

## The Changing Role of a Teacher: A Paradigm Shift

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Recent advances and refinements are continuously changing the face of medical education with the paradigm shift in the role of teacher. The use of information technology and research has opened a big window through which the teaching and learning can be modified. The shifting of onus of learning from teachers to students and replacement of compartmentalized and discipline-based curriculum by integrated one require change in curriculum content, design and delivery. As Albert Einstein once said "the measure of intelligence is the ability to change"; the changes in the field of medical education can be implemented in true spirit only if the teachers adapt to change.

The fact cannot be denied that the successful implementation of curriculum depends upon the quality of teaching. Nowadays teacher centered learning is being replaced by student centered approach with focus on student collaboration and team work instead of creating competitive environment for individual student. Small group discussions, simulation and e-learning along with community-based learning has been added to lectures and bed-side teaching. Early exposure to clinical sciences has provided relevance to the basic sciences curriculum. The skills and attitudes have gained importance in assessment with more focus on evidence-based practice. These global changes in the world of medical education led to the changing role of a teacher. Ronald Harden, a renowned Medical Educationist summarized the qualities of a good teacher in following formula encompassing the three main areas:

Good teacher = Teaching competencies x Approach to learning x Personal development

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The teaching competencies include the responsibility of teacher as curriculum planner, information provider, learning resource developer and a role model for the students. Facilitation of students and assessment of teaching and learning activities are part of this domain; quality is the key feature of all roles and responsibilities. However, teaching competencies alone are not enough unless the flavor of approach to learning is added to it. The delivery of content on the basis of understanding of scientific principles, taking informed decision and working as a team member along with demonstration of appropriate ethics and attitudes are the main features of teacher's approach to learning. In the last part of the formula, emphasis is on the continuing personal and professional development of medical teachers with the aim to improve knowledge, skills and attitudes with the help of which they can reflect upon their own competencies. The two underlying motivational facts of personal development are the life-long learning and improvement in the professional quality.

The teacher acts as a pivot around which all the teaching and learning activities rotate. Following the principles of andragogy and with passion of teaching and commitment, the teacher becomes the source of motivation and inspiration for the students and plays a major role in the life of a doctor

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