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## “From ‘Disrupting’ to ‘Disrupted’”

‘Disrupting Medical Education’- little did we know how much 2020 would make this a reality when we were finalising the theme for the 2020 ASME annual scholarship meeting (ASM). The terms disruption or disrupting, can often have negative connotations associated with them with a perception that the intention is to interrupt or derail an activity. However, when developing the ASM theme, we had a vision to promote innovative thinking and have a positive spin on the nature of disruption. We wanted to drive the discipline forward by challenging common approaches to medical and health professions education and to prompt people to consider “why do we do the things we do in the way we do them?” What in medical and health professions education needs to stay and what should be reconsidered? We wanted to give a voice to those with innovative and challenging ideas and those who were passionate about driving the disciplines forward, albeit with new ideas or reaffirming core concepts that have an integral place in the way we work.

COVID-19 not only changed our day-to-day reality but changed the way we educate, learn, and support each other and the delivery of clinical practice. Even before this became our reality, innovation and exploration of concepts such as online learning were already brewing in medical education. Reviewing the abstracts in January was a delightful reminder of the forward thinking that was already taking place. The integration and implementation of these ideas had to be rapidly accelerated in the current climate, but the foundation and development of these ideas were already being established. Key issues such as equality, diversity and inclusion are being explored and openly addressed to strive for equity in education and in our working lives, challenging stereotypes and promoting a supportive culture are some of the many powerful pieces of work that are featured in this issue. Collaborative working is also a strong theme- how can we work together and share ideas across disciplines and programmes of education? A core underlying theme of the work in this issue is improving care. Care for patients, students, families, clinicians and educators to avoid elements such as burn out, stress, over-assessing and isolated working to ultimately strive for better wellbeing and patient care.

Giving educators, researchers and clinicians a voice to challenge, innovate and develop ideas has never been more important. There was also the ambition to hear from new voices and I was thrilled to see the representation of the student voice and an increase in new and early carer researchers in the author list this year. Even though we have not been able to hear this work at the ASM this year, I am delighted that we have been able to give the authors their voice with the publication of this special issue. I hope that you will enjoy reading the abstracts as much as I did and that they will prompt you to think about your own practice.

One question remains- now that medical and health professions education has been disrupted, what's next? Let's continue to innovate and support each other in responding to this challenge.

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