

Medical education is a continuously evolving process. The transformation of medical education covers both in terms of concept and technique. An example of transformation of concept is the paradigm shift from science-based education which emphasizes on scientific basis of disease processes to patient-centered education which emphasizes on the holistic patient approaches. In addition to the concept transformation, the development of new teaching technique and media affect the way medical educators practice and the way the students gain the knowledge and skills.

In this issue, we focus on the teaching techniques. Practices of medical education in various countries in our region are substantially different due to the diversity in educational and social context. Therefore, it is very likely that the same teaching technique might work differently in different countries. The articles in this issue, demonstrated the effectiveness and teacher/learner perspectives on various teaching methods including laboratory-based learning, case-based learning, keyword-based learning, and the application of information technology.

Some other aspects not to be neglected in medical education were also pointed out and discussed. Some examples included the professionalism and the career choice.

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