



Listening to the Learner - Learner-centric Symposium Based on Self-perceived Learning Needs

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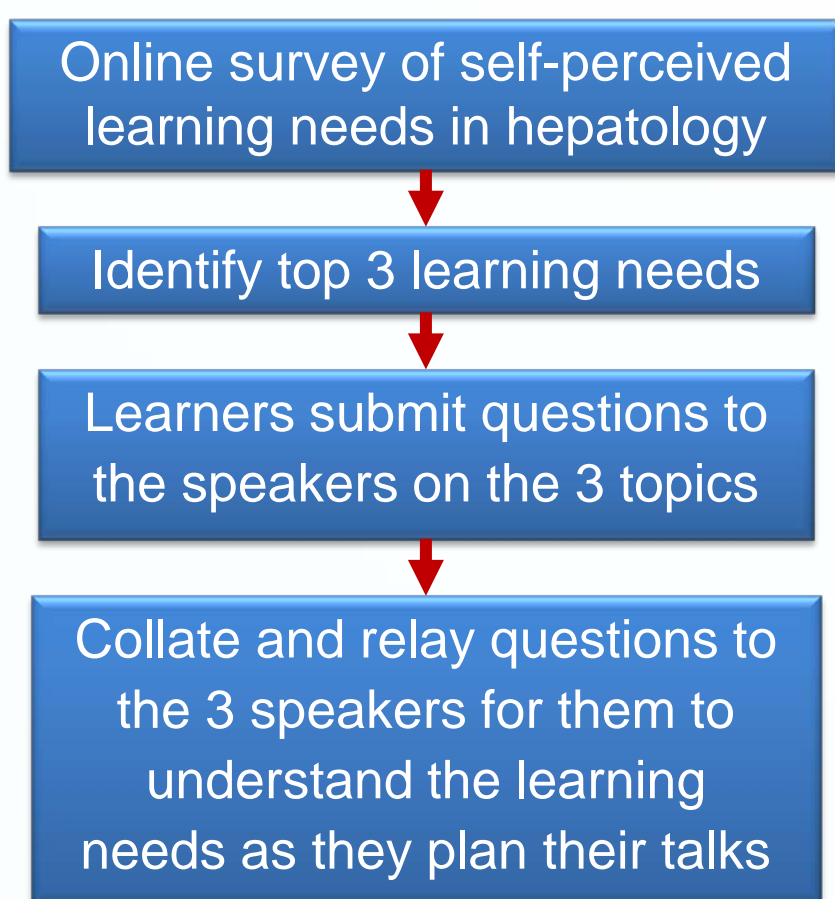
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Background and Aims

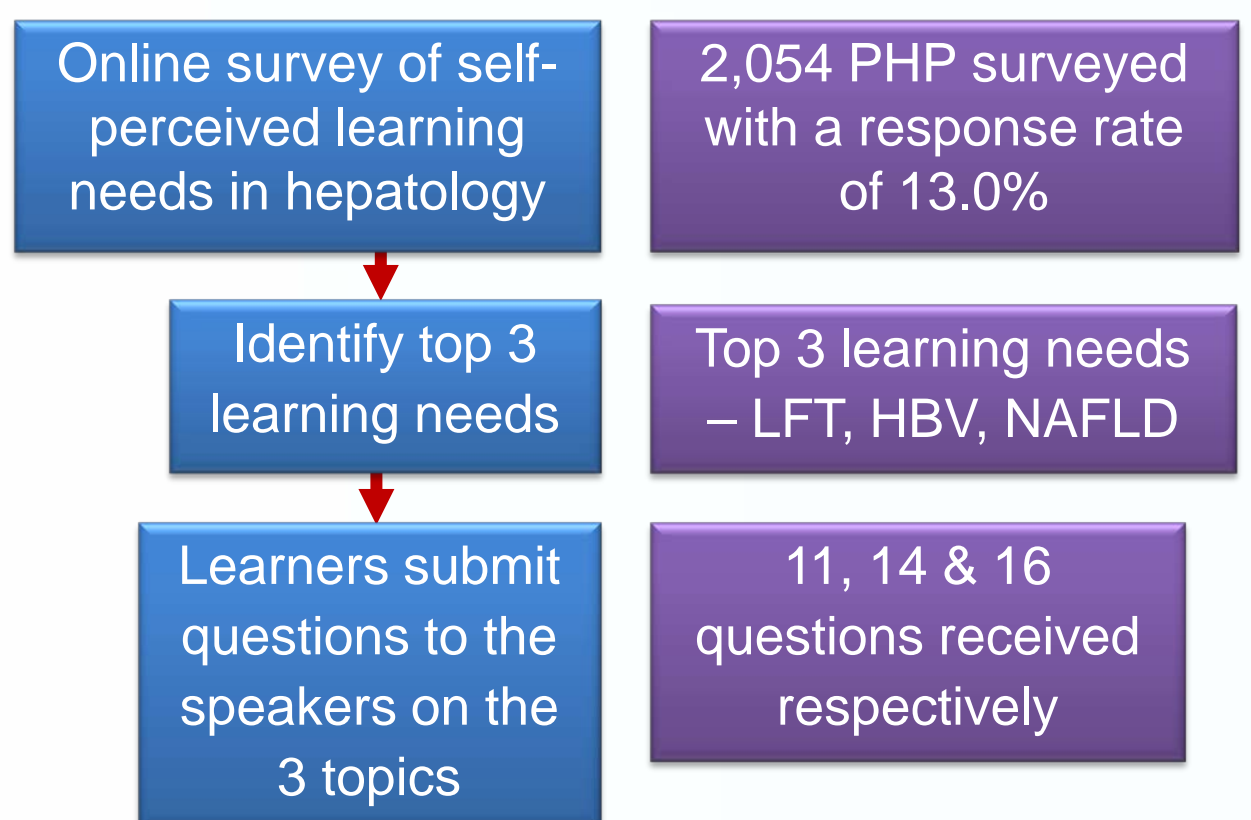
- Teaching should be learner-centric rather than teacher-centric.
- However, medical symposia are seldom learner-centric.
- Hence, we studied the feasibility of organizing a learner-centric hepatology symposium for our primary healthcare physicians (PHPs) and the educational outcomes achieved.

Methodology



- To enable active learning, all speakers used a case-based discussion format and incorporated audience participation with remote response keypads.
- Feedback was obtained from learners via a feedback form after each topic was completed.

Results



Feedback question	Agree / Strongly Agree
Has gained new knowledge/skills	96.5%
Able to apply new knowledge/skills	96.4%
Symposium was different from others	83.2%
Useful to submit questions	55.8%
Will attend another such learning needs-based symposium	93.3%
Will encourage peers to attend such a symposium	93.3%

Conclusions and Discussion

- The learning needs-based symposium was effective as >96% of learners gained new knowledge/skills that they can apply and >93% will attend again.
- Prior submission of questions was not very useful. It may be better to have a question and answer session after each topic.