

December 2012

Numerous approaches to learning, types of learning and definitions of learning are discussed in this month's articles. Are the following statements true (A) or false (B)?

1. E-learning: An important pedagogy in higher education which encompasses an instructional method that combines community service with didactic learning.
2. Distance learning: The transfer of knowledge via the internet, intranet or through other digital means such as previously recorded audiovisual media or satellite television.
3. Cooperative learning: Thinking, feeling and acting together in an educative experience are synergistic and can change the 'meaning' of an experience.
4. Blended learning: A set of learning facilitation tools will be utilised, such as formal classes (lectures), internet-supported activities and electronic discussion forums.
5. Service learning: When learners help one another to learn, maximising their own and each other's individual and collective potential.

There are concepts that are key to some of the articles in this month's issue. Are the following statements true (A) or false (B)?

6. A useful method to determine the way in which knowledge is classified and framed.
7. A powerful methodology for academic development strategies with a focus on writing for publication.
8. A process of assisting academics to publish by highlighting the ideas and information they have from which to choose information for an article.
9. A holistic view of the patient, which includes shared control of the consultation, decisions and management.
10. A framework for the instructor to develop appropriate activities for their course and introduce them in an effective sequence.

Several disciplines are represented in the articles. Are the following statements true (A) or false (B) regarding the articles in which these disciplines are mentioned?

11. Dentistry: An interactive component including the use of multimedia technology will be introduced to the course.
12. Nursing: Students were required to design and develop an interactive computer-based quiz with pre- and post-intervention questions to assess the knowledge of, and also to educate, attendees regarding the prevention and management of a health condition.
13. Radiography: At the end of each session, participants were expected to share their work with a critical reader who provided the participant with feedback.
14. Primary healthcare: Focus-group discussions were conducted that included students' experiences of looking for and examining patients.
15. Radiography: A questionnaire was designed to evaluate current practices, knowledge and skills.

Based on the articles you read in this issue, for each of the following scenarios an approach or principle has been identified that will best address the issue at hand. Are they true (A) or false (B)?

16. Students do not want to see patients in an active teaching role, and are in favour of more contact time with clinicians, whose time they appear to have valued highly. They are prepared to sacrifice contact-time with patients. Use doctor-centred approach.
17. Healthcare professionals are not able to address the global crises in inequity and health worker shortage. Facilitate transformative learning.
18. Learning is not self-regulated. Individuals relinquish control over and responsibility for their own learning. Use a blended learning approach.
19. In a clinical assessment scenario, students are allocated different patients with a spectrum of conditions, based on availability. Use standardised patients.
20. Methods of learning do not emphasise the roles of emotional engagement and social networking in facilitating effective and efficient learning. Foster collaborative learning.

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