

Learning, Teaching and Education

occupy

the essential position in the life of
an University.

They represent the gradual process
of acquiring knowledge.

Learning, Teaching and Education
is a process that depends on
experience
and leads to long-term changes in
behavior potential.

Behavior potential describes the possible
behavior of an individual (not actual behavior)
in a given situation in order to achieve a goal.

Forms (modalities) of the teaching:

- 1. Lecture: A usually formal oral communication to an audience.
- 2. Seminar
- 3. Exercise
- 4. Practice (Practicum, Practical)
- 5. Workshop

Lecture:

- **A lecture** is a presentation on a particular subject given in order to teach people about that subject.
- Lectures are used to convey critical information, history, background, theories.

Seminar:

- A **seminar** is a form of academic teaching, normally at an university in small groups where students are requested to actively participate during meetings.
- Normally, participants must not be beginners. The idea behind seminars is to confront students with the methodology of their chosen subject and also to familiarize them with practical problems that might crop up during their research work. Often a seminar will be open to discussion, often questions can be raised and debates conducted. The word *seminar* is derived from the Latin word *semen*, meaning "seed."

Exercise:

- **Exercises** are generally performed in groups, they are frequent and regular.

Practical:

- A teaching course, especially one in a specialized field of study, that is designed to give students supervised practical application of previously studied theory.

Workshop:

- An educational seminar or series of meetings emphasizing interaction and exchange of information among a usually small number of participants.
- Workshop is often a brief intensive course for a small group. It emphasizes problem solving.

Curriculum:

- In education, a curriculum (plural curricula) is the set of courses and their contents offered by an institution such as a school or university.
- The curricula of schools and faculties of Pharmacy in the Europe and world reflect the diversity of societies and traditions **on the one hand**, and the state of development of health care systems and technologies **on the other**, but they have one common trait: they are **changing.**

**Any pharmacy curriculum is a compromise
between competing and to a certain extent
incompatible goals and requirements.**

It represents a balance between teaching and research, theory and practice, a broad knowledge base and specialization competence in natural sciences and communication skills, individual performance and the ability for team work.

Pharmacy – a professional
lifelong learning

This fact is filled in:

Pregraduate and
Postgraduate Learning
of Pharmacists

The WHO, in the report of its consultative group on “Preparing the Future Pharmacist”(Vancouver 1997) identified seven roles, (the “seven star pharmacist”),

which should be considered
essential, minimum common
expectations of pharmacists by
health care systems world-wide.

The identified roles and responsibilities were:

- 1. Care giver.
- 2. Decision maker.
- 3. Communicator.
- 4. Leader.
- 5. Manager.
- 6. Life-long learner.
- 7. Teacher.

Good Pharmacy Education Practice:

provide a conceptual framework for the design, implementation and assessment of contemporary educational programs for pharmacists throughout the world.

There are 13 rules for educational programs:

1. Basic (first degree) education programs should provide pharmacy students and graduates with a sound and balanced grounding in the natural, pharmaceutical and healthcare sciences that provide the essential foundation for pharmacy practice in a multiprofessional healthcare delivery environment.

The program must maintain the university character of the education.

2. Educational programs should ensure

that patient-focused pharmaceutical care as
outlined in the FIP Statement
Pharmaceutical Care.

3. Future developments in pharmacy

should lead to continuous evolution of the educational program as has been seen to be necessary with the introduction of new subjects such as developments in information technology.

4. Educational programs should reflect

the fact that current and future pharmacists must have sufficient knowledge and professional, social and communication skills, and exhibit specific attitudes and behavior, to enable them effectively to discharge their professional roles.

5. Educational programs should be based in a
research active environment at a university

and thus derive the benefit of
multidisciplinary support for
teaching, research, patient
care and service to the
public.

6. A final examination should lead

to the granting of a diploma or degree signifying either achievement of the academic requirement for recognition as a pharmacist or, if in-service training has also been successfully completed and competency established, the right to commence practising as a pharmacist.

7. Educational outcomes should reflect

the needs of society and the contemporary and
developing practice of pharmacy in the
nation and region concerned.

8. Educational programs and curricula

should be designed to be consistent with and reflective of their respective required educational outcomes.

9. Teaching and learning should be student-centred

Educational philosophy, structures, outcomes, methods and context should be considered of equal importance to content of syllabus, and should be subject to evaluation.

10. Practising pharmacists

should recognize their responsibility to
contribute to the training of future
pharmacists.

11. National pharmaceutical associations
should share responsibility for the
education of pharmacy students by:

being involved in the design, implementation
and evaluation of the educational programs
of the faculties of pharmacy in their
countries.

12. Faculties of pharmacy

should share knowledge and educational resources with their colleagues world-wide.

13. Faculties of pharmacy

should develop close alliances with educators of other health professionals involved with any aspect of human or animal health.

Current trends: *e* -Learning

The continuous developing of new trends in pharmacy profession needs more attention on behalf of the students. “E-learning” changes a lot the student experience and the new web-based “health care” system will definitely affect everyone.

Therefore, the pharmacy
students,
as future health care
professionals,
have to be aware of the up
mentioned issues.