

## Changing Climate in the Learning Environment

With the arrival of the new calendar year, we are coming closer to the establishment of the Graduate Medical School in the Outram campus. Much has been said about it recently, but like what the incoming Dean has said, "It's about time to get into action". Hence, it is indeed timely to address the issue of adult learning.

While SGH, with its long-term commitment to the National University of Singapore's Faculty of Medicine, has long taken on the responsibility of medical education in the teaching of medical undergraduates, we should expect new challenges posed by the introduction of the graduate medical school programme to our campus. A different approach is required of us as educators of adult students, who tend to be motivated, autonomous, goal-specific and oftentimes, bring along with them a whole host of life and world experiences. Thus, we need to not only employ different approaches and teaching techniques, but make a conscious change of mindset with regard to our roles and responsibilities in the probably more equal teacher-learner relationship. It is in this respect that readers should find the article by Lateef of great interest and benefit.<sup>1</sup>

The implementation of the 5-day work week in SGH in 2005 has certainly added new challenges in

incorporating various learning and clinical information-disseminating activities into an already very busy clinical service schedule. Consequently, staff attendance to these activities may be affected. This underpins the importance of having an alternate platform to disseminate such information to our colleagues. We are glad that the *SGH Proceedings* has been able to provide such a platform. We are grateful to the authors who continue to support us in this endeavour by sharing their presentations at our hospital clinical conferences and clinico-pathological conferences with a bigger audience through our journal.

We look forward to the continuous support of many of our colleagues in making the *SGH Proceedings* relevant and a success.

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### REFERENCE

1. Lateef F. Reflective learning and andragogy. *SGH Proceedings* 2005; 14:220-6.