cultural inclusiveness. Medical education is both a technical and a sociocultural process. We will employ a sociocultural lens to examine how cultural, social, economic, and political factors shape educational concepts, content, and methods. Relevant themes include cultural competence training, social determinants of health, applications of critical medical anthropology, anti-racism curricula, and gender considerations in medical education.

Medical education must act as a force for social equity rather than a mechanism for reproducing structural inequalities. As a new international journal, we acknowledge the responsibilities this entails. Our commitment to academic excellence is upheld through a rigorous peer-review system that ensures the quality and originality of published work. We further emphasize practical relevance by prioritizing research that addresses real-world challenges in medical education and provides actionable insights. To foster robust scholarly debate, we actively promote diversity and inclusiveness by welcoming contributions employing varied paradigms, methodologies, and perspectives. Finally, we are dedicated to cultivating emerging scholars by supporting early-career researchers and those from developing countries with publication opportunities and academic mentorship.

The launch of *Medical Education and Society* responds to a shared call within the global medical education community. An interdependent world necessitates a genuinely international platform to disseminate best practices and collectively address global health challenges. We invite medical educators, researchers, policymakers, and all colleagues worldwide who are invested in the future of medical education to contribute

to this new endeavor. Through educational innovation, we can cultivate medical professionals who possess a global perspective, social responsibility, and humanistic care. This effort will advance global health equity and help realize the vision of health for all.

The conversation itself constitutes a conclusion, yet it has only just begun.