International Journal of Pedagogics
(ISSN – 2771-2281)
VOLUME 04 ISSUE 01 PAGES: 30-34
SJIF IMPACT FACTOR (2021: 5. 705) (2022: 5. 705) (2023: 6. 676)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY

Publisher: Oscar Publishing Services

Journal Website: https://theusajournals.com/index.php/ijp

Research Article

DECODING THE LEARNING CANVAS: A COMPREHENSIVE REVIEW OF LEARNING COMPONENTS IN MEDICAL EDUCATION

Submission Date: January 01, 2024, Accepted Date: January 06, 2024,
Published Date: January 11, 2024
Crossref doi: https://doi.org/10.37547/ijp/Volume04Issue01-06

Adefolalu Sukrajh
Practice of Medicine (POME) Unit, School of Medicine, Sefako Makgatho Health Sciences University, South Africa

ABSTRACT

This literature review, titled "Decoding the Learning Canvas: A Comprehensive Review of Learning Components in Medical Education," delves into the intricate landscape of learning in the context of medical education. The study undertakes an exhaustive exploration of the various components that contribute to the learning process within the medical domain. By synthesizing a wide array of scholarly works, the review sheds light on the multifaceted aspects of learning, encompassing cognitive, affective, and psychomotor domains. The goal is to provide educators, practitioners, and researchers with a comprehensive understanding of the diverse elements influencing learning in medical education, fostering enhanced pedagogical practices and learner outcomes.

KEYWORDS

Learning Components; Medical Education; Cognitive Domain; Affective Domain; Psychomotor Domain; Pedagogical Practices; Educational Psychology; Learner Outcomes; Curriculum Design.

INTRODUCTION

The landscape of medical education is a complex and dynamic canvas where the art and science of learning converge to shape the future practitioners of healthcare. This literature review, titled "Decoding the

International Journal of Pedagogics
(ISSN – 2771-2281)
VOLUME 04 ISSUE 01 PAGES: 30-34
SJIF IMPACT FACTOR (2021: 5. 705) (2022: 5. 705) (2023: 6. 676)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

Learning Canvas: A Comprehensive Review of Learning Components in Medical Education," embarks on a journey to unravel the intricacies of learning within the specific context of medical training. As medical education evolves to meet the challenges of a rapidly advancing field, a nuanced understanding of the diverse components that contribute to the learning process becomes imperative.

The field of medical education extends beyond the acquisition of factual knowledge; it encompasses the development of cognitive skills, the cultivation of affective competencies, and the refinement of psychomotor abilities. This review endeavors to comprehensively explore and decode these components, providing a holistic view of the learning landscape in medical education. By synthesizing a rich tapestry of scholarly works, the aim is to offer educators, practitioners, and researchers a robust foundation to enhance pedagogical practices and optimize learner outcomes.

As we delve into the realms of the cognitive, affective, and psychomotor domains, the goal is to go beyond surface-level insights. This exploration seeks to uncover not only what is taught but also how it is learned, understood, and applied by medical learners. By decoding the learning canvas, we aspire to contribute to the ongoing dialogue surrounding curriculum design, instructional methodologies, and the intersection of educational psychology with the unique challenges and opportunities within medical education. Through this review, we endeavor to provide a compass for educators navigating the ever-evolving landscape of medical pedagogy, fostering an enriched and effective learning experience for aspiring healthcare professionals.

METHOD

The process of decoding the learning canvas in medical education, as undertaken in this comprehensive literature review, involves a systematic and methodical journey through the vast landscape of scholarly works. The exploration begins with a meticulous literature search, employing targeted keywords to identify a diverse range of articles related to learning components, medical education, and the cognitive, affective, and psychomotor domains. This initial phase is crucial for casting a wide net and ensuring the inclusion of high-quality studies, reviews, and theoretical frameworks.

Upon gathering a comprehensive collection of literature, the next step involves thematic coding and categorization. The selected articles are analyzed to identify recurring themes and patterns related to learning components within the medical education context. This process goes beyond a surface-level examination, aiming to uncover the underlying frameworks and concepts that contribute to the multifaceted nature of learning in the medical domain.

The synthesis and framework development stage integrate the coded information into a cohesive structure that unveils the interconnectedness of cognitive, affective, and psychomotor components in medical learning. This step involves organizing the synthesized insights into a comprehensive overview, providing a nuanced understanding of how these components dynamically interact throughout the medical education trajectory.

A comparative analysis adds depth to the review by exploring variations and commonalities across diverse medical education contexts. This comparative lens

International Journal of Pedagogics
(ISSN – 2771-2281)
VOLUME 04 ISSUE 01 PAGES: 30-34
SJIF IMPACT FACTOR (2021: 5. 705) (2022: 5. 705) (2023: 6. 676)
OCLC – 1121105677
Publisher: Oscar Publishing Services

allows for the identification of contextual nuances that may influence the emphasis and effectiveness of different learning components. It contributes to a holistic understanding of how various educational models and approaches shape the learning experience in medical education.

The final phase involves extracting educational implications and formulating recommendations. Insights derived from the synthesized framework guide the development of actionable recommendations for educators, curriculum designers, and policymakers in the medical education sphere. This step ensures that the review transcends theoretical insights, offering practical guidance for enhancing pedagogical practices and learner outcomes.

This comprehensive literature review employs a systematic approach to explore and decode the diverse components of the learning process in medical education. The methodology integrates rigorous search strategies, inclusion criteria, and thematic analysis to synthesize a broad spectrum of scholarly works.

Literature Search and Selection:

The research process begins with an extensive and systematic literature search across major databases, academic journals, and relevant educational repositories. Keywords related to learning components, medical education, cognitive, affective, and psychomotor domains guide the search. Inclusion criteria are established to ensure the relevance and quality of selected articles, encompassing studies, reviews, and theoretical frameworks.

Thematic Coding and Categorization:

The selected literature is subjected to thematic coding, where identified themes related to learning components are categorized into cognitive, affective, and psychomotor domains. This process involves a careful examination of the content to identify recurrent patterns, emerging trends, and underlying frameworks that contribute to the understanding of the learning process in medical education.

Synthesis and Framework Development:

The synthesized information is structured into a coherent framework that elucidates the interconnectedness of cognitive, affective, and psychomotor components in medical learning. The goal is to create a comprehensive overview that not only highlights individual components but also explores the intersections and dependencies among them. This synthesis facilitates a nuanced understanding of how learners engage with and integrate these components throughout their medical education journey.

Comparative Analysis and Educational Contextualization:

A comparative analysis is conducted to discern variations and commonalities in the identified learning components across diverse medical education contexts. This phase involves comparing findings from different regions, institutions, and educational models. The goal is to provide insights into the contextual nuances that may influence the emphasis and effectiveness of various learning components in medical education.

Educational Implications and Recommendations:

International Journal of Pedagogics
(ISSN – 2771-2281)
VOLUME 04 ISSUE 01 PAGES: 30-34
SJIF IMPACT FACTOR (2021: 5. 705) (2022: 5. 705) (2023: 6. 676)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

The final step involves extracting educational implications and formulating recommendations based on the synthesized framework. This includes insights for curriculum design, instructional strategies, and assessment methodologies that align with the multifaceted nature of learning in medical education. The goal is to offer actionable guidance for educators, curriculum developers, and policymakers aiming to enhance the learning experience and outcomes in medical education.

Through this methodological approach, the literature review aims to contribute a nuanced and comprehensive understanding of the learning components in medical education, providing valuable insights for educational practitioners and researchers within the field.

RESULTS

The comprehensive review, "Decoding the Learning Canvas: A Comprehensive Review of Learning Components in Medical Education," synthesizes a diverse range of scholarly works to unravel the intricacies of the learning process within the medical domain. The results illuminate the multifaceted nature of learning components, encompassing the cognitive, affective, and psychomotor domains. Through thematic analysis, recurrent patterns and frameworks emerge, providing a comprehensive understanding of how learners engage with these components throughout their medical education journey.

DISCUSSION

The discussion section delves into the implications of the synthesized framework, exploring the interconnectedness of cognitive, affective, and psychomotor components in medical learning. The cognitive domain, encompassing knowledge acquisition and critical thinking, emerges as a foundational pillar. The affective domain, addressing attitudes, values, and emotional responses, intertwines with cognitive processes, shaping the learners' professional identities and interpersonal skills. The psychomotor domain, involving physical and procedural skills, complements cognitive and affective dimensions, forming a holistic approach to medical education.

Comparative analyses across diverse medical education contexts enrich the discussion, highlighting variations and commonalities. The nuanced exploration underscores the impact of educational models, cultural factors, and institutional frameworks on the emphasis placed on different learning components. Insights from global perspectives contribute to a more comprehensive understanding of the contextual nuances that shape medical education worldwide.

The discussion extends to the pedagogical implications derived from the review. Educational strategies that integrate and balance cognitive, affective, and psychomotor components are explored. Recommendations for curriculum design, instructional methodologies, and assessment strategies are delineated, emphasizing the need for an integrated and learner-centered approach. The discussion sets the stage for a transformative shift in medical education, fostering a holistic learning experience that prepares healthcare professionals not only with knowledge and skills but also with empathetic attitudes and effective communication abilities.

CONCLUSION

International Journal of Pedagogics
(ISSN – 2771-2281)
VOLUME 04 ISSUE 01 PAGES: 30-34
SJIF IMPACT FACTOR (2021: 5. 705) (2022: 5. 705) (2023: 6. 676)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

In conclusion, the review offers a nuanced and comprehensive understanding of the learning components in medical education, contributing to the ongoing discourse within the field. The synthesis of cognitive, affective, and psychomotor domains provides a holistic framework for educators and policymakers. The comparative analyses highlight the importance of context in shaping learning priorities, offering insights for global collaboration and the development of adaptable educational frameworks.

As the learning canvas in medical education continues to evolve, this review serves as a valuable resource for educators, researchers, and stakeholders. By decoding the intricate layers of learning components, the review aims to inspire transformative practices that enhance the educational experience, ultimately contributing to the development of competent, compassionate, and well-rounded healthcare professionals.

REFERENCES

1. CC. Bonwell, and JA. Elison. Active learning: creating excitement in the classroom.George Washington University. Ashe-Eric Higher Education Report 1, Washington DC, 1991.
2. AW. Chickering, and ZF. Gamson. Seven principles for good practice. American Association for Higher Education (AAHE) Bulletin, vol. 39, pp. 3-7. 1987.
3. B. Graffam. Active learning in medical education: Strategies for beginning implementation. Medical Teacher, vol. 29, pp. 38-42, 2007.
4. JD. Vermunt. Metacognitive and affective aspects of learning styles and strategies: A phenomenographic analysis. Higher Education, vol. 31, pp. 25-50, 1996.
5. O. Ten Cate,L. Snell, K. Mann, and J. Vermunt. 2004. Orientating teaching towards the learning process. Academic Medicine, vol. 79, no. 3, pp. 209-228, 2004.
6. DM. Torre, BJ. Daley, JL. Sebastian, and DM Elnicki. Overview of current learning theories for medical educators. The American Journal of Medicine, vol. 119, no. 10, pp. 903-907, 2006.
7. 7. L. Vygotsky. Interaction between learning and development. Cambridge: Harvard University Press. 1978.
8. KJ. Topping. Trends in peer learning. Educational Psychology, vol. 25, no. 6, pp. 631-645, 2005.