

Saveetha Centre for Transformative Health-Professions Education

SaCTHE

Shaping the future of Health Professions Education



SAVEETHA INSTITUTE OF MEDICAL AND TECHNICAL SCIENCES,

Chennai, India



RESOURCES

Modules[Course] 1.10,1.11

1.10 Identify and list various teaching learning methods [Traditional vs innovative] from the literature with respect to health professions education.

1.11 Corelate the teaching learning principles with the identified list of small group and large group teaching learning methods.

Standard Books as already prescribed:

References:

Dong H, Lio J, Sherer R, Jiang I. Some Learning Theories for Medical Educators. Med Sci Educ. 2021 Mar 22;31(3):1157-1172. doi: 10.1007/s40670-021-01270-6. PMID: 34457959; PMCID: PMC8368150.

Challa KT, Sayed A, Acharya Y. Modern techniques of teaching and learning in medical education: a descriptive literature review. MedEdPublish (2016). 2021 Jan 21;10:18.

Alonso F, López G, Manrique D, and Viñes J. M. (2005) An instructional model for web-based e-learning education with a blended learning process approach. British Journal of Educational Technology. 36(2), pp.217–235. 10.1111/j.1467-8535.2005.00454.x

Arja S. B., Ponnusamy K., and Kottathveetil P. (2020) Effectiveness of Small Group Discussions for Teaching Specific Pharmacology Concepts. Med Sci Educ. 10.1007/s40670-020-00938-9 Awasthi S. and Yadav K. K. (2015)

Assessment of the acceptance and effectiveness of peer-assisted learning in pediatrics. International Journal of Applied and Basic Medical Research. 5(Suppl 1), S3–S6. Burgess A., Bleasel J., Haq I., Roberts C., et al. (2017)

Team-based learning (TBL) in the medical curriculum: better than PBL? BMC Med Ed. 17, 243. Chang B. J. (2016)

Problem-based learning in medical school: A student's perspective. *Annals of Medicine and Surgery*. 12, pp.88–89.

Chin K. L. Yap Y. L. Lee W. L. and Soh Y. C.(2014) Comparing Effectiveness of High-Fidelity Human Patient Simulation vs Case-Based Learning in Pharmacy Education. *American Journal of Pharmaceutical Education*. 78(8), pp.1–8.

Collins J.(2004) Education Techniques for Lifelong Learning. *Radiographics*. 24, pp.1483–1489.

Cordovani L. and Cordovani D.(2016) A literature review on observational learning for medical motor skills and anesthesia teaching. *Adv Health SciEduc Theory Pract*. 21(5), pp.1113–1121. 10.1007/s10459-015-9646-5

Deshpande S., Ritzenthaler D., Sun A., Rudert N., et al. (2020) A unique flipped classroom approach shows promising results in physician assistant education. *Med Teach*. 42(3), pp.285–290.

Gagliardi J. P. Stinnett S. S. and Schardt C.(2012) Innovation in evidence-based medicine education and assessment: an interactive class for third- and fourth-year medical students. *J Med Lib Assoc*. 100(4), pp.1–4.

Gilboy M. B. Heinerichs S. and Pazzaglia G.(2015) Enhancing Student Engagement Using the Flipped Classroom. *Journal of Nutrition Education and Behavior*. 47(1), pp.109–114.

Hernández-Torrano D. Ali S. and Chan C. K.(2017) First year medical students' learning style preferences and their correlation with performance in different subjects within the medical course. *BMC Medical Education*. 17(131), pp.1–7.

Hew K. F. and Lo C. K.(2018) Flipped classroom improves student learning in health professions education: a meta-analysis. *BMC Medical Education*. 18(38), pp.1–12.

Inra J. A., Pelletier S., Kumar N. L., Barnes E. L., et al. (2017) An active learning curriculum improves fellows' knowledge and faculty teaching skills. *Advances in Medical Education and Practice*. 2017(8), pp.359–364.

Jiraporncharoen W., Angkurawaranon C., Chockjamsai M., Deesomchok A., et al. (2015) Learning styles and academic achievement among undergraduate medical students in Thailand. *Journal of Educational Evaluation for Health Professions*. 12(38), pp.1–7. 10.3352/jeehp.2015.12.38

Kellesarian S. V.(2018) Flipping the Dental Anatomy Classroom. *Dentistry Journal*. 6(23), pp.1–7.Khanova J., McLaughlin J. E., Rhoney D. H. and Roth H. S.(2015) Student Perception of a Flipped Pharmacotherapy Course. *American Journal of Pharmaceutical Education*. 79(9), pp.1–8.

Lawrence G. Callow N. and Roberts R.(2013) Watch me if you can: imagery ability moderates observational learning effectiveness. *Frontiers in Human Neuroscience*. 7(522), pp.1–7.

Luscombe C. and Montgomery J.(2016) Exploring medical student learning in the large group teaching environment: examining current practice to inform curricular development. *BMC Medical Education*. 16(184), pp.1–9.

Ma X., Xu B., Liu Q., Zhang Y., et al. (2014) Effectiveness of evidence-based medicine training for undergraduate students at a Chinese Military Medical University: a self-controlled trial. *BMC Medical Education*. 14(133), pp.1–4.

Master K. I. Fuchs D. and Fuchs L. S.(2006) Research on peer-assisted learning strategies: the promise and limitations of peer-mediated instruction. *Reading & Writing Quarterly*. 22, pp.5–25.

McCombs B. L.(1991) Motivation and Lifelong Learning. *Educational Psychologist*. 26(2), pp.117–127. McLean S. F.(2016) Case-Based Learning and its Application in Medical and Health-Care Fields: A Review of Worldwide Literature. *Journal of Medical Education and Curricular Development*. 3(S20377), pp.1–11.

McNulty J. A., Hoyt A., Gruener G., Chandrasekhar A., et al. (2009) An analysis of lecture video utilization in undergraduate medical education: associations with performance in the courses. *BMC Medical Education*. 9(6), pp.1–6.

- Mulugeta L., Drach A., Erdemir A., Hunt C. A., et al. (2018) Credibility, Replicability, and Reproducibility in Simulation for Biomedicine and Clinical Applications in Neuroscience. *Frontiers in Neuroinformatics*. 12(18), pp.1–16.
- Nieder G. L. and Nagy F.(2002) Analysis of medical students' use of web-based resources for a gross anatomy and embryology course. *ClinAnat.* 15(6), pp.409–418. <https://doi.org/10.1002/ca.10067> [DOI] [PubMed] [Google Scholar]
- O'Daniel M. and Rosenstein A. H.(2008) Chapter 33 Professional Communication and Team Collaboration.In: Hughes R.G.(eds). *Patient Safety and Quality: An Evidence-Based Handbook for Nurses*. Available at:Pant S.,
- Deshmukh A., Murugiah K., Kumar G., et al. (2012) Assessing the credibility of the “YouTube approach” to health information on acute myocardial infarction. *ClinCardiol.* 35(5), pp.281–285. Papanna K., Kulkarni V.,
- Tanvi D., Lakshmi V., et al. (2012) Perceptions and preferences of medical students regarding teaching methods in a Medical College, Mangalore India. *African Health Sciences.* 13(3), pp.808–813.
- Ramnanan C. J. and Pound L. D.(2017) Advances in medical education and practice: student perceptions of the flipped classroom. *Advances in Medical Education and Practice.* 2017(8), pp.63–73.
- Redshaw C. H. and Frampton I.(2014) Optimising inter-disciplinary problem-based learning in postgraduate environmental and science education: Recommendations from a case study. *International Journal of Environmental & Science Education.* 9, pp.97–110.
- Rennie F. and Morrison T.(2013) E-learning and social networking handbook. Routledge (NY): Resources for Higher Education. Sánchez-Mendiola M., Kieffer-Escobar L. F., Marín-Beltrán S., Downing S. M., et al. (2012) Teaching of evidence-based medicine to medical students in Mexico: a randomized controlled trial. *BMC Medical Education.* 12(107), pp.1–14.
- Sarıhan A., Oray N. C., Güllüpinar B., Yanturalı S., et al. (2016) The comparison of the efficiency of traditional lectures to video-supported lectures within the training of the Emergency Medicine residents. *Turkish Journal of Emergency Medicine.* 16(3), pp.107–111.
- Saville B. K., Zinn T. E., Neef N. A., Van Norman R., et al. (2006) A Comparison of Interteaching and Lecture in the College Classroom. *Journal of Applied Behavior Analysis.* 39(1), pp.49–61.
- Scicluna H. A., O'Sullivan A. J., Boyle P., Jones P. D., et al. (2015) Peer learning in the UNSW Medicine program. *BMC Medical Education.* 15(167), pp.1–9.
- Singhal A.(2017) Case-based Learning in Microbiology: Observations from a North West Indian Medical College. *International Journal of Applied and Basic Medical Research.* 7(Suppl 1),S47–S51.
- Sudarso S. Rahayu G. R. and Suhoyo Y.(2016) How does feedback in mini-CEX affect students' learning response? *International Journal of Medical Education.* 7, pp.407–413.
- Taveira-Gomes T., Ferreira P., Taveira-Gomes I., Severo M., et al. (2016) What Are We Looking for in Computer-Based Learning Interventions in Medical Education? A Systematic Review. *Journal of Medical Internet Research.* 18(8), pp.1–21.
- Thistlethwaite J. E., Davies D., Ekeocha S., Kidd J. M., et al. (2012) The effectiveness of case-based learning in health professional education. A BEME systematic review:BEME Guide No. 23. *Medical Teacher.* 34(6),e421–e444.
- Tshitenge S. T. Ndhlovu C. E. and Ogundipe R.(2017) Evaluation of problem-based learning curriculum implementation in a clerkship rotation of a newly established African medical training institution: lessons from the University of Botswana. *The Pan African Medical Journal.* 27(13), pp.1–8.
- Ubbink D. T. Guyatt G. H. and Vermeulen H.(2013) Framework of policy recommendations for implementation of evidence-based practice: a systematic scoping review. *BMJ Open.* 3:(e001881), pp.1–12.
- Van Gog T., Paas F., Marcus N., Ayres P., et al. (2009) The mirror-neuron system and observational learning: Implications for the effectiveness of dynamic visualizations. *Educational Psychology Review.* 21(1), pp.21–30.

Ward P. and Lee M.(2005) Peer-Assisted Learning in Physical Education: A Review of Theory and Research. Journal of Teaching in Physical Education. 24, pp.205–225. White C., Bradley E., Martindale J., Roy P., et al. (2014) Why are medical students checking out of active learning in a new curriculum? Med Ed. 48(3), pp.315–324.

Zinski A. Blackwell K. T. C. P. W. Belue F. M. and Brooks W. S.(2017) Is lecture dead? A preliminary study of medical students' evaluation of teaching methods in the preclinical curriculum. International Journal of Medical Education. 8, pp.326–333.

Expected Submission Format:

- Submit as a typed document (PDF or Word).
- Maximum word count: 500–600 words.

SAFETHA