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Introduction:
By way of preparing healthcare professionals for present and future challenges in medical education, this review aims to map the state of the MER literature originating from Taiwan.

Databases:
- MEDLINE + Journals@Ovid
- Web of Science
- Scopus
- Airlibrary

Methods:
Inclusion criteria:
1. Scientific papers (2006-2016)
2. Taiwan authors/foreign affiliated with Taiwanese institutions
3. English/Chinese language

Coding Software:
Atlas.ti

Funding Sources:
(1) National (n=340, 34%)
(2) Local (n=180, 14%)
(3) International (n=11, 2%)

Funded 40%  Non-Funded 60%

Studied Populations:
(1) Nursing (n=519, 41%)
(2) Medical (n=389, 31%)
(3) Other (SP/Tutors) (n=53, 4%)
(4) Other healthcare (n=24, 2%)
(5) Mixed (n=77, 6%)
(6) Not Relevant (n=206, 16%)

Six Research Purpose
(1) Advance Theory/ Knowledge (n=491, 39%)
(2) Course/Curriculum evaluation (n=379, 30%)
(3) To describe policy/regulation (n=105, 8%)
(4) Assessment tool evaluation (n=84, 7%)
(5) To develop policy/regulation (n=64, 5%)
(6) Understanding current provision (n=62, 5%)

Eight content themes
(1) Instructional teaching/learning methods/content (n=379, 30%)
(2) Professionalism/interprofessionalism/leadership (n=367, 29%)
(3) Curriculum design research (n=341, 27%)
(4) Personal aspect (n=313, 25%)
(5) Outcome for practice (n=200, 16%)
(6) National administration and organizational research (n=170, 13%)
(7) Assessment feedback/remediation process research (n=155, 12%)
(8) Research method and methodologies and theories (n=15, 1%)

Findings:
1,268 papers were included in the review. Study characteristics were identified (see graphs). A content analysis identified: six research purposes and eight content themes.

Study Selection Process 2006-2016

Number of Papers over time

Conclusion:
We have been able to identify current gaps and trends in the literature linking these to MER internationally. This work also provides an insight into the effect of MER funding both quality and quantity of publications.