

Patterns of student learning in medical education : a Sri Lankan study in a traditional curriculum

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Patterns of Student Learning in Medical Education **A Sri Lankan study in a Traditional Curriculum**

Door Kosala Nirmalani Marambe

1. Sri Lankan medical students do not deviate from Chinese and Japanese students; they show that opinions about learning and learning behaviour can diverge considerably (this thesis).
2. An academic curriculum should foster attribution patterns that link success and failure to internal and controllable causes since that leads to sustained effort. Medical education in Sri Lanka manages to do the opposite (this thesis).
3. Undergraduate medical education with strong teacher control and an overloaded curriculum has a devastating effect on meaning-directed learning and personal interest (this thesis).
4. The view of the Asian learner as a rote learner is a myth (this thesis).
5. Students adopt deep approaches to learning when their teachers adopt student-focused approaches to teaching.
6. Portfolio is an authentic assessment tool, which has great potential in continuing professional development because it rewards the learner for engaging in specified learning activities and reflective practice.
7. The main reason for failure of educational innovation is the neglect of teacher learning processes.
8. Student exchange programs cultivate tolerance and mutual understanding.
9. Quality assurance processes set the stage for change.
10. Internet has revolutionized educational practices.
11. Completion of a PhD programme through distance education is difficult but possible. Success of the endeavour is mediated by ICT and the communication skill of supervisors and student.