**60th CPD presentation on “The good student is more than a listener – The 12+1 roles of the medical student” by Prof. Dr. Samina Malik held on 12th January 2023**

The webinar was hosted by Rehman Medical College, Peshawar; arranged by Prof. Dr. Rashid Mahmood, Finance Secretary Pakistan Physiological Society in which Prof. Dr. Samina Malik,HOD, Physiology,UCMD,UOL and Secretary General South Asian Association of Physiologist presented a talk about the 12+1 roles of the medical student, published in Medical Teacher by Karakitsiou in 2012.

Prof.Dr. Samina Malik started her talk with emphasis on four principles of andragogy proposed by Malcolm Knowles, including relevance and purpose, experiencing and problem solving, along with immediate needs and goals. With a focus on these four principles, educators can create learning environments that are custom-made to the specific needs of adult learners. She summarized that being a good student in the medical field includes more than just listening. These roles include “information receiver, role model, mentee, teacher assessor & curriculum evaluator, resource consumer and active participant”. The 12+1 roles of the medical student are corresponding to the 12 roles of the teacher in medical education published in Medical teacher by Harden and Crosby in 2000. When students are involved as partners in medical education, it can lead to a more conducive learning environment. This can result in a more andragogic student-centered approach to medical education, where students are actively involved in their own learning and growth.

It was pointed out that active listeners show better communication skills with their teachers, peers, and patients and ensure high-quality patient care. It will help teacher to share the information effectively. Furthermore, Role Modeling can serve as a source of inspiration for students to develop the skills and attributes necessary for success in their future careers. It will help teacher facilitate interactive lecturing; help co-students think how they should be. Being a good facilitator aids students’ participation and guidance. The Assessor role encourages and leads the teacher as their right hand. It is expected to create a stress-free curriculum by including students’ perspective. A 21st century medical student is desired to consume learning resources that are based on evidence. Good learning resources provide greater flexibility, personalized learning and better alignment with curricular standards.

The meeting ended with the following take home message. “Recognize that students play a dire role in the medical education process by including students as partners in medical education, rather than merely knowledge recipients.” We can reform our understanding of how medical education should be delivered. This approach can lead to a more collaborative and inclusive learning environment, where students are active learners. Contextual feedback was obtained from some teachers and students of RMI out of the participants who were hundreds in number.

In the end Prof Dr Mukhtiar Zaman, Principal Rehman Medical College, Peshawar thanked the Physiology Department, presenter & the audience for an enjoyable interactive session. Both the institutes decided to collaborate on “ Tailoring the roles of a medical teacher & students in Pakistani context based on Focus group discussions”

Compiled by:

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