

***EDUCATION
FOR
HEALTH PERSONNEL***

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*If you are not CERTAIN of
WHERE you are*

- *GOING.....*
- *You may very well end up.....*

- *SOMEWHERE ELSE*
- *(and not even know it)*

- *WHO : 1977*
- *Handbook For Health Care Teachers*

EDUCATION: 1900-2000

● ***MONTESORRI: 1910***

● ***JOHN DEWEY: 1920***

● ***PIAGET: 1950***

***MARIA
MONTESORRI : 1910***

***Basically believed that
'children should be
taught to "work"
independently from a
very early age'***

JOHN DEWEY : 1920

- ***PROBLEM SOLVING STRATEGIES***
- ***CONFLICT RESOLUTION***
- ***CRITICAL THINKING***
- ***NEGOTIATION SKILLS TOWARDS***
- ***.....MODERATION***

JOHN DEWEY:1920

- ***CHANGE***
- ***DEVELOPMENT***
- ***PROGRESS***
- ***of individuals &***
- ***their respective***
societies

JEAN PIAGET : 1950

***‘Understanding is
built up
step by step through active
involvement’***

EDUCATION

IS :

‘a process, the chief goal of which is to bring about change in human behavior’

JJ Guilbert, WHO Geneva 1977

THE RESULT of EDUCATION

IS:

*‘An expected change in the
behavior of the student
in the course of a given period’*

THE BEHAVIOR

IS

***Defined in the form of
educational OBJECTIVES***

They describe the expected

PERFORMANCE

EDUCATION

DEFINITION of OBJECTIVES



PROGRAMME IMPLEMENTATION



EVALUATION

PREREQUISITE LEVEL

- ***WHAT THE LEARNER HAS TO BE ABLE "TO DO"***
- ***BEFORE UNDERTAKING AN EDUCATIONAL PROGRAMME***
- ***To Do : a group of behaviours from which it may be concluded that the learner has the requisite knowledge, skills and attitudes***

EDUCATIONAL OBJECTIVES

- ✓ ***‘What the student should be able to do at the end of a learning period that they could not do beforehand’***



The Definition of the Objective



- of a course is that of the *result sought*,
- ***NOT***
- A description or summary of the ***programme***

TYPE OF EDUCATIONAL OBJECTIVES

INSTITUTIONAL OBJECTIVES

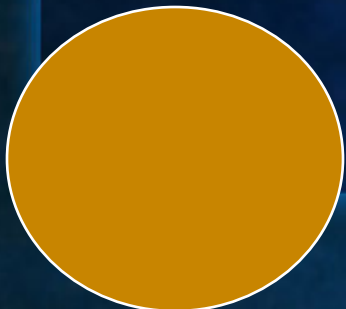
(n of objectives)



INTERMEDIATE OBJECTIVES



SPECIFIC OBJECTIVES



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TYPE OF EDUCATIONAL OBJECTIVES

1. Institutional:

At the level of the educational establishment (broad, all-inclusive)

Example: Providing preventive and curative care to the individual and the community in health and sickness

TYPE OF EDUCATIONAL OBJECTIVES

2. Intermediate:

Still broad, developed from the institutional objectives

Example: Planning and carrying out a blood sampling session for a group of adults in the community

TYPE OF EDUCATIONAL OBJECTIVES

3. Specific (or instructional):

Corresponding to a given learning activity: precise and measurable

Example: Using the syringe, to take a blood sample (5ml) from the cubital vein of an adult (criteria: absence of haematoma: amount of blood taken within 10% of the amount required. Not more than two attempts)

TYPE OF EDUCATIONAL OBJECTIVES

***IN ALL CASES THEY
DESCRIBE
THE BEHAVIOUR OF THE
STUDENT
NOT THE TEACHER'S !!!!***

Data Necessary to Generate Educational Objectives

- Health needs, demands and resources of society
- Services to the patient
- Service to the community
- The profession itself
- The students
- Progress in sciences
- The scientific method

TEACHING

INTERACTIONS

Between

TEACHER and STUDENT


In order to bring

EXPECTED CHANGES

IN

BEHAVIOR OF THE STUDENT

PURPOSE OF TEACHING

- ***TO HELP STUDENT TO*** 
- ***AQUIRE, RETAIN AND BE ABLE TO USE KNOWLEDGE***
- ***UNDERSTAND, ANALYZE, SYNTHETIZE AND EVALUATE***
- ***ACHIEVE SKILLS***
- ***ESTABLISH HABITS***
- ***DEVELOP ATTITUDES***

TEACHING APPROACHES

- *TALK TO STUDENTS*
- *TALK WITH STUDENTS*
- *HAVE THEM TALK TOGETHER*
- *SHOW STUDENTS HOW*
- *SUPERVISE THEM*
- *PROVIDE OPPORTUNITIES FOR*
PRACTICE

TEACHING METHODS

- ***Which place the student in an***
- ***ACTIVE***
- ***SITUATION FOR LEARNING***
- ***Are more likely to be***
- ***EFFECTIVE***
- ***THAN THOSE WHICH ARE NOT***

LEARNING IS

- ***....A PROCESS***
- ***Resulting in some MODIFICATION***
- ***relatively permanent***
- ***Of the BEHAVIOUR, Way of***
- ***THINKING***
- ***FEELING***
- ***DOING of the LEARNER***

SOME PRINCIPLES OF LEARNING

- ***1. LEARNING IS INDIVIDUAL***
- ***2. MOTIVATION IS THE KEY***
- ***3. RELEVANCE OF LEARNING SHOULD BE CLEAR TO THE STUDENT***
- ***4. 'FEEDBACK' TO LEARNER IS IMPORTANT***

LEARNING

- *Is primarily controlled by the learner*
- *Is unique and individual*
- *Is affected by the total state of the learner*

LEARNING

- *Is cooperative and collaborative*
- *Is an evolutionary process*
(it takes time)
- *Is consequence of experience*
- *Is not directly observable*

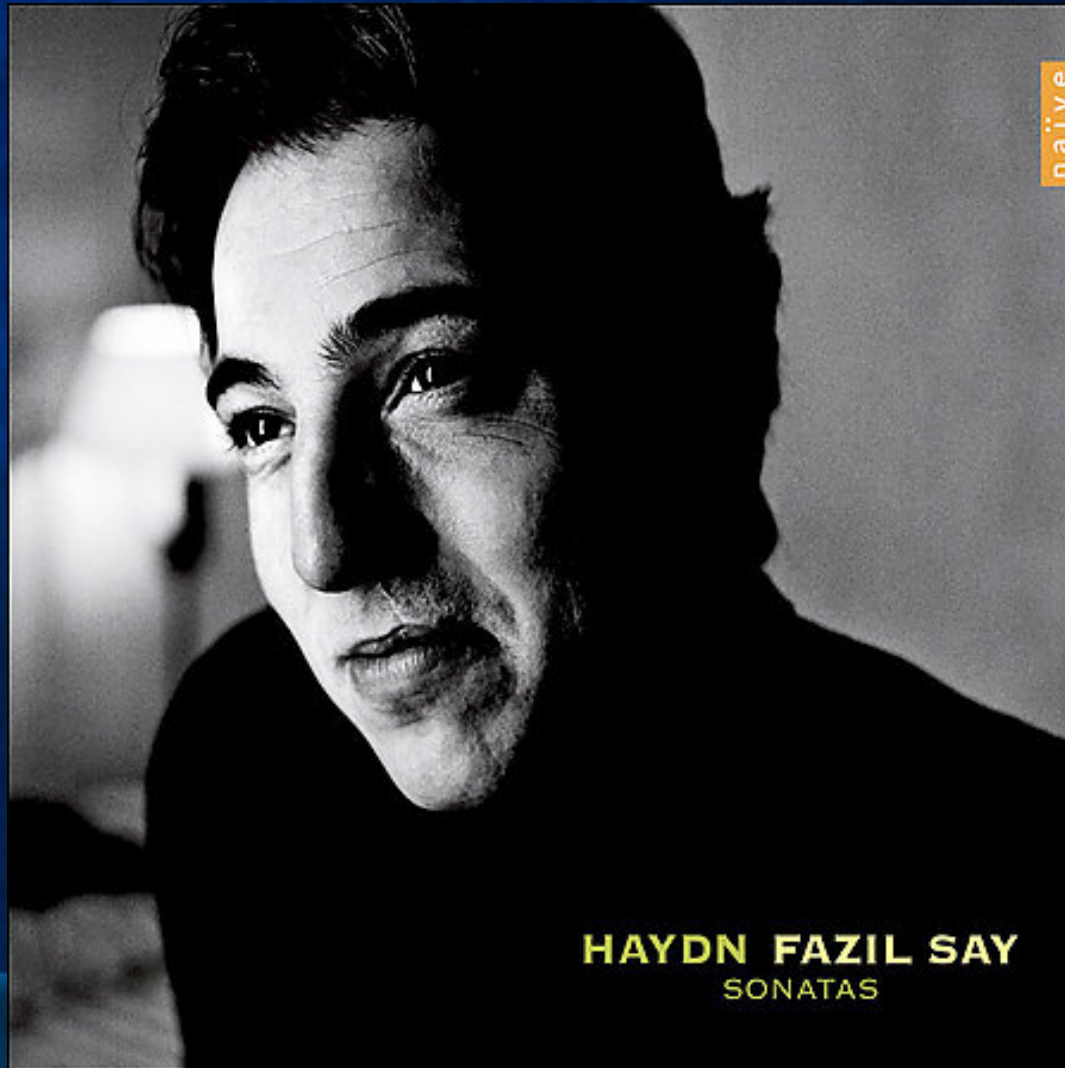
EVOLUTION

- ***IS A PROCESS:***
- ***‘DEVELOPS IN LONG DURATION***
- ***IS NOT READILY OBSERVED BY
THE LEARNER’***

PERFECTION

***'CONCENTRATION
&
REPITITION'***

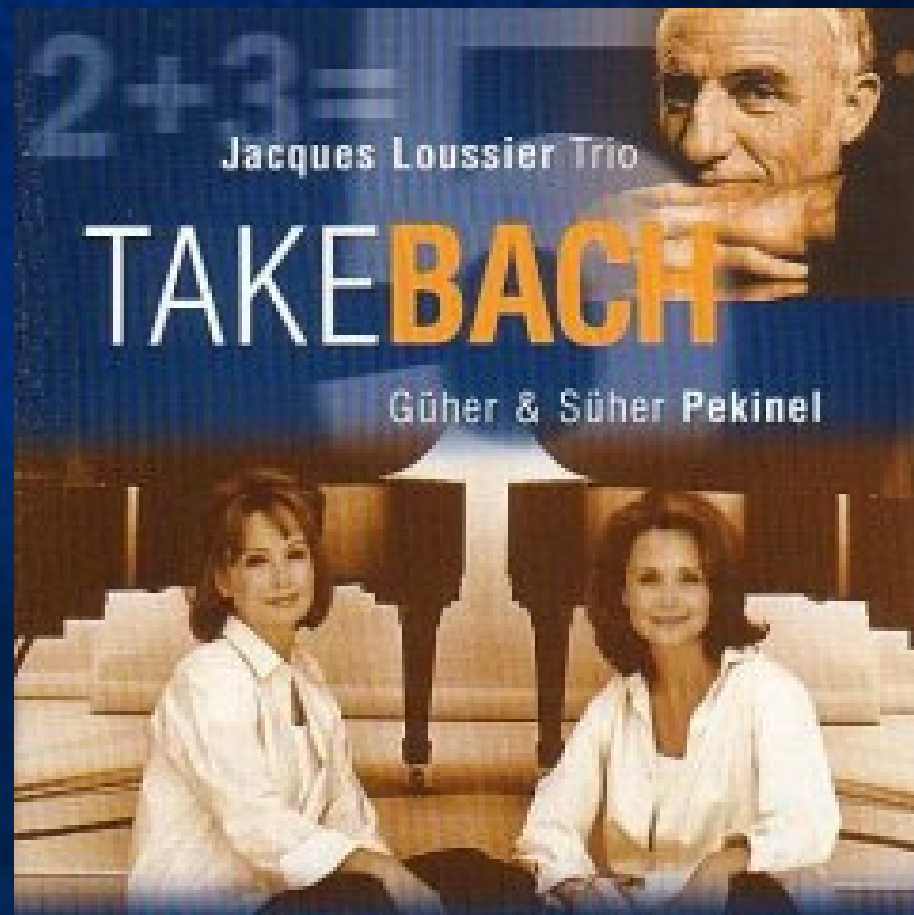
REPITITION



naïve

HAYDN FAZIL SAY
SONATAS

REPITITION



LEARNING OBJECTIVE

➤ ***FINALLY:***

➤ ***‘IF YOU GIVE EACH
LEARNER A COPY OF THEIR
LEARNING OBJECTIVES
YOU MAY NOT HAVE TO DO
MUCH ELSE’***

AIM



PROVIDE GUIDANCE

HOW ?

✓ *PROVIDE OPPORTUNITY*

✓ *PROVIDE SUPPORT*

CORE CURRICULUM

***THE CURRICULUM MUST
MOTIVATE STUDENTS
AND HELP THEM DEVELOP
THE
SKILLS FOR THE FUTURE
PRACTICE***

MY EXPERIENCE

***I HAVE BEEN FIGHTING
FOR THE
IMPLEMENTATION
OF
THESE UNIVERSAL
PRINCIPLES***

MY EXPERIENCE

***IN SPITE OF THE
HIGHER EDUCATIONAL COUNCIL
THAT HAS INITIATED
MULTIPLE CHOICE EXAMS
FOR STUDENTS***

AIM & OBJECTIVE: HEC

***JUST PROVIDE
MULTIPLE CHOICE EXAMS
FOR EVERY BODY OF
YOUNGESRTERS***

***HIGHER EDUCATIONAL
COUNCIL***

***TO SET OBSTACLES
FOR LEARNING***

PIAGET

***'MULTIPLE CHOICE QUESTIONS
ARE
THE MOST IMPORTANT
OBSTACLE FOR LEARNING'***

Piaget, Father of Cognitive Science

MY EXPERIENCE

***SCIENTIFIC LEARNING
IS
OBSTRUCTED
FOR LAST 30 YEARS
BY MULTIPLE CHOICE EXAMS***

MY EXPERIENCE

***AIM AND OBJECTIVE OF
STUDENT/ EDUCATION
IS SET ONLY
TO PASS MULTIPLE CHOICE
EXAMINATIONS***

MY EXPERIENCE

***UNFORTUNATELY
THIS HAS BEEN RENDERED
ONLY & THE MOST
IMPORTANT CONCERN OF
THE EDUCATORS
OF OUR COUNTRY***

PIAGET

***‘to increase student learning
and satisfaction,
student-centered objectives
should be implemented’***

Piaget, Father of Cognitive Science

PIAGET

‘ What the student will be able to do as a result of their learning experience ’

Piaget, Father of Cognitive Science

MY EXPERIENCE

***STUDENTS SHOULD
NOT TO BE FORCED TO BE
SUCCESSFUL***

IN

A MULTIPLE CHOICE

(this is the only opportunity provided)

FINALLY

‘Student-centered objectives describe student outcomes rather than instructor input’

Piaget, Father of Cognitive Science

FINALLY

THEREFORE:

‘We should be able to efficiently & meaningfully lift certain procedural steps out of the text and bring them to life in our classroom’

Piaget, Father of Cognitive Science

MY EXPERIENCE

***TO BE SUCCESSFUL
IN THE
INTERNATIONAL ARENA
EVERYKIND OF MULTIPLE
CHOICE EXAMINATION
SHOULD BE ABANDONED***

MY EXPERIENCE

WOMEN AT THE SCIENCE UNIVERSITY

Vice President of Board of Trustees

Rector

Vice Dean of the Medical Faculty

Dean of Art and Sciences Faculty

Director of the University Teaching Hospital

Chair of Basic Sciences

Chair of Medical Sciences

Chair of Internal Medicine Department

Chair of Respiratory Diseases

MY EXPERIENCE

Chair of Dermatology

Chair of Histology and Embryology

Chair of Microbiology

Chair of Pathology and Anatomy

Chair of Medical History and Ethics

MY EXPERIENCE

***MORE THAN HALF OF ALL THE
DEPARTMENTS***

MY EXPERIENCE

'Women in US academic medicine earn less than male peers'

BMJ Published: 9 April 2010

MY EXPERIENCE

***TO BE SUCCESSFUL
IN THE
INTERNATIONAL ARENA
EVERYKIND OF MULTIPLE
CHOICE EXAMINATION
SHOULD BE ABANDONED***

MY EXPERIENCE

***BOARD OF TRUSTEES
OF
ISTANBUL SCIENCE UNIVERSITY
HAVE BEEN
GREATLY SUPPORTIVE***

MY EXPERIENCE

***'IT IS IMPOSSIBLE
TO BAKE A PERFECT BREAD
WITH
POOR QUALITY FLOUR'***

An Old Turkish Proverb

