

Implementation of Distant Learning for Post Graduates

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Abstract: - There are multiple avenues for student communication, including virtual forums, emails, and messengers. Yet, the influence of these technologies on students remains uncertain. While medical students may benefit from utilising technology for virtual and in-person study groups, there is apprehension regarding the potential negative impact on interpersonal interactions. This study seeks to elucidate our utilisation of existing technologies to enhance collaboration among postgraduate medical students.

Keywords: Distant learning, Post graduate medical students, Study groups.

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Introduction:

In the rapidly evolving landscape of higher education, the implementation of distance learning for post-graduate students has emerged as a pivotal strategy to address the growing demands and challenges faced by this dynamic population. Online learning, a term that has replaced the previously used "distance learning," has undergone a remarkable expansion into postsecondary education over the past generation, representing a historical achievement comparable to the establishment of land-grant universities in the late 19th century.

As the landscape of higher education continues to evolve, the integration of online learning for post-graduate students will play a crucial role in meeting the diverse needs of learners and adapting to the changing demands of the digital age. This shift signifies a significant milestone in the history of education, marking a new era of learning that is both inclusive and transformative. 1

The convenience and flexibility offered by online learning have transformed the traditional education landscape. Students now have the freedom to pursue their educational goals without being bound

by geographical constraints or rigid schedules. The ability to access learning materials and interact with instructors and peers remotely has democratised education, making it more inclusive and adaptable to diverse learning styles.

Methodology:

Collection of Data over two years

Using an instants messaging group (WhatsApp)

39 members

Grades (consultants, Locum consultants, and middle grades)

Male. Female

Working in the UK

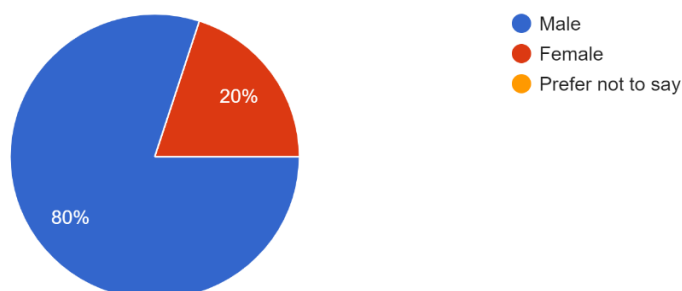
Outside UK

Purpose:

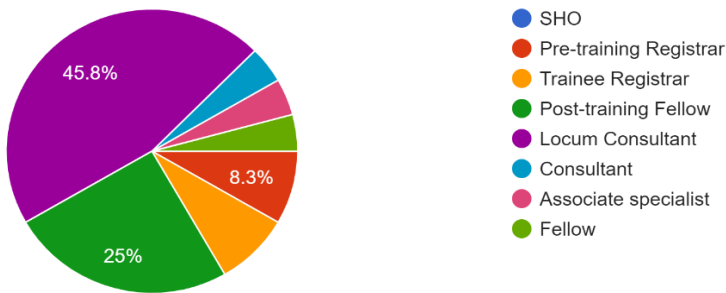
Post FRCS

Results:

Gender
25 responses

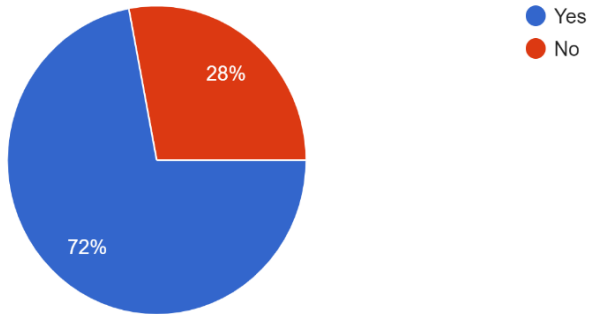


Grade
24 responses

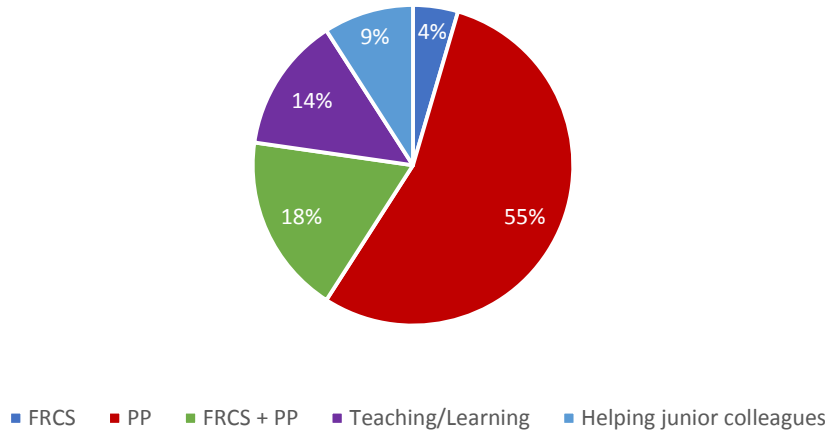


Place of work: Various Trusts across UK

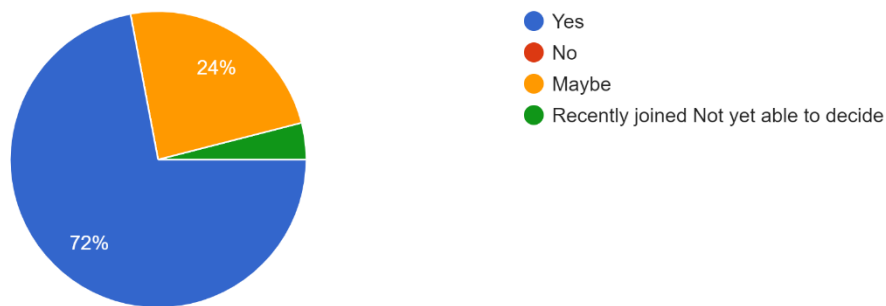
FRCS cleared
25 responses



Reason for joining group:

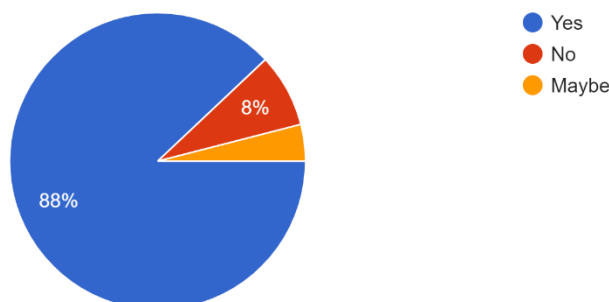


Is the group helpful in achieving this goal
25 responses



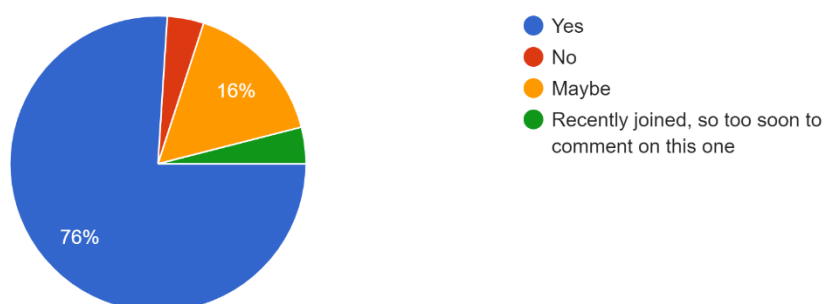
Do you think distance learning is helpful for you at this stage?

25 responses



Do you think the topics being discussed are relevant to you?

25 responses



Suggestions for improvement:

Widen participation and organisation

More sharing of experiences with CESR application

Needs further sessions

Someone to be in charge of the forum/ group With scheduled meetings. A bank for resources (presentations) recorded meetings, online course

Grade can be modified to sho, spr, sash and cons

Regular monthly meeting

Share tips for data collection and submission in correct way

Providing coaching for the FRCS

A framework guidance in tick box format

Organise regular online short meetings covering topics on how to go about with CESR/FRCS

More seesions and webinars on basics in plastic surgery at registrar and ST3 level

at least once a week meeting to discuss different topics

Plan regular online webinars

Exam preparation

More frequent sessions

Varied stuff

Online sessions for recent successful and unsuccessful applications

More Scientific activities

Discussion:

As technology continues to evolve, the potential for innovation in online education is limitless. The integration of interactive tools, virtual reality, and artificial intelligence in online learning platforms is enhancing the learning experience and creating new opportunities for personalised and engaging education.

Overall, the accessibility and flexibility of distance education and online learning have empowered learners to take control of their educational journey, breaking down barriers and opening doors to a world of knowledge and skill development. Online education encompasses a variety of forms, such as blended learning, technology-enabled learning, e-learning, adaptive learning, and flipped classrooms. The flexibility and responsiveness of these Internet-based learning approaches have the potential to significantly influence the future of internationalisation in higher education.²

Blended or hybrid learning, combines traditional face-to-face instruction with online learning components, offering students a mix of in-person interaction and digital resources. Technology-enabled learning leverages digital tools and platforms to enhance the educational experience, making learning more interactive and engaging. E-learning, on the other hand, refers to fully online courses and programs that can be accessed remotely, providing flexibility for students to learn at their own pace and convenience.

Adaptive learning utilises technology to personalise the learning experience for each student, catering to their individual needs and learning styles. Flipped classrooms invert the traditional teaching model by delivering instructional content online outside of class and using in-person class time for interactive activities and discussions.

The adaptability and accessibility of these online learning approaches have the potential to revolutionise internationalisation in higher education. By breaking down geographical barriers and offering diverse learning opportunities to students worldwide, online education can promote cross-cultural exchange, collaboration, and knowledge sharing on a global scale. As technology continues to advance, the future of internationalisation in higher education is likely to be shaped by the innovative and inclusive nature of online learning. 2, 3

The shift towards technology-based learning has been primarily fuelled by the increasing demand for accessibility and time flexibility among post-graduate students like myself. The convenience of enrolling in courses regardless of location, whether it's in a different city or even country, has made online learning a highly appealing option for many individuals. This trend has opened up new opportunities for students to pursue further education without being constrained by geographical boundaries. The flexibility and convenience offered by online learning platforms have undoubtedly revolutionised the way post-graduate education is accessed and experienced. 4.

The flexibility offered by Internet-based learning approaches presents a significant opportunity for both learners and service providers. The responsiveness to leverage and embrace e-learning and online methods is poised to influence the future of internationalisation in higher education. However, it is crucial to acknowledge the inherent differences between traditional face-to-face learning and online learning.

However, quality assurance is a critical consideration in the implementation of distance learning for post-graduate students. As online learning continues to expand rapidly, it is imperative to address issues related to the quality of educational experiences. Ensuring that post-graduate students have access to a robust and

enriching learning environment is essential for their academic success and overall satisfaction with their educational journey 2,3,5

Conclusion:

In conclusion, the implementation of distant learning for post-graduate students is a complex and multifaceted endeavour, fraught with both opportunities and challenges. As educational institutions strive to meet the evolving needs of this dynamic population, the effective integration of technology-based learning approaches, coupled with a focus on quality and learner support, will be crucial to ensuring the success and sustainability of distant learning programs.

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Authors confirm no conflict of interests.

Authors contribution:

RAMY ALY

Conceptualisation, Data curation, Methodology, review & editing

TASNEEM BELGAUMWALA

WRITING, INVESTIGATION, DATA COLLECTION AND ANALYSIS

SADIA RAFIQ

REVIEW AND EDITING FINAL VERSION

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