Abstract

The cognitive scientist, psychologists and adult learning theorists are teaming up with neurobiologists, neuroanatomists, and neurologists to understand how adults learn. The individual disciplines are ill-equipped to handle such an encompassing and complex subject. A merging of these individual disciplines’s thought and science is necessary to develop better theories and techniques for educators. Additionally, the depth of understanding in this field is so minimal that manipulation of what is known has had only tacit consideration. (1, 2)

The human brain biology is so complex. Ability to learn is an important brain skills. It is natural, but not always present at the same time and level in all learners. We sense our environment, develop associations and react with motor responses and creating thoughts process so easily we hardly notice the complex neurochemical interactions. Ability to teach is a talent, but it could be learned. In this daily progressing changing of hospital, administration, and health organization the challenge is how to continue the tradition of teaching at the best our future physicians. The question to ask ourselves is: “Do the academic educators ready how to teach the millennium residents in these days and train them as future competent and independent anesthesiologists?”

It will be reviewed adult learning theories, brain learning process and function lately discovered and proposed possible application as best strategy in teaching the new residents generation.

Reference


7. Kathleen P. King, Educational Technology that transforms: Educators™ Transformational Learning Experiences in Professional, Fordham University, USA