



CORPUS PUBLISHERS

Global Journal of Pediatrics (GJP)

Volume 1, Issue 1, 2021

Article Information

Received date : February 12, 2021

Published date: March 05, 2021

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Mini Review

E Learning in Medical Education

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Mini Review

Nowadays we were challenged to provide quality educational services remotely. The whole world is facing such a challenge in all spheres of life. Everyone is trying to adapt to new living conditions, especially in the sphere of education. The educators try to do their best to arrange educational process in a proper way with the help of e learning. The author provides an introduction to e-learning and its role in medical education by outlining key terms and the evidence for its effectiveness, faculty development needs for implementation, evaluation strategies for e-learning and its technology, and how e-learning might be considered evidence of academic scholarship. E learning is the use of Internet technologies to enhance knowledge and performance. E-learning technologies offer learners control over content, learning sequence, pace of learning, time, and often media, allowing them to tailor their experiences to meet their personal learning objectives. In diverse medical education contexts, e learning appears to be at least as effective as traditional methods such as lectures. Students do not see e learning as replacing traditional training but as a complement to it. A developing infrastructure supports e-learning within medical education includes repositories, or digital libraries, to manage access to e-learning materials. E learning presents numerous research opportunities for medical education. Innovations in e-learning technologies point toward a revolution in education, allowing learning to be individualized (adaptive learning), enhancing learners' interactions with others (collaborative learning), and transforming the role of the teacher. The integration of e-learning into medical education can catalyse the shift toward applying adult learning theory, where educators will no longer serve mainly as the distributors of content, but will become more involved as facilitators of learning and assessors of competency [1]. Today's medical educators are facing different challenges than their predecessors in teaching tomorrow's physicians-future specialists in the sphere of health protection all over the world. In the past few decades, changes in health care delivery and advances in medicine have increased demands on academic faculty, resulting in less time for teaching than has previously been the case. Changes in sites of health care delivery, from acute care institutions to community-based settings for chronic care, have required adaptations in educational venues. Traditional instructor-centred teaching is yielding to a learner-centred model that puts learners in control of their own learning. Medical educators to improve the efficiency and effectiveness of educational interventions in the face of the social, scientific, and pedagogical challenges can use E learning. It has gained popularity in the last years; however, its use is highly variable among medical schools and appears to be more common in basic science courses than in clinical clerkships [1]. In this article, we review the current state of e learning in medical education by outlining the following: key terms, the components of e learning, the evidence for its effectiveness, faculty development needs for implementing e learning, evaluation strategies for e learning and its technology. E learning is also called Web-based learning, online learning, distributed learning, computer-assisted instruction, or Internet-based learning. Historically, there have been two common e-learning modes: distance learning and computer-assisted instruction. Distance learning uses information technologies to deliver instruction to learners who are at remote locations from a central site. Computer-assisted instruction (also called computer-based learning and computer-based training) uses computers to aid in the delivery of stand-alone multimedia packages for learning and teaching. These two modes are subsumed under e learning, as the Internet becomes the integrating technology [1]. Updating electronic content is easier than updating printed material: e-learning technologies allow educators to revise their content simply and quickly. Learners have control over the content. Internet technologies permit the widespread distribution of digital content to many users simultaneously anytime and anywhere. An additional strength of e learning is that it standardizes course content and delivery; unlike, for instance, a lecture given to separate sections of the same course. Moreover, e learning can be designed to include outcomes assessment to determine whether learning has occurred. E-learning technologies offer educators a new paradigm based on scientific learning theory, which states that students learn by relating new learning to past experiences, permits greater learner interactivity and promotes learners' efficiency, motivation, cognitive effectiveness, and flexibility of learning style. Interactive learning shifts the focus from a passive, teacher-centred model to one that is active and learner-centred, offering a stronger learning stimulus. Interactivity helps to maintain the learner's interest and provides a means for individual practice and reinforcement. Evidence suggests from practice that e learning is more efficient because learners (students) gain knowledge, skills, and attitudes faster than through traditional instructor-led methods. [1] E-learners have demonstrated increased retention rates and better utilization of content, resulting in better achievement of knowledge, skills, and attitudes, offers learners the flexibility to select from a large menu of media options to accommodate their up-to-date learning styles.

References

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