ADULT LEARNING IN OUR DENTAL EDUCATION SYSTEM

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ABSTRACT

The importance of ensuring that adults receiving higher education have access to high quality and effective learning throughout their period of study is paramount. It is meant to be an aspect of lifelong exploring carrying key components of self-motivated pursuance for either personal or professional reasons. An educational system needs to understand the basic demands which fulfil the basic fundamental requirements of education; yet understand the learners. Learner needs systemized steps of education which imparts practical experience to their life.

INTRODUCTION

Brief introduction of educational reforms occurred on a multi level at discreet points throughout history, the modern face of these educational reforms are entangled with the dissemination of undivided curricula; which certainly not widespread until after organized data being collected sufficiently and later systematized to be 'reformed.1,2,3,4,5,6

In the modern era, economic growth and education have raised the precision value of education and remarkably enhances the importance of ensuring that adults receiving higher medical education have access to high quality and effective educational system throughout their period of study. Modern education reforms are increasingly driven by a growing understanding of what works in education and how to go about successfully improving teaching and learning in our medical education system.7,8,9 This is of course dictated by the health of our population, in addition to the stone foundation of entire system including academia, health services, research policies or any combination of above. Learned environment with logical, integrated sequence using proficient teaching methods is appropriate for specified learning objectives with precedent expectation towards every learner's stage.7,8,9,10,11,12

Perhaps with all these reforms taking into account; there is need of some objectives to be discussed. This points to be the “processes, pressures and constraints which stands to be critically neglected in the formal curriculum, and remain unarticulated. These exception-al aspects of the curriculum are specifically important in professional education, which advertently includes prolonged periods of training throughout professional career. Following article carry prepositions which might found to be a specific timely recommendation needed hitherto.

LEARNING

Learning theories are integrated explanations that briefly enumerate the perceived information which is later processed and retained during the period of learning. The framework of learning includes cognitive, emotional, and environmental influences and any prior experience.13,14,15,16 Collectively it is the ad-hock understanding of world view acquired, experienced or faced through brief knowledge and skills.

Confluent Educational activities serve to maintain, develop, or increase the knowledge, skills and professional performance and relationships that a learner uses to provide services to community or the profession. It is meant to be an aspect of lifelong learning carrying key components of self-motivated pursuance of learning for either personal or professional reasons.13,14,15,16,17,1,2,3

LEARNING THEORIES

Abstracts from past showed that ‘there is no single theory of learning that can be apprehend or applied to all adults’. The brief descriptions have yielded stages of models, which come across with assumptions and explanations that make up the adult learning knowledge base.1,2,3,4,5,6,7,8,9

KNOWLES: This theory suggested ‘co-operative learning phase with specific needs for developing learning objectives which is meant to work collaboratively with the learners and their comprehensive evaluation of learning quality’.
FIDISHUM: Suggests ‘experience of learner through the life, biased situations and thus this keeps them moving towards understanding’.

JEAN PIAGET: Suggested ‘variable stages of cognitive development that are age related thus crossing through stages of development’.

ROSS: He explained learning as an interchangeable relation between humanism, personal responsibility, orientation, behaviorism, neobehaviorism, critical perspectives and constructivism.

COLLINS: He explored ‘adult learning as profound combination of both theory and practice’.

WALSH AND VASSILAS: They discussed the basic fundamentals of problem based analysis through various plans; it starts with trainee’s perspective, self-assessment of the trainee and the problem. It focuses on the group feedback and thus alternative solutions to the problem are suggested, in the end of this brief learning period it suggests to conceptualize the summary that has been learned.

STRATEGIC PRINCIPLES

Adult required knowing what they are and why they are learning? They basically learn from their experiences. They are problem solvers and keep their attention drawn if the required subject is new or immediate in action. These principles are being laid down upon the beneficial plan for self-directed education activities with profound and autonomously directed environment. This provides an opportunity for more goals oriented and experienced training activities which turn out to be in form of more practical approach towards relevant practice.

TYPES OF LEARNERS NEEDS CONCISE PLANNING (Fig 1)

There are different types of learners who need to be addressed with precision according to their learning requirements.

VISUAL LEARNERS: Teaching strategy requires use of demonstrations and visual planning material. This also makes an effort to conceptualize pictures for learners.

AUDITORY LEARNERS: Teaching strategy should be in a form of organized conversation.

READ-WRITE LEARNERS: Teaching strategy must include highlighting key words listing. They make notes and translate in to their own ideas and notes. Basic strategy includes diagrams, statements, charts, and flow charts.

KINESTHETIC LEARNERS: Teaching strategy must have hands-on demonstrations and case examples to be discussed and solved.

LEARNING STYLES

Every learner has different approaches. In order to interact one should understand their learning styles and concomitantly seek out opportunities to teach using that style. Learning styles were developed by Peter Honey and Alan Mumford, which are primarily based upon the work of Kolb, they identified four distinct learning styles or preferences:
FACTORS AFFECTING LEARNING

Learning is not an extreme capturing process. There are a number of factors that can inhibit this process. These may include one or more of the following: 1,2,3,4,5,6,7,8,9

1. Learner feeling to be as competent in the subject matter as the instructor.
2. Learner resents authority figures such as the instructor.
3. Learners fear of being seen as inferior or of being embarrassed.
4. Anxious Learners.
5. Any bad learning experience in the past.
6. Learner comes to the session with other problems in their mind, unable to focus.
7. Learner is in class against will and resents this.
8. Learner is interested and focused on other priorities.
9. Learner has personal barriers or biases to learning about the topic because of their own self beliefs.
10. Learner has culturally based inhibitions to discuss or learn about the topic.
11. Learner focuses on an annoying mannerism of the instructor.
12. Learner is uncomfortable with the learning technique being used.

ASPECTS OF COMPETENCY LEVEL

Competence acquisition is referred to as ‘the state of being qualified or a quality to be appreciated altogether having the ability to perform a specific role’. It carried in it the pure combination of knowledge, skills with both behavioral and psychological upsurge and later able to utilize it to correct or improve relevant professional attribute. With varying range of learning activities both through continued development and training through which learner not only develops; but also maintains their proficient knowledge and skills throughout their learning careers. 20,21,22,23,24,25,26,27,28,29,30

COMPREHENSIVE PRACTICAL DEMANDS

Focusing on the developed world and upcoming challenges there is an extreme need for revolutionizing rapid organizational strategies through advancement of informational technology. There is day by day increasing educational demand keeping prime expectations towards quality and greater credibility. 11,12,13,14,15,16 The learner needs to be professionally competent in the basic professional management in clinical situations of complex phases, ambiguity and conflict with greater accountability. Education inducts prospering skills in the above mentioned competencies with immense comprehensiveness. It is largely acknowledged by resolving extreme challenges, reflecting communication with peers and establishing the meticulous learned practice. 1,2,3,4,5,6,7,24,25,26,27,28,29,30

DISCUSSION

Learning is an intricate process; there are series of individual steps which makes it to be an extremely systematic process of getting experience. Learners are of different types. To meet an individual demand is a complex process. Every individual has its own circle of ongoing mind processes. An educational system must have an adaptability to fulfill everybody’s need and yet to be beneficial for all. Our setting has innate lack of these systemized approaches. A basic conventional strategy doesn’t work appropriately to all. It required multitudes of effective core buildups so that making it comprehensive and yet understandable to all. Previous approaches used simplistic teaching of adult learners and were no different than the approaches of primary learners. It is imperative that our system should keep in mind the professional needs of a learner. The system should be able to identify the level of competencies that need to be refined. Once acquired, a learner will then implement the skills practically. The learner with the help of the tutor will be able to identify the educational deficiency, its core limitations and will assess prime areas which need to flourish up.

Learner is advised to make a comprehensive plan identify the unbound limitations, pursue the primary actions, explore through professional skills and re-evaluate.

Once through the stage of acquiring competencies learner make further plan and learn how to practice teaching practical skills ardently. Learner later applies those skills to train their peers, and evaluate the exponential outcome. Identifying the fundamental deficiencies helps in establishing an educational plan and continues here on. By following the principles of adult learning learner not only develops but also maintains his position as a professional and is simultaneously evolving to be a competent learner and a trainer in the future.

Another aspect which requires rigorous input from the tutor is that the continued professional development plan and its integration with the time specific policies. Developing an educational plan at professional level has to be competent and structured; this is meant to be made as fruitful yet beneficial with cost effective strategies. These confluent and confounding strategies must immensely be outcome oriented, educationally specific and competent enough. This guarantees success and will later fulfill the needs of both education
and community. Adults need experienced based tutorial sessions with case scenarios, group discussions, problem solving exercises and interview sessions. They need to emphasize upon how they can relate their professional understanding with their peers or with the rest of the world. These systemized learning stages are only possible if they addressed at the initial learning stages. Learning will only be successful or useful if it is reckoned by a learner. Our system need to agglomerate these fundamental demands which set up the pathway of learning having intricate approach towards both simplistic and complex subjects over all. Our system should have the flexibility to facilitate the learners in these aspects. Mode of teaching will flourish on its own if the basic adult learning improves because once an adult learner will be a tutor at later stages.

CONCLUSION

Adults in dentistry study for qualifications or parts of qualifications in an educational instruction medium and readily attend training programs for competence-based qualifications. An important part of adult education is continuous training designed to upgrade and update competencies. Medical education system should respond to their self-development needs, offering comprehensive learning opportunities, catering for different learners with their own interests and preferences.

REFERENCES