

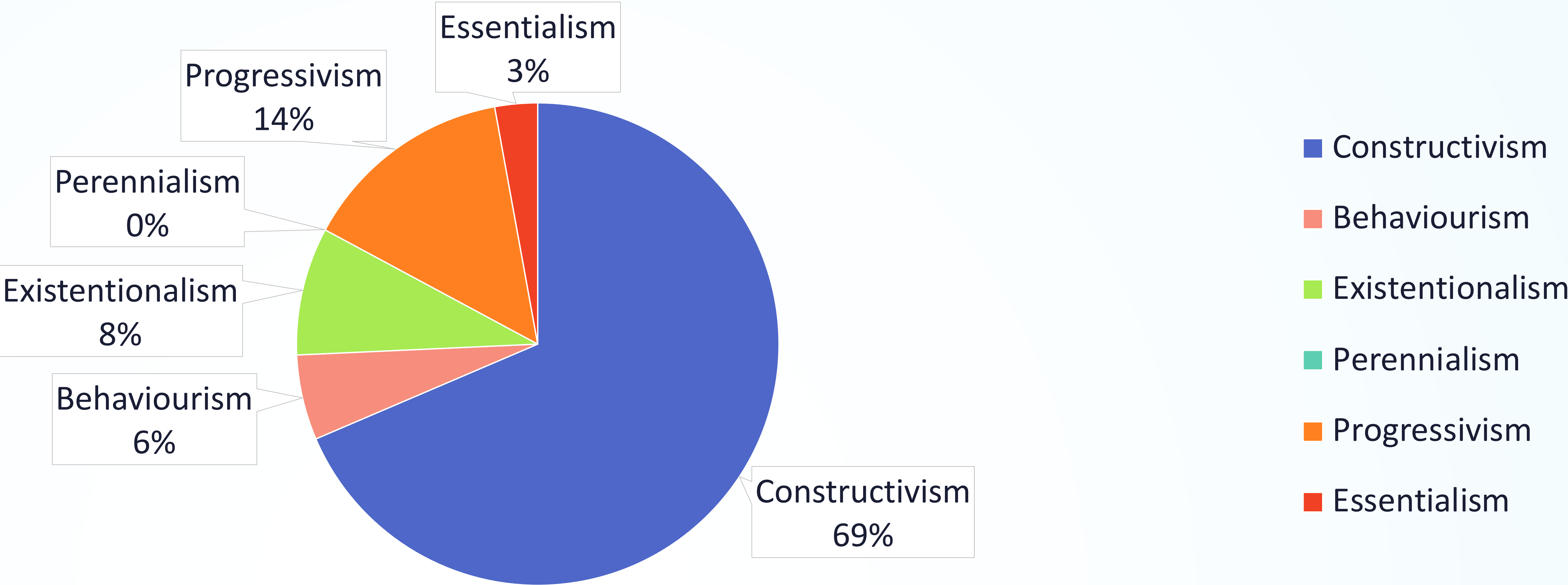
Teaching Philosophies amongst Obstetrics and Gynecology consultants in North West Deanery

Dr Zinal Salian and Dr Laura Horne
Blackpool Victoria NHS Teaching Hospital



Introduction

Medical educators will each have their own unique ‘philosophy’ which is their approach to education based upon their previous experiences, expectations and ambition. Broad categories to classify their philosophical approaches can help us identify themes within these approaches. Within this research, the authors explore the spread of educational philosophies amongst obstetrics and gynaecology (O&G) consultants within the North-West.



Design

The data was collected and analyzed by using online survey.
The reason online survey was used as it is minimal, effortless to operate and easy to collect accurate responses among the obstetrics and gynaecology consultants.

Methodology

A survey was conducted asking consultants where they trained and to subjectively classify the educational philosophy statement with which they most strongly related.
Survey was based on 6 philosophies.

1. Constructivism
2. Behaviorism
3. Existentialism
4. Progressivism
5. Essentialism
6. Perennialism

Results

The majority (66%) of O&G consultants considered themselves to have a constructivist philosophy, 16% reported themselves to be progressivists, 9% existentialists, 6% behaviorists and 3% existentialists. Interestingly no consultants reported themselves as perennialists.

Conclusion

Constructivists emphasize the importance of developing independently motivated and independent learners. Within the field of obstetrics and gynaecology trainees must develop an ability to adapt to new scenarios whilst developing a vast amount of skills, such as instrumental deliveries and caesarean sections. Interestingly, despite this, no consultants self-reported to be perennialists; a philosophy with emphasis of the transfer of knowledge and skills from one generation to the next.
Further research will include exploration of trends in educational philosophies amongst individual units and correlation with National Trainee Survey results to explore potential links between educational philosophy and learning culture

Reference:
Teachers Schools and Society: A Brief Introduction to Education, 5th Edition
by David M. Sadker , Karen Zittleman
ISBN 978-1259913792