



Dr. Nicole Woods is a cognitive psychologist by training. Her work examines the role of basic science knowledge in clinical reasoning and the development of medical expertise. Her primary interests focus on the mental representation of categories and instructional design that supports cognitive integration of basic and clinical sciences. Although closely linked to undergraduate education, her work has implications for developing expertise along the entire spectrum of professional education. In the OES, Dr. Woods leads our Big Ideas research pillar on generalism in family medicine.



Dr. Lindsay Herzog is a family physician at Mount Sinai Hospital and lecturer within the Department of Family and Community Medicine. Following completion of her family medicine residency, she completed a self-directed Enhanced Skills Program in Adolescent Health, and was the first trainee to complete the Education Scholar Enhanced Skills program. Lindsay is the Associate Faculty Lead for Portfolio in the Temerty Faculty of Medicine MD Program, and Program Co-Director for the Education Scholar Enhanced Skills Program at the DFCM. She is the Equity, Diversity, Inclusion and Social Accountability Lead at the Mount Sinai Academic Family Health Team, and her current research focuses on critical and transformative approaches in medical education.



Dr. Melissa Nutik is an academic family physician and clinician educator in the Department of Family and Community Medicine at the University of Toronto where she practices comprehensive Family Medicine and teaches learners of all levels. Following her medical training she undertook a formal academic fellowship in medical education and then subsequently completed a Masters of Education degree through the Ontario Institute for Studies in Education with a focus on Higher Education. She is the Undergraduate Education Lead for the Office of Education Scholarship at the Department of Family and Community Medicine. Her scholarship interests include curriculum design and evaluation, in particular related to promoting generalism and advocacy within medical school curricula. Her other areas of interest are multi-source feedback and work-based assessment and developing and studying innovative ways to support people new to education scholarship.



Dr. Joyce Nyhof-Young is a senior education scientist with a Ph.D. in Curriculum Teaching and Learning from OISE at the University of Toronto. She is an education scientist, medical educator, and professor in the Department of Family and Community Medicine, the Academics Program at Women's College Hospital, the DFCM's Office of Educational Scholarship, and the family health teams of Women's College Hospital and Unity Health at St. Michael's Hospital. She has 30 years of experience with qualitative and mixed methods and a research focus in participatory program development and evaluation and capacity building in education scholarship. Under her mentorship, her diverse, interdisciplinary teams have developed many educational programs, curriculums and resources in the MD Program, her home departments, hospital clinics, and local communities.



Dr. Mahan Kulasegaram is the Director of the OES and a Scientist in DFCM. He is also a Scientist at the Wilson Centre and Temerty Faculty of Medicine where he holds the Temerty Chair in Learner Assessment and Evaluation. His research focuses on how assessment practices and assessment data can be used to help learners, programs, and systems in meeting their goals. His focus on assessment for learning studies both the micro level (e.g. the impact of testing to enhance future learning) and the macro (e.g. how assessment data can reveal gaps in training for clinically important outcomes). He has a particular focus on assessment Big Data and in developing the conditions for its use in medical education. His additional interests include instructional design to promote transfer of learning and the validity of admissions and selection processes for medical training.



Dr. Sarah Wright takes a critical lens to assessment and admissions practice. Her work is inspired and informed by a decade of experience as a psychometrician at Newcastle University Medical School (UK). This practical experience has given her insight into how assessment frameworks can limit or support educational goals such as fostering compassionate practitioners or striving for social change. For example, she has combined psychometric and critical approaches to investigate the ways in which admissions policies often work to favour culturally and socially privileged medical students, thereby limiting attempts to improve student diversity. Through improved understanding of how emerging education goals transpire within existing education structures, her research seeks to improve education practice.