4.2 Pedagogical Methods

Nandita Islam Pia, Annukka Huuskonen, Katariina Kunnas, Md Ridwanur Rahman, Farhana Manzoor, Essi Ylistalo and Nina Smolander

The pedagogical choices made by teachers play a crucial role in shaping the learning experience of students. Thoughtfully selected pedagogical methods have the potential to facilitate deeper learning, foster critical thinking, and promote professional growth. This chapter introduces the main pedagogical methods employed in the DigiCare Educational Program. These active learning approaches have been implemented in the DigiCare project pilots conducted in Bangladesh and Vietnam as part of healthcare professional education programs (Read more in Chapter 4.1). The chapter provides a concise overview of the following active learning approaches and their associated pedagogical methods: flipped learning, interactive lectures, simulation, world café, learning diaries, and peer review. Each method is briefly described, offering insights into their application within the DigiCare training context. Additionally, supplementary resources are provided to further explore these methods and gain a deeper understanding of how they can be effectively utilized in DigiCare training.

The term "pedagogical method" refers to the techniques, systems, and approaches employed by teachers to facilitate the learning process (Wright-Maley, 2016). Various types of pedagogical methods exist, including active learning methods and more traditional lecture-based methods. The choice of pedagogical method is influenced by variables such as the subject matter, learning objectives, student needs and abilities, and the learning environment (Chaibate et al., 2021). A lecture-based approach may be appropriate for introducing new concepts and imparting basic knowledge, while active learning methods also foster deeper critical thinking, conceptualization, and applied understanding. Traditional lectures offer a wealth of information, but it can be challenging for teachers to gauge the extent to which students grasp the subject matter. (Kozanitis & Nenciovici, 2022.)

Active learning place a strong emphasis on student participation and engagement in the learning process (Hartikainen et al., 2019). This learner-centred approach is based on constructivism, which means that students actively construct their own knowledge, while the teacher plays the role of facilitator or coach (Gagné, 2021). Various teaching methods can be employed to implement active learning (Falconer, 2016). Interactive lectures, flipped learning, world cafés, problem-based learning, and case-based learning are among the techniques that promote critical thinking and a deep understanding of the course material. When students are actively engaged in their learning, they are more likely to take ownership of their education and become fully immersed in the subject matter (Michel et al., 2009; Quinlan & Fogel, 2014). By fostering student engagement and critical thinking, active learning equip students with the skills necessary to succeed in a rapidly changing and evolving workforce.

Researchers argue that stimulation and motivation are often more crucial than intelligence for memory (Kumar, 2003). Multimedia, which combines various forms of media such as text, symbols, pictures, images, audio, video, and animations, can be utilized, typically with the aid of technology, to enhance comprehension or recall (Guan et al., 2018).

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Active teaching methods have proven to be an effective approach for enhancing education even in resource-constrained settings. These methods offer the potential to elevate educational standards in Bangladesh and other Asian countries, and they are already gaining traction in the region. In Bangladesh, teachers have recognized that the traditional teaching style often relegates students to passive roles. To introduce active learning in higher education institutions in Bangladesh, it is essential to provide existing teachers with training and appropriate guidance on integrating active teaching methods into their teaching practices (Chowdhury, 2016).

By equipping teachers with the necessary skills and support, active learning can be implemented to foster student engagement, critical thinking, and deeper learning experiences. These methods include flipped learning, interactive lecturing, low-fidelity simulation, the World Café method, and learning diaries (Figure 16).
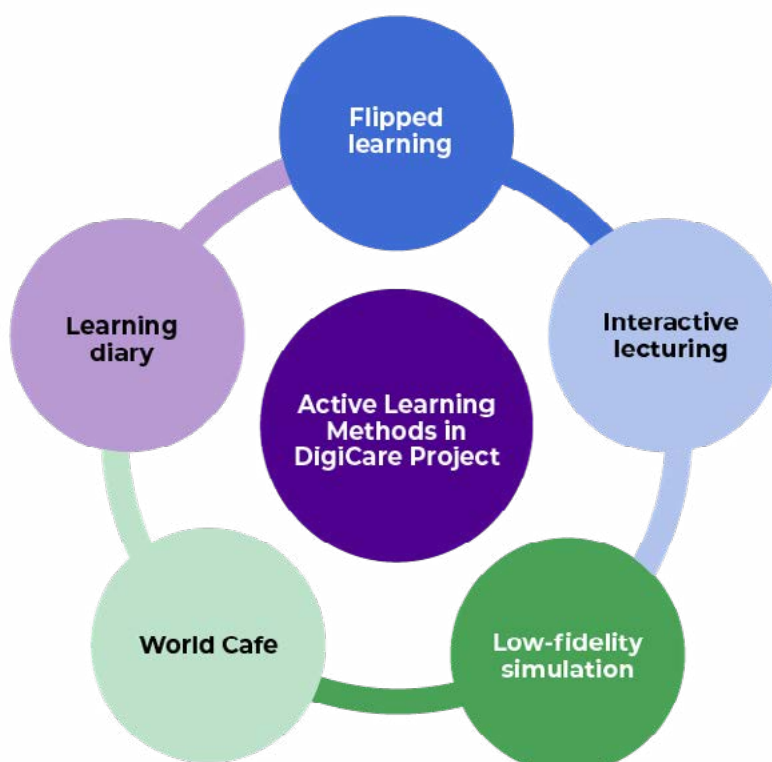
Figure 16. Different Active Teaching Methods used during the DigiCare Pilots

A brief description of the methods introduced tn the DigiCare project is provided in Chapters 4.2.1-4.2.6 and intended to serve as a starting guide for healthcare teachers.

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