

Effect Of Schedule Of Workshop On Adult Learner In Health Care Education

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Introduction:

For students in every field, newer teaching and learning methodologies are required in the modern educational environment. Every student needs to enhance their cognitive abilities in the healthcare field as well, and every teacher has an equal obligation in this regard. In the situation that was imagined, all educational streams began organising various workshops to provide every health educator every possible advantage⁽¹⁾. The Ministry of Higher Education has created a variety of supplemental and creative courses and made them necessary for higher cognitive, covering anything from personality development to contemporary teaching and learning methodologies. The validity of application-based training has been confirmed by all relevant parties from across the spectrum of health care, but it has been noted that this knowledge has not been applied in the real world after workshops, and the various reasons for this should be evaluated and addressed⁽⁴⁾.

Rationale:

Each educator in the health care education sector is an adult learner who places a greater emphasis on professional practises. The majority of them only attend these requirements in order to receive certification, and this attitude prevents the practical application of knowledge from being taught in the most important areas of health care education. Instead, field observation, understanding adult learners' issues, and logical analysis of those issues are the areas where improvement in the situation can be achieved. One of the causes was the workshop's jam-packed agenda of brainstorming sessions⁽⁶⁾.

AIM:

Assessment of effect of schedule of workshop on adult learners in healthcare industry.

Objectives:

To study the pro and cons about the different schedules of workshops and its challenges in healthcare education⁽⁵⁾.

Material And Methods:

Cognitive, psychomotor and affective domain-based workshops were chosen to assess the effect Standard Pre and posttest were designed with respect to the aims and objectives of the workshop.

The response of participants was assessed by the resource person at the end of every lecture by standardized questionnaire⁽²⁾.

Observation:

12 distinct full-day workshops were observed, and the following observations were made:

1. The interactive sessions and group activities in the five workshops, which were based on the cognitive, psychomotor, and affective domains collectively, went well and had a significant impact on the post-test. 72% of participants asked questions, and 64% of participants went into detail regarding every topic's cause-and-effect link for every new idea.
2. The responses of 59% of participants in the post-test were unsatisfactory, despite the fact that relatively fresh topics were introduced and the 7 sessions were jam-packed with one-sided knowledge. The participants were not provided a post-test or positive feedback despite the fact that all new topics were introduced by well-known specialists in the relevant fields⁽³⁾.

Results:

1. Adult learners cannot concentrate on any topic for more than 15 minutes if it is not studied using psychomotor-based activities.
2. Adult learners comprehended the concepts of hands-on training.
3. Attendees were not focused after lunch; they were all listening and highly distracted.
4. Interactive sessions played an essential part in learning and met the workshop objectives.
5. Full and powerful topic-packed one-sided training programmes failed to meet the objectives observed by post-testing.

Discussion:

Professional adult learners have difficulties sitting still and concentrating on a topic since well-known speakers were unable to convey the topic in accordance with the objectives. Physical and mental limitations can be overcome with the help of knowledge-packed one-sided lectures. Adult learners were easily distracted, and until a practical relevant technique was established, training on every topic could not be transformed into practises⁽⁷⁾.

Conclusion:

After a meal, adult learners struggle to focus on more recent subjects for longer than 20 minutes. All-cognitive, jam-packed workshops fail to have a positive impact and achieve their goals. The psychomotor activity-based learning ought to

be continually scheduled for the post-lunch time frame in all workshops. While developing any kind of workshop, emphasis should be made to all three domains of learning.

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