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"the author shows in fascinating detail how metacognition and intuition can be used to enhance the teaching of medical faculty and the lifelong learning of their students. The book abounds with useful, concrete suggestions for student activitiesas well as insightful cautions about possible over reliance on these processes.

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Medical school faculty can foster the development of medical expertise by enabling their students to develop metacognitive capabilities through adapting the following teaching strategies: (1) Reflective writing and reading exercises that focus on narratives; (2) interactive teaching styles that facilitate reflection, self-assessment, and perspective-taking; (3) feedback designed to improve self-assessment as well as performance, and (4) modeling metacognition.

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