Perception of Pediatric Resident Physicians on Self-Directed Learning: A Multiinstitutional Survey

Original Article

Volume 62, Pages 361-365, May 2025

Ayesha Ahmad¹ · Bhavna Dhingra² · Kunal Kumar³ · Jaya Shankar Kaushik⁴ · Aashima Dabas⁵ · Devendra Mishra⁵

¹Department of Pediatrics, Jawahar Lal Nehru Medical College, Aligarh, Uttar Pradesh, India; ² Department of Pediatrics, All India Institute of Medical Sciences, Bhopal, Madhya Pradesh, India; ³Department of Pediatrics, Chacha Nehru Bal Chikitsalaya, New Delhi, India; ⁴Department of Pediatrics, All India Institute of Medical Sciences, Guwahati, Assam, India; ⁵Department of Pediatrics and Medical Education, Maulana Azad Medical College and Lok Nayak Hospital, New Delhi 110002, India.

Correspondence to: Aashima Dabas, dr.aashimagupta@gmail.com; Ayesha Ahmad, aahmad19@gmail.com; Bhavna Dhingra, drbdhingra@gmail.com; Kunal Kumar, kumarkunal1993@gmail.com; Jaya Shankar Kaushik, jayashankarkaushik@gmail.com; Devendra Mishra, drdmishra@gmail.com

Received: 20 October 2024 / Accepted: 24 January 2025 / Published online: 9 April 2025

https://doi.org/10.1007/s13312-025-00048-y

ABSTRACT

OBJECTIVES

To assess the opportunities and limitations of self-directed learning (SDL) among pediatric postgraduate trainees.

METHODS

A semi-structured anonymized questionnaire was administered to pediatric postgraduate trainees to assess their readiness towards SDL, current practices, opportunities and limitations of SDL. Closed ended questions were scored using a five-point Likert scale. Thematic analysis of responses was conducted followed by focusgroup discussion to ascertain the barriers and enablers of SDL.

RESULTS

One hundred ten trainees responded; majority (67.7%) were aged 26–30 years. The median (IQR) scores for different components of SDL were- identifying own learning needs 4 (3.5, 4), formulating own learning goals 4 (3, 4), identifying learning resources 3 (3, 4), choosing and implementing learning strategy 3 (2, 4), evaluating learning outcomes 3 (2, 4), and willingness to drive one's own learning 3.5 (3, 4). The majority (95%) used online resources for knowledge domain; 64.5% (71/110) practiced peer-assisted learning. The skill training was chiefly through simulation and hands-on experience (97%). Lack of time was the commonest limitation reported by 75% students.

CONCLUSIONS

The SDL practice was not forthcoming among pediatric postgraduates.

Keywords: Self-directed learning · Medical education · Learning resources · CBME · Peer-assisted learning

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