
PREFACE

With a great pleasure we present the 2nd 2014 issue of the MEFANET Journal (MJ). MJ is dedicated to provide readers around the world with high quality peer-reviewed articles on a wide variety of topics related to applications of computer science and technology-enhanced learning in medical education. Its mission is to become the premier vehicle for disseminating information about MEDical FACulties NETwork (www.mefanet.cz), which covers all Czech and Slovak medical faculties as well as schools or faculties of health care sciences.

The six papers presented here run the gamut of e-learning, simulations and information science in medical education. The two original papers by Kulhánek et al. and by Šolc et al. focus on medical simulations covering the cardiovascular system and the breathing system respectively. The paper by Kratochvíl may encourage trainers involved in information literacy, showing the importance of this kind of training for medical and PhD students. The paper by Toksvang&Berg contributes to the knowledge, whether teacher-driven and student-driven ways of learning have different results, with an illustrative application in teaching basic haemorrhology. Šulistová&Ptáčníková reports needs, design, implementation and results of a very successful project focused on blended learning in the field of foreign language education of medical staff. The final editorial material by Štourač et al. recalls the most important contributions of the AKUTNE.CZ group to education in acute medicine. Besides information about their web portal, workshops, courses and conferences, one will find interesting descriptive statistics showing their evaluation by users and participants. We are certain that the readers will benefit from the information in these papers and it is our hope that this issue will stimulate further discussion and additional research.

I would like to extend my sincere appreciation to the editorial members and reviewers, without whom this issue would not have been possible. My hope is that the whole second volume of the MEFANET Journal will be another valuable resource for the MEFANET community and will stimulate further research into the vibrant area of medical education science. The wide range of topics presented in this issue emphasizes the complexity of the use of information and communication technologies in medical education. Readers are encouraged to submit both comments on these articles as well as their own relevant manuscripts.

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Daniel Schwarz
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