

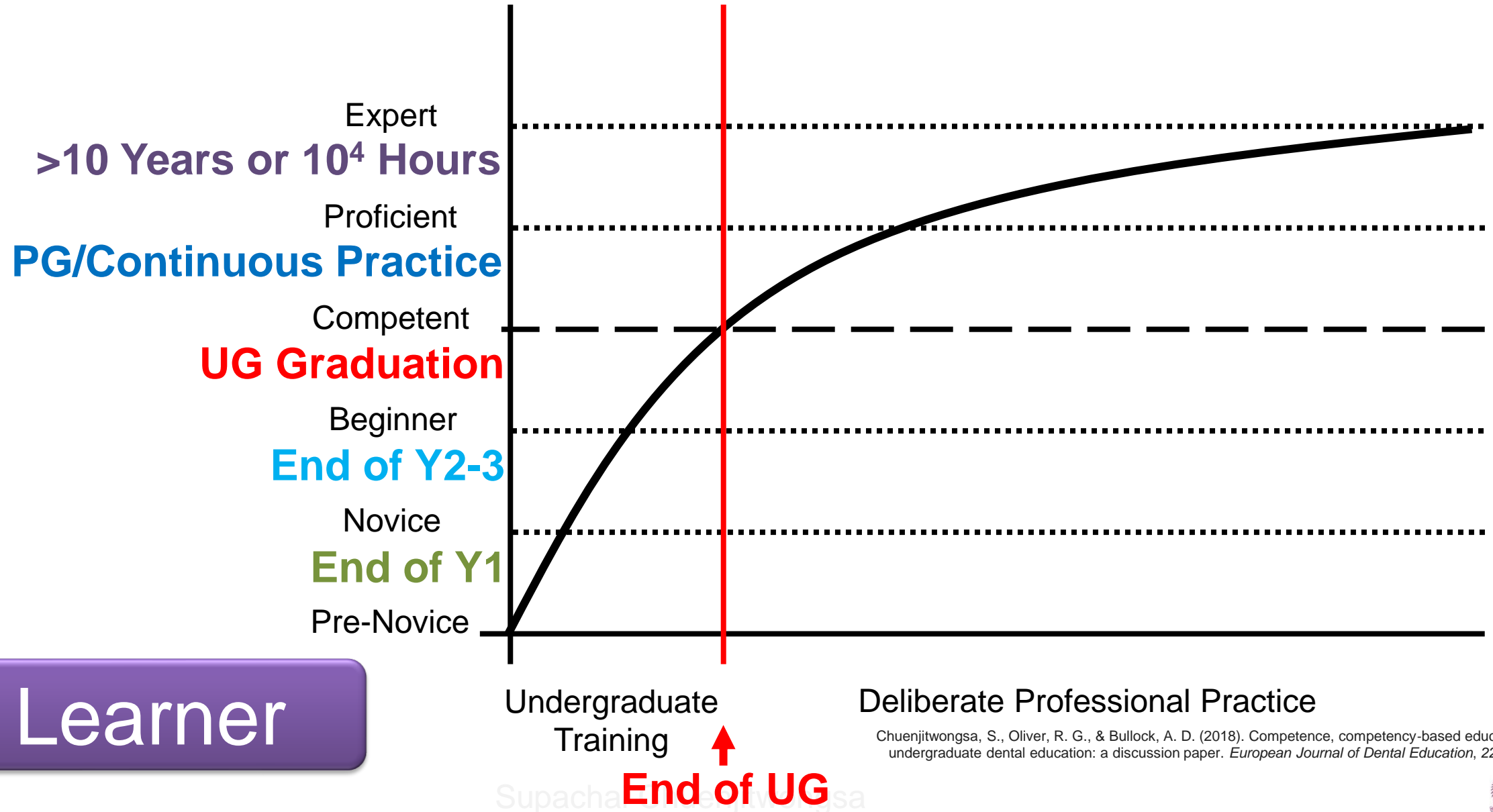
THE POSTGRADUATE EDUCATION



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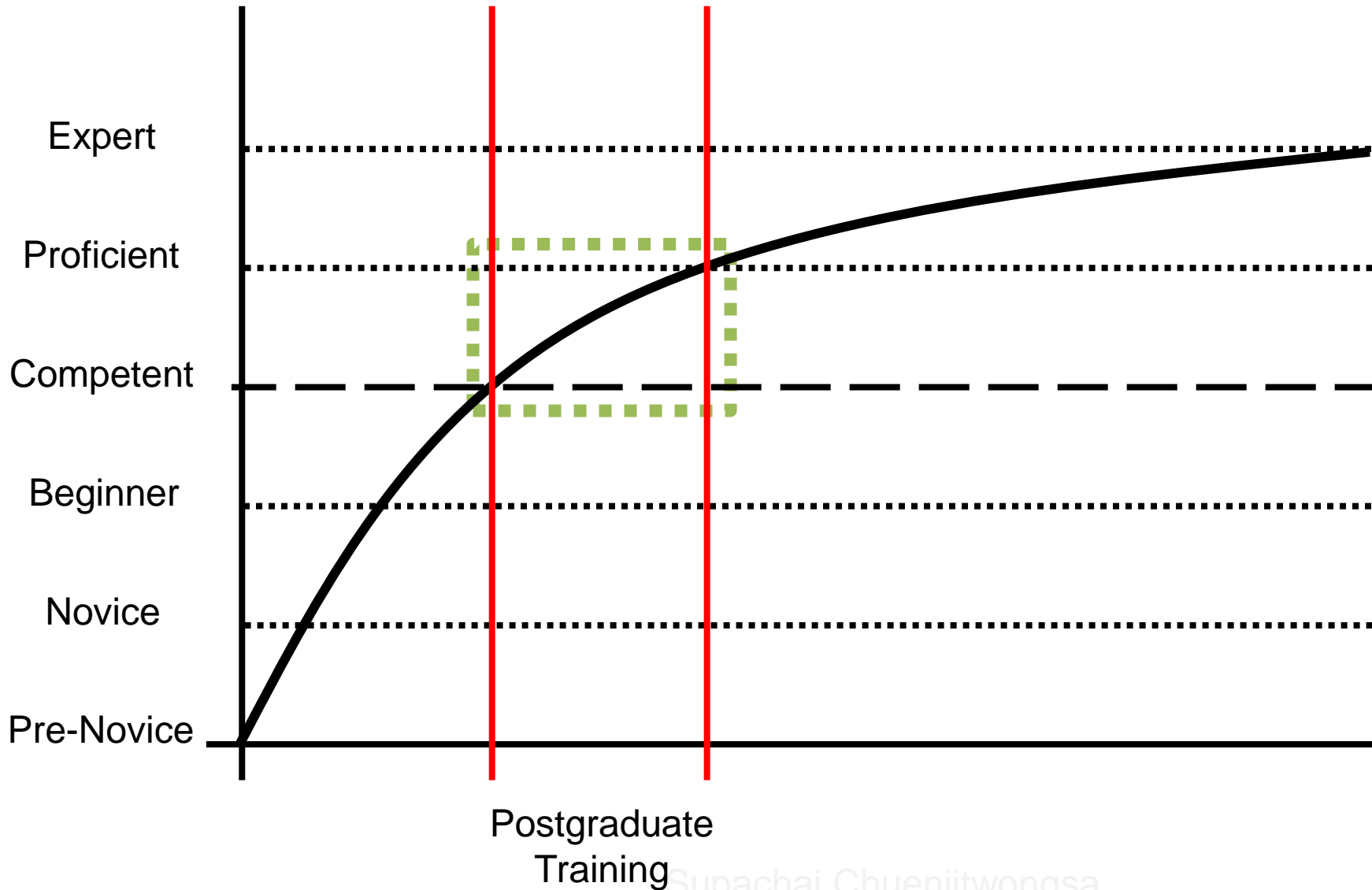
Faculty of Dentistry, Chulalongkorn University

General Curve of Mastery Learning



Chuenjitwongsa, S., Oliver, R. G., & Bullock, A. D. (2018). Competence, competency-based education, and undergraduate dental education: a discussion paper. *European Journal of Dental Education*, 22(1), 1-8.

Postgraduate Curricula – Stage of Professional Development



- หลักสูตร PG มุ่งพัฒนาผู้เรียนจากระดับ competent ไปสู่ระดับ proficient เพื่อให้สามารถปฏิบัติงานเป็น specialist หรือ researcher
- หลักสูตร PG เป็นช่วงเวลาสำคัญอย่างยิ่งในการพัฒนา professional identity ของ practitioner

What is Proficiency?

Proficiency would be expected of practitioners with advanced education or several years of practice.

Proficiency entails:

- slightly **greater speed and accuracy** of performance
- ability to **handle more complicated problems** and problems presenting under **less than ideal circumstances**
- greater **internalisation** of professional standards

Chambers, D. W., & Gerrow, J. D. (1994). Manual for developing and formatting competency statements. *Journal of dental education*, 58(5), 361-66.

Aspect	Proficiency	Expert
Characteristics	<ul style="list-style-type: none"> ▪ Identity ▪ Professional Norm ▪ Context 	<ul style="list-style-type: none"> ▪ Internalised ▪ Patient-Centred Focus
Learning	<ul style="list-style-type: none"> ▪ Continuous Practice ▪ Socialisation ▪ Specialised Training 	<ul style="list-style-type: none"> ▪ Continuous Practice ▪ Experience ▪ Self-Managed Process
Assessment	<ul style="list-style-type: none"> ▪ Work-Related Assessment 	<ul style="list-style-type: none"> ▪ Self-Assessment ▪ Internalised Standards
How to Achieve	<ul style="list-style-type: none"> ▪ Lifelong Professional Practice ▪ <u>Postgraduate Training</u> 	<ul style="list-style-type: none"> ▪ Lifelong Professional Practice

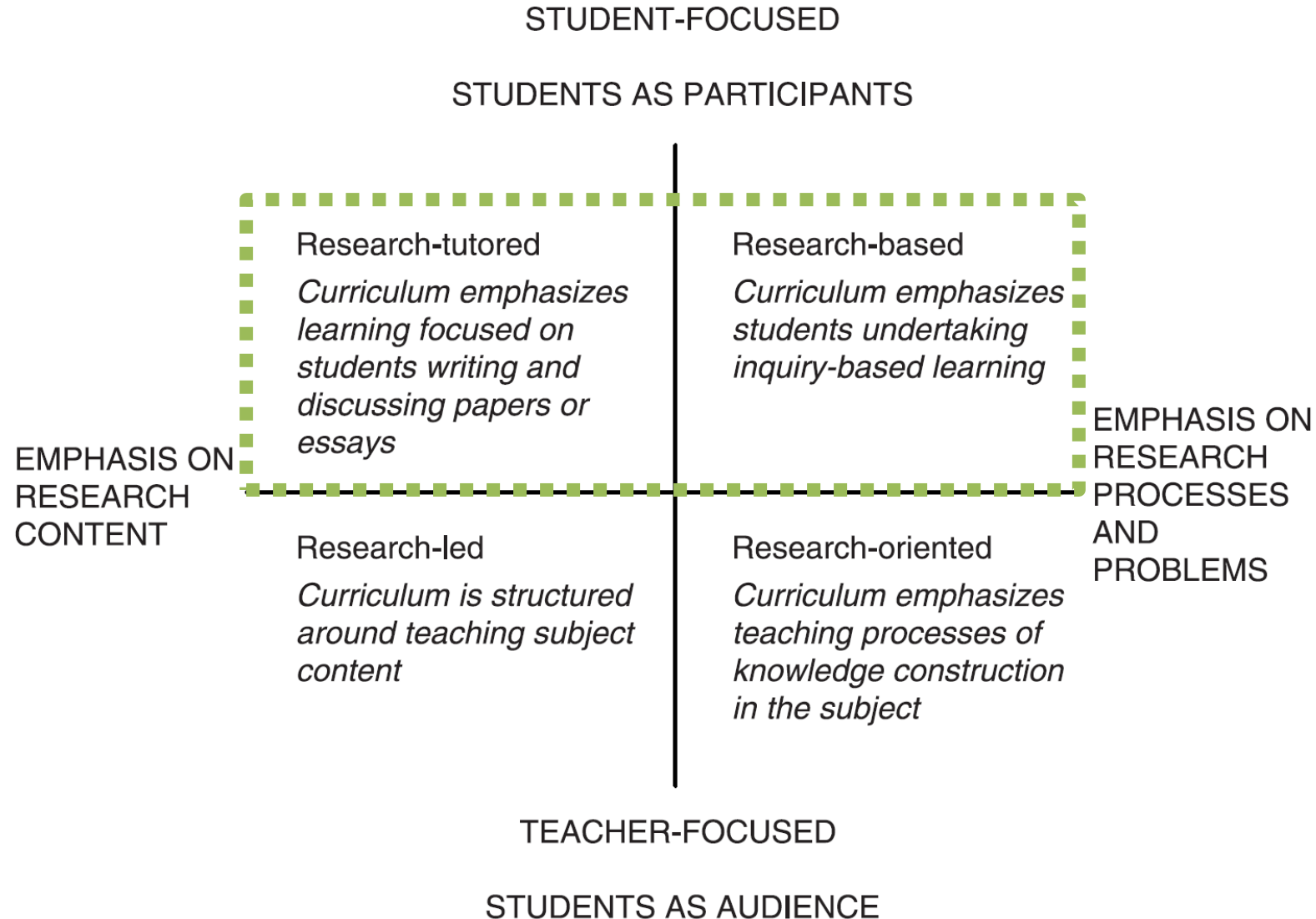
A Transition from Novice to Expert

Novice	Beginner	Competent	Proficient	Expert
Error				Flawless
Slow, Hesitant				Fast, Fluid
Stiff, Rigid				Easily Modified
Upon Request				Conformed to Context
Rule Driven				Schema (Pattern) Driven
One Method				Multiple Methods (Choice)
Extrinsically Rewarded				Intrinsically Rewarding
Teacher Responsibility				Performer Responsibility
Semiconscious		Conscious		Semiconscious
Free Standing				Integrated

Postgraduate Curricula – The Level of Outcomes

Outcome	Undergraduate (6 Years)	Postgraduate (1-2 Years)	Residency Training (3 Years)
LO 1	Competent	Proficient	Proficient
LO 2	Competent	Competent	Proficient
LO 3	Beginner	Competent	Proficient
LO 4	Novice	Beginner	Competent
LO 5	Competent	Proficient	Proficient

Postgraduate Curricula – Research in the Programme



Experiential Learning

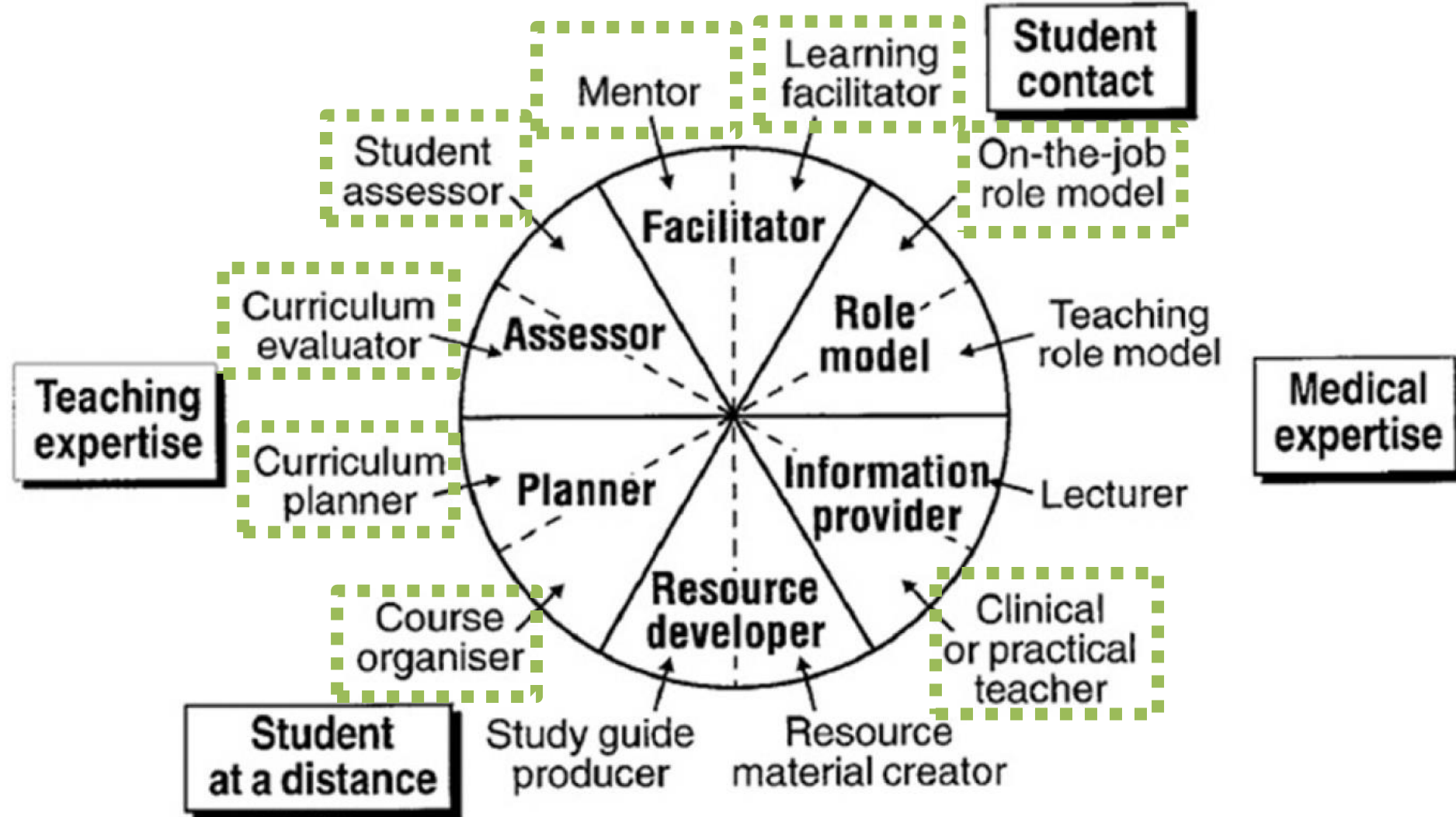
Andragogy

Transformative Learning

1. Self-Concept
2. Need to Know
3. Foundation
4. Readiness
5. Motivation
6. Orientation

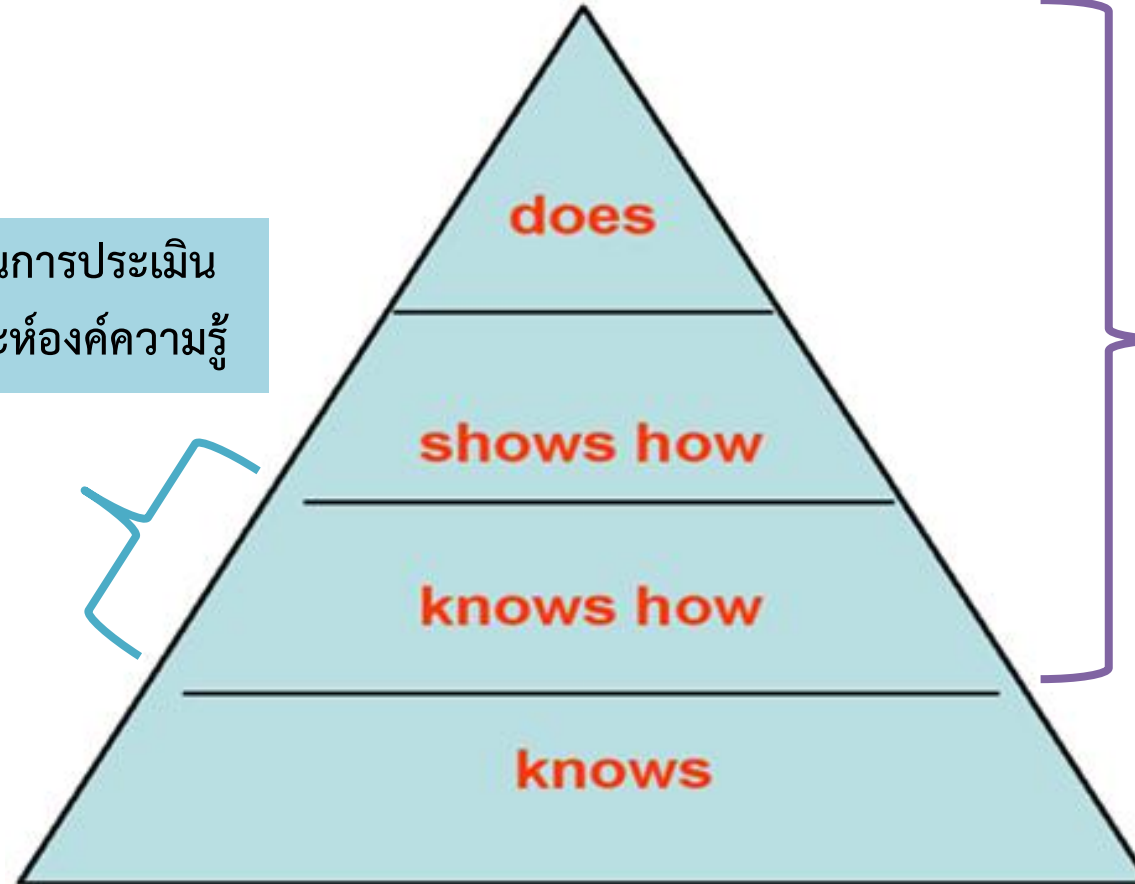
Experience
↓
Critical Reflection
↓
Deep Learning

Postgraduate Curricula – Roles of Educators



Postgraduate Curricula – Assessment

เนื้อหาส่วนทฤษฎีหรือสัมมนาจะเน้นการประเมิน
การประยุกต์ วิเคราะห์ และสังเคราะห์องค์ความรู้



การปฏิบัติงานจะถูกประเมิน
จากการทำงานในคลินิก ใน
พื้นที่ หรือในสถานการณ์จริง

การทำวิทยานิพนธ์จะถูก
ประเมินทั้ง higher-ordered
cognitive process และการ
ลงมือทำวิจัยหรือการศึกษา
ด้วยตนเอง