

## Effects of Students Learning Approach on their future Clinical Practice

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Dear Madam, through your renowned journal, I want to share my perspective about the effects of learning approaches on students future professional life. Learning approach is an individual consistence approach that how he perceives knowledge, processed it and convert it into valuable information<sup>1</sup>. The adopted learning approach decides student's success in his/her professional life<sup>2</sup>. Students learn in different ways which depends upon the adopted approach and also on material of study. Three approaches have been identified i.e. deep, surface and strategic and each have different outcome. The most successful one is deep<sup>3</sup>. In deep approach the students try to resolve the complexity of study materials and integrate it in existing knowledge while in surface approach students try to memorize the material for short term so, that it can be reproduced during assessment only. The student with surface approach has limited cognitive development to produce meaningful question than others with different approaches<sup>4</sup>. Students and teachers are generally not aware of the differences in the learning styles amongst learners by using appreciative inquiry approach that is by asking questions to the students and giving them appropriate time to study and creating a feedback environment it will help the student to discover learning strategies that work for them within the institution and make them perceive that this experience will improve their learning and performance in the exams<sup>5</sup>.

The deep approach helps the students to broaden up their minds and to better understand

the things and to make clear concepts. The deep approach is time consuming and students wanted to be exams oriented. Unfortunately most of medical students selected surface approach like the use of publications. The attributable factors leading to surface approach are lengthy course, annual examination system, rapid revision and not the least stress of failure in exams and these students usually have unclear concepts and limited knowledge to apply which in future may endanger patient life by suggesting wrong treatment and miss diagnosis.

In our opinion, undergraduate period is vital to develop good learning habits and an independent lifelong self learning. Failure to do so may result in compromised quality of clinical practice and poor patient outcome. In order to overcome this, we prefer appreciative inquiry approach. The exams should be concept oriented and problem based. Over all there is intimate role of teachers, institute and academic council therefore their involvement in order to mould the educational system and give it direction to a healthy side.

### References

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