



ISSN: 0975-833X

*International Journal of Current Research*  
Vol. 10, Issue, 11, pp.75176-75178, November, 2018

DOI: <https://doi.org/10.24941/ijcr.33006.11.2018>

## RESEARCH ARTICLE

### EXPECTATION OR ACCEPTANCE - THE COMPREHENSIVE DISCUSSION OF LIFE-LONG LEARNING FOR MEDICAL LEARNERS

\*Jian Gao

China Medical University, China

#### ARTICLE INFO

##### Article History:

Received 20<sup>th</sup> August, 2018  
Received in revised form  
26<sup>th</sup> September, 2018  
Accepted 25<sup>th</sup> October, 2018  
Published online 29<sup>th</sup> November, 2018

##### Key Words:

Life-long learning,  
Medical learners, High Education,  
Competence, Professionalism.

**Copyright © 2018, Jian Gao.** This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

**Citation:** Jian Gao. 2018. "Expectation or acceptance - the comprehensive discussion of life-long learning for medical learners", *International Journal of Current Research*, 10, (11), 75176-75178.

#### ABSTRACT

This paper discusses a theoretical perspective about Medical learners' life-long learning. This is the extensional studies for the first-year undergraduate whose compulsory course in "Introduction to Clinical Medicine". A theoretical model has been created for conceptual framework. Trajectory, occupation and self-beliefs as three core directions, effectiveness and periodic segmentations impact also has been considered. Additional hypotheses were developed about medical learners' competence, professionalism, life-long learning self-beliefs. This paper concludes key considerations on implications for future scaling and piloting survey studies. Especially, the initial items pool constructions, literature review purpose activities. It gives a number of options for medical learners in high education system, not only in learning medical modules, but also in general life-long learning.

## INTRODUCTION

"The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education (Gardner, 1963)." According to the comments of Gardner, the successful education system, is not only educate learners award the comprehensive competences and professionalism, but also the learning capabilities. To the learners' point of view, learners should learn knowledges and skills, most importantly, learners still need to consider how to engage self – educating interventions. All medical undergraduates have to study longer than most of the universities' students. The professional purpose and achievement importantly determined the medical learners' self-capabilities should be a highest priority in life-long learning. Following explains the meaning of theoretical terms, as well as the framework, the constructions of theoretical models, descriptions of the theoretical models, discussion of the effectiveness and periodic segmentations impact factors.

### Conceptual Framework

Conceptual Framework contains Trajectory, Occupation and Self-beliefs. Figure 1 shows a conceptual picture of the medical learners how to engage their life-long learning goal.

Trajectory divides into three periods.

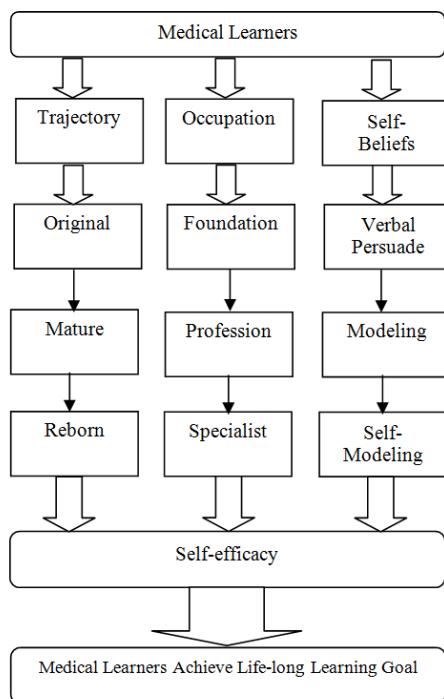
- Original period: this is medical learners at the beginning of their studies, mostly, learning the fundamental knowledge and skills within the high education system. Normally, this period insists 8 to 10 years. There is practical intervention apply but not essential.
- Mature period: this is medical learners grow up and become a professional medical worker. There are massive experience and practical engagements accumulated. It is most important period of the medical learners scrape up the knowledge and skills.
- Reborn period: this is medical learners self-developing time considering. Most medical learners are arriving an occupational turning point base on limited professional rewards. How to break the ice of routine? What satisfy the occupational creativities and insistence? The effectiveness of efficiency in medical activities, achievement of the consistence, productivities in research and studies etc. Those doubtful thoughts become main concern of medical learners.

Occupational purpose studies are considered as extric measuring of the learners' achievements. It is medical learners' professional development step by step. Three steps would be able to consider.

- Foundation is the step of medical learners receive professional and systematic training and educational

\*Corresponding author: Jian Gao (UK),  
China Medical University, China.

intervention. It also contains the transformation between educational perspective and career intending. The medical learners register as a doctor, would be able to help patients so that give out the prescription and do the operation as a surgeon.



**Figure 1.**

- Profession is the step of medical learners become qualify and elementary experience as a medical professional worker. It is the people we aware of GP (general practitioner), consultant, physician, surgeon etc. Within this step, the medical learners are familiarizing of all the medical treatments, interventions and operations. It would be able to communicated without any professional obstacle, not only locally, but also internationally.
- Specialist is the step of medical learners are focus on the specific professional category. They become the specialist in particular medical field. These medical learners do have capabilities to implement relative research and publishing them, as well as the creative clinical achievement. Most medical learners explore unknow field of their career and research, particularly, in clinical experience and reward.

Self-beliefs are the intrinsic measuring of the medical learners' self-development. There are three main impacts in medical learners' self-beliefs. Verbal persuade, modeling and self-modeling.

- Verbal persuade indicates the medical learners receives the relative knowledge and skill verbally at the beginning of their medical learning duration. Educators in the high education system, academic colleagues, placement practitioners, those people are the implementer as who delivery the application to medical learners.
- Modeling is behaving the person who medical learners supposed to become. The studying attitude, academic determination, personal customary etc., especially, successful professional executive behaviors, those are concerned by medical learners mainly.

- After medical learners achieved professional rewards and become specialist in particular medical professional disciplines, medical learners need to be a model. In another words, there is no model the medical learners would be able to duplicate.

After three categories of medical learners' effectiveness measuring, there is a term call "self-efficacy" would be able to become comprehensive combinations. This combination describes the capabilities of medical learners achieve life-long learning goal.

**Self-Efficacy:** Bandura (1977) hypothesized that perceived self-efficacy affects choice of activities, effort expenditure, and persistence. In the year 1995, Bandura suggested school should go beyond teaching intellectual skills, instead of to develop learners' self-beliefs and self-regulatory capabilities towards lifelong learning. Bandura (1997) described self-efficacy affects people: choose course of action to pursue; put effort forth in given endeavors; persistence in the face of obstacles and failures; resilience to adversity; coping with stress and depression. Self-efficacy is a valuable predictor for learners' capabilities in organize and execute learning. There are substantial research presents self-efficacy is an accurate measurement into learners' life-long learner achievement, as well as profession attainment. Medical learners' self-efficacy become a measuring tool for medical learners' capabilities in life-long learning, as well as the effectiveness and impacts.

## Discussion – expectation

What the medical learners expect from the medical education system, as well as the self-medical learning intervention? Why the medical learners learn medical knowledge and skill, as well as medical competence. In another words, what is the motivation of medical learners in engaging medical education. The following list the possible answers for questions above. Not the exclusive, but multiple options.

- Saving life and help people who less fortune – this is the ultimate goal of the medical learner should achieve in the professional scenario. Obviously, there are some hidden impacts of why medical learners being motived saving people's life and help people who less fortune.
- There is a patient in the family – medical learners learn medical knowledge and skill serve and help the family.
- Attain high reputation within society – medical professionals save peoples' life and treat the patient from sickness. Medical learners are using substantial efforts guarantee the healthy behavior and working environment.
- Financial achievement – In most countries, the payment of the medical learners is higher than average. Some of them are the highest. This benefit affects to the medical learners economically, as well as their quality of life.

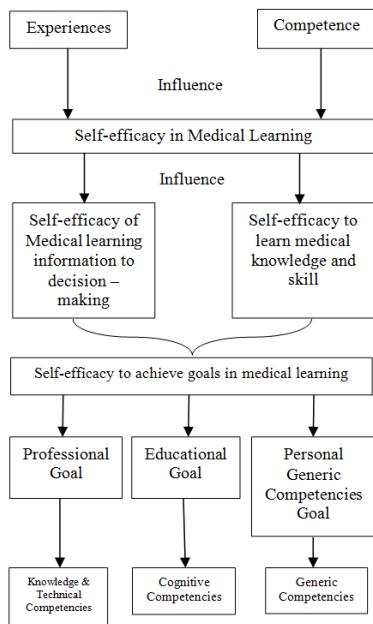
The expectations above show the motivation of medical learners involve in the medical education. The outcome of these intentions impacts the medical learners' award in order to achieve continuous of life-long learning goal.

## Discussion - Acceptance

What the medical learners accept if they learn medical knowledge and skill? Why the medical learners accept medical high education in particular circumstance? In another words,

what is the compromise of medical learners have to accept? The following list is the possible answers for questions above. Not prerequisite, but requisite.

- Parents Expectation – some medical learners are studying medical knowledge and skill because the parents expect them to learn. Most medical learners who study with their parents' expectation, do not understand the medical discipline and how they are going to experience.
- Inheriting Parent's Occupation – some medical learners' parent are the medical learners. These are the transformation into the knowledge and skill. It is the advantage for new medical learners when trans disciplines studies medical education.
- Environmental Trend – accompany the development of economics, people are noticing healthy environment become extremely important. Not only the physical essential, but also the psychological growing. There are many non-medical learners consider medical healthy living. This appearance suffers lack of medical environment and supplier. Those increasing requests precipitate the number of the medical learners and quality of the medical high educations, as well as the life-long learning so that the medical healthy sustainable environment.
- Modeling Impact – There are models appear during the time we face our obstacle. Those models we memories it and learner from it. We would be able to understand the models' impact into people who determine become a life-long learning of medical learner. Especially, medical learners have same behavior as model.



**Figure 2.**

**Future Studies:** According to the literature review and discussion, we would be able to evaluate the effectiveness of medical learners' life-long learning: self-efficacy. This tool is how we are going to predict medical learners' capabilities in life-long learning. Therefore, we should be able to develop the medical learners' self-efficacy at future studies. What are medical learners' self-efficacy? How are we going to measure medical learners' self-efficacy? What are we going to use the measurement of self-efficacy so that we would be able to predict medical learners' long-term achievement? Figure 2 following shows the conceptual framework of self-efficacy in

medical learning. Experiences and competences influence learners' self-efficacy in medical learning. Considering the effectiveness of learners' self-efficacy split up into two elements, self-efficacy of Medical learning information to decision-making; self-efficacy to learn medical knowledge and skill. These two elements sum into the self-efficacy to achieve goals in medical learning. There are three goals of medical learners consider: professional goal – knowledge and technical competencies; educational goal – cognitive competencies; personal generic competencies goal – generic competencies. There are three medical learners' competencies we would be able to measure so that we would evaluate the medical learners' self-efficacy in medical learning. Also, effectiveness and impacts in medical learners' self-efficacy in medical learning, are key research field would consider of.

## Conclusion

This paper presents the literature reviews, as well as the research commentaries. All conceptual frameworks are hypothesized for future studies. Not limit, but essential trial. Medical learners' expectation or acceptance impacts the medical learners' motivations in medical learning. These discussions are the foundations of finding in key impacts of medical learners' life-long learning and achievements. Also, the key predictor we would represent as self-efficacy, so that we use it to predict medical learners' capabilities in life-long learning.

## Acknowledgment

I really appreciated first year undergraduate students who studied "Introduction Clinical Medicine" course in China Medical University participated this discussion. Also, the group of lecturers who delivered this course. Especially, Dr Ning Ding, Professor Bo Qu and Dr Yang Zhao helped to specify the contents of this discussion during the course. Finally, thanks to Chancellor of China Medical University, Professor Deliang Wen who authorized and supervised this course consistently with patient.

## REFERENCES

- Bandura, A. 1977. Self-efficacy: Toward a unifying theory of behavioral change, *Psychological Review*, pp. 191-215.
- Bandura, A. 1995. Self-Efficacy in Changing Societies. – The University of Cambridge.
- Bandura, A. 1997. Self-efficacy: the exercise of control, W.H. Freeman and Company, New York.
- Baozhi Sun, Deliang Wen, Yuhong Zhao, and Jianwu Tang, 2013. Introduction Clinical Medicine, Higher Education Press, Beijing. (In Chinese)
- Deliang Wen, Baozhi Sun, Bo Qu, Yang Zhao and Honghe Li, 2014. Reference and Inspiration in Development of Teachers' Teaching at Foreign Medical School, *China Higher Medical Education*, 40, pp 16-17. (In Chinese)
- Deliang Wen, Ziwei Wang, HongheLi and Bo Qu, 2014. Research Comparison of Examination in Doctors' Certificate Practical Skills Between China and Foreign Countries, Medicine and Philosophy, 16, pp 1-4. (In Chinese)
- Gardner, J. W. 1963. Self-renewal, Harper and Row, New York.
- Xiaoling He, XueBai and Bo Qu, 2016. Research Process of Examination Methodology in Medical Learners' Clinical Competence, *Northwest Medical Education*, 4, pp 523-526. (In Chinese)
- Yuxin Wu, Yaxin Zhu and Bo Qu, 2014. Investigation Analysis in Medical learners Self Studies Online, 2, pp 41-44. (In Chinese)