

Let's go out of the classroom & Learn.....

We know that the education is considered an investment in the future. In simple terms when we invest we look for earning; same applies here where we expect our learners yield through better healthcare in real life. This is only possible if the learning happened in more authentic settings; not only in class room. Nothing can replace seeing a patient. Hence the clinical experience and human interaction are extremely important to the practice of medicine as that occurs in authentic setting. At the same time when we push students to learn essential medical knowledge and build skills and abilities beyond information recall it is better to have a flipped classroom approach where deeper learning takes place through activities within large group session. Although such types of non-traditional teaching approaches are not recent innovations in the field of g medical education and professional developments still the concept yet to catch up firmly in Asian medical education context. The current move to CBME (Competency based medical education) will require such non-conventional approach to fulfil its objective. The growing popularity of simulation lab in various colleges clearly emphasise on the team work & can very well promote inter-professional education concept before the learners embark on such approach in real life. Understanding the emotions, thoughts, strengths and weaknesses throughout the process of developing such teamwork and communication has been the cornerstone of simulation exercise. We cannot deny the fact that in order to improve patient care today and in the future we require different health professions to work together harmoniously, which certainly warrants beyond class room approach during the training period. Literature describes various ways to engage learners beyond classroom such as Field Trips, Service Learning and Community Engagement, Technology outside the Classroom, Peripatetic Pedagogy, Place-Based Learning, and Resources for research on Experiential Learning etc. Field trips related to educational outcomes can promote student bonding that further enhances the learning experience and creates a learning community as students continue onward in a discipline. Facilitating in the field also gives preceptors the opportunity to get to know their students in their perspective. There lie greater learning potentials and community from the learners' community engagement in the form of service learning projects or may be student driven clinics. These activities are typically designed by both faculty and community stakeholders that allow for students to learn in highly effective ways while helping a community address its needs making the learning authentic. Place-based learning, although an entity for humanities students, but the contemporary medical education demands its incorporation into medical curriculum. "Feel the feelings", that's what current & future medical students conceptualise before embarking on clinical practice. To me the future of medical education certainly lies in technology. The cost and efficiency technology allows represent a paradigm shift in how we teach and utilize faculty, space, finances, and other resources. Learning together in virtual environment although challenging but ever emerging improved social engagement digital apps could make the learning experience more realistic than we imagine. Globalisation & Collaboration becoming a trend in health care system, hence the future learners should not just stick to classroom activities and learn merely to excel in exam but engage in activities that can promote more authentic learning. To make all these engagement to happen what we need as instructors, to deliver effective feedback. We need to manage our time to create space for such. Let us adopt rigorous, critical and detailed feedback in a constructive and encouraging manner. Let us respond to them promptly & special attention to those who need most. Let us exploit the digitalisation move & enrich feedback experience for learners. It is correctly stated elsewhere.

"Student engagement is the product of motivation and active learning. It is a product rather than a sum because it will not occur if either element is missing."

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