2.3.1 STUDENT-CENTRIC METHODS ARE USED FOR ENHANCING LEARNING EXPERIENCES BY:

- **EXPERIENTIAL LEARNING**
- **INTEGRATED / INTER-DISCIPLINARY LEARNING**
- **PARTICIPATORY LEARNING**
- **PROBLEM-SOLVING METHODOLOGIES**
- **SELF-DIRECTED LEARNING**
- **PATIENT-CENTRIC AND EVIDENCE-BASED LEARNING**
- **THE HUMANITIES**
- **PROJECT-BASED LEARNING**
- **ROLE PLAY**

Metric Number	Parameter	Page No
2.3.1	List Student-centric methods are used for enhancing learning experiences	02

Student - Centric Methods

Index

Introduction

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviours, and skills that add to their range of learning experiences.

Learning is more important than teaching. Teaching has no value if it does not result in learning on the part of students. It helps the teacher to determine, evaluate and refine their instructional techniques and in setting-up, refining and clarifying the objectives.

Theorists like John Dewey, Jean Piaget and Lev Vygotsky, whose collective work focused on how students learn, have informed the move to student-centered learning. John Dewey was an advocate for progressive education, and he believed that learning is a social and experiential process. He believed that a classroom environment in which students could learn to think critically and solve real world problems was the best way to prepare learners for the future.

Carl Rogers' ideas about the formation of the individual also contributed to student-centered learning. Rogers wrote that "the only learning which significantly influences behavior [and education] is self discovered".] Maria Montessori was also a forerunner of student-centered learning, where preschool children learn through independent self-directed interaction with previously presented activities

Self-determination theory focuses on the degree to which an individual's behavior is self-motivated and 'self-determined'. When students are given the opportunity to gauge their learning, learning becomes an incentive.

Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. In the *teacher-centered* classroom, teachers are the primary source for knowledge. On the other hand, in *student-centered* classrooms, active learning is strongly encouraged. Armstrong (2012) claimed that "traditional education ignores or suppresses learner responsibility".

A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a facilitator, as opposed to instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming Rogers' notion that "significant learning is acquired through doing".

Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefitting the student and classroom overall. According to Lev Vygotsky's theory of the zone of proximal development (ZPD), students typically learn vicariously through one another. Scaffolding is important when fostering independent thinking skills. Vygotsky proclaims, "Learning which is oriented toward developmental levels that have already been reached is ineffective from the viewpoint of the child's overall development. It does not aim for a new stage of the developmental process but rather lags behind this process."

Points to ponder..........?????
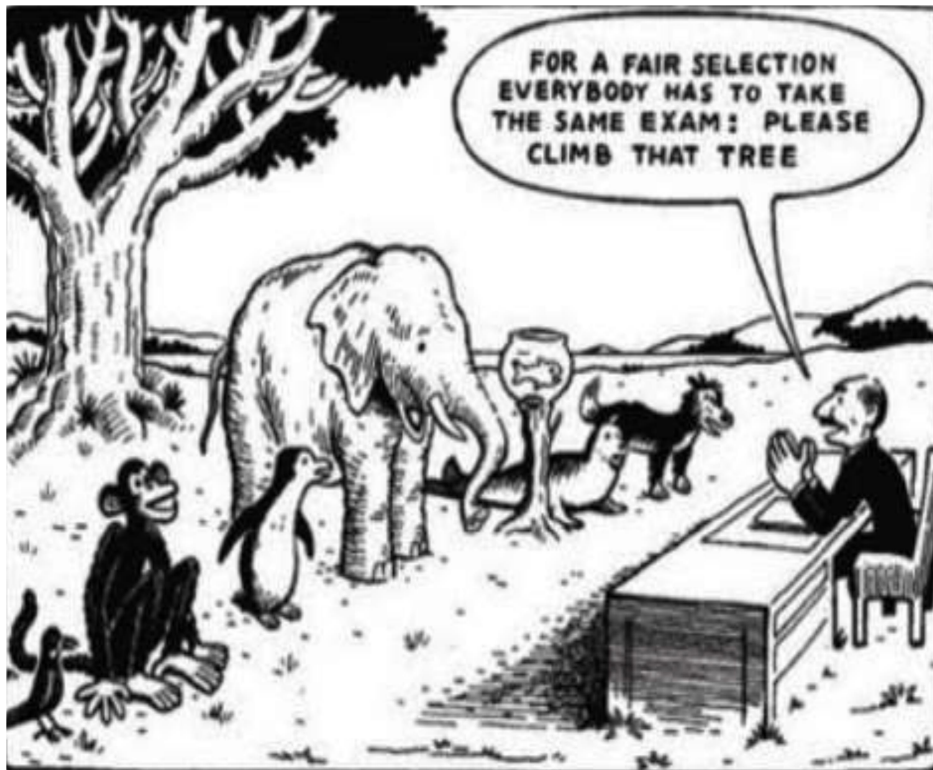
Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid.

Teaching Methodology

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner.

There are different types of teaching methods which can be categorized into three broad types. These are teacher-centered methods, learner-centered methods, content-focused methods and interactive/participative methods.

Student-centered learning environments have been shown to be effective in higher education. They have been defined specifically within higher education as both a mindset and a culture within a given educational institution and as a learning approach broadly related to, and supported by, constructivist theories of learning.

They are characterized by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning and foster transferable skills such as problem-solving, critical thinking, and reflective thinking.
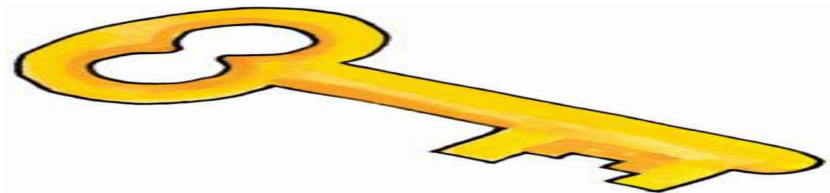
Teachers are the KEY!

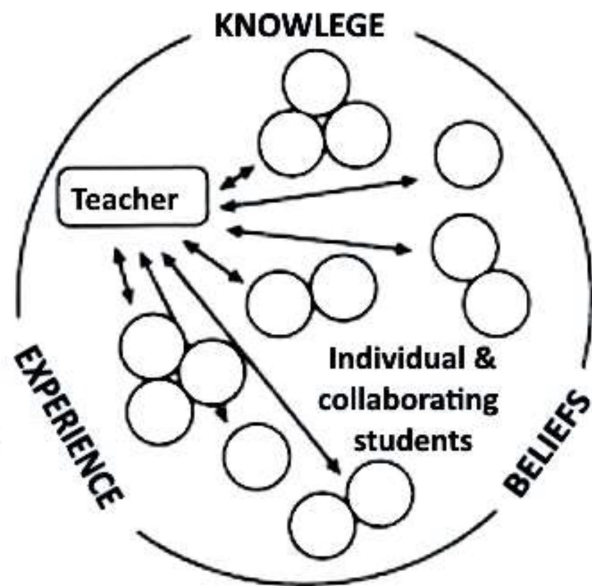Student-Centered Learning: It Starts With the Teacher

Teachers encourage student-centered learning by allowing students to share in decisions, believing in their capacity to lead, and remembering how it feels to learn.

Learner-centred teaching does not employ a single teaching method. Emphasizes a variety of methods that shift the role of the Teachers from givers of information to facilitators of student learning.

Difference between Teacher Centred and Student Centered Approach

ELEMENTS	TEACHER-CENTERED	STUDENT-CENTERED
KNOWLEDGE	Transmitted from Instruction	Constructed by Students
STUDENT PARTICIPATION	Passive	Active
ROLE OF LECTURER	Leader/Authority	Facilitator/Partner in Learning
ROLE OF ASSESSMENT	Few Tests, Mainly for Grading	Many Tests, for Ongoing Feedback
EMPHASIS	Learning Correct Answers	Developing Deeper Understanding
ASSESSMENT METHOD	One-Dimensional Testing	Multidimensional Testing
ACADEMIC CULTURE	Competitive, Individualistic	Collaborative, Supportive

KNOWLEDGE   EXPERIENCE

Teacher

Class of students

KNOWLEGE

Teacher

EXPERIENCE

BELIEFS

Individual & collaborating students
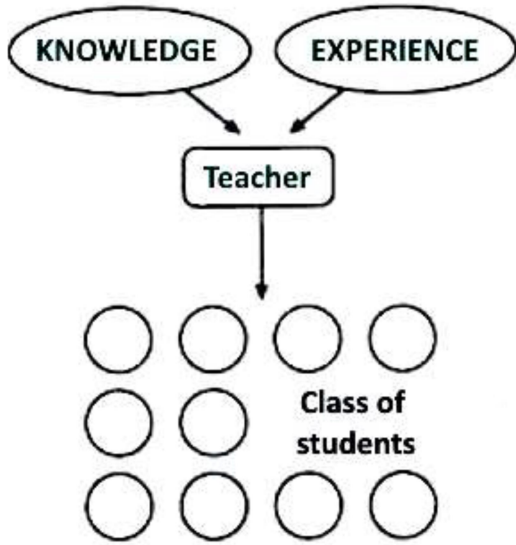
Multiple teaching practices implemented

1. Experiential learning:

☐ Case Presentations (History taking, physical examination, evidence-based discussions on diagnosis and management)

☐ Peer-Assisted learning

☐ Think-Pair-Share

☐ Projects, research discussions

☐ Simulations and simulation labs

☐ Seminars

☐ Internship

☐ Field visits

☐ Industrial visits

2. Integrated / inter-disciplinary learning:

☐ Vertical and horizontal integrated teaching

☐ Centralized clinical meetings

☐ Mortality audit

☐ Clinico-pathological correlations (CPC)

3. Participatory learning:

☐ Problem-Based-Learning

☐ Think-Pair-Share

☐ Students Led Objective Tutorials (SLOT)

☐ Group discussions

☐ Clinical meetings

☐ Ward rounds

☐ Seminars

☐ Quizzes

☐ Micro-teaching

☐ Role plays

☐ Case discussions

☐ Community out-reach activities

☐ Health camps

- ☐ Disaster management rescue missions in accidents, floods, cyclones
- ☐ Blood donation
- ☐ Swachh Bharat Abhiyan

4. Problem-solving methodologies:

- ☐ Journal Club
- ☐ Based-Learning (PBL)
- ☐ Case-Based- Learning (CBL)

5. Self-directed learning (SDL):

- ☐ Maintenance of log books on given assignments.
- ☐ Procedural skills: Under directly observed procedural skill (DOPS).
- ☐ SDL in form of literature search from e-resources, CD and DVDs

6. Patient-centric and Evidence - based learning:

- ☐ Clinical Postings: exposed to OPD, IPD, OT, emergency, trauma care.
- ☐ Basic Life Support (BLS)
- ☐ Advance cardiac life support (ACLS)
- ☐ Pathological laboratories.
- ☐ Bed-side clinics,

☐ Clinico-pathological correlations (CPC)

☐ Journal club

☐ Grand rounds.

7. Humanities:

Students are trained in

☐ Communication skills

☐ Professionalism

☐ Value- based education by incorporating topics of **Bioethics** (Patient privacy, Autonomy, Confidentiality, Right to health)

☐ Gender sensitization

☐ Health awareness through community visits.

8. **Project-based learning:**

☐ Research projects (ICMR-STS projects)

☐ Dissertations/Thesis

☐ Scientific paper writing

9. **Role Play:**

☐ Resident as a teacher' workshops

☐ Doctor Patient relationship

☐ Informed consent

☐ Breaking bad news

- Communication skills

- Bioethics

- World breast feeding week

- ORS week

- Tuberculosis day

- Swachh Bharat Abhiyan

- World mental health Day

- Cornea role play

- Cerebral palsy day

- Cancer day

- Adolescent health awareness day

- National Nutrition week

- National Neonatology week

The educational model of content delivery as we know it is changing. Now more than ever, student-centered approaches to learning are critical. Just as school leaders seek to build capacity in their teachers, we must seek to build capacity, leadership, critical thinking skills, and complex problem solving in our students. Student-centered learning strategies provide empowerment opportunities that allow a deep dive into more than just mandated assessments or canned, standards-based curriculum. Utilizing the strategies discussed can set you on a path to producing students ready to make a difference in an ever-changing, global society.

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GLIMPSES OF STUDENT CENTRIC ACTIVITIES DONE IN MGUMST

Computer Assisted Learning for the students

Students participating in Group Discussions
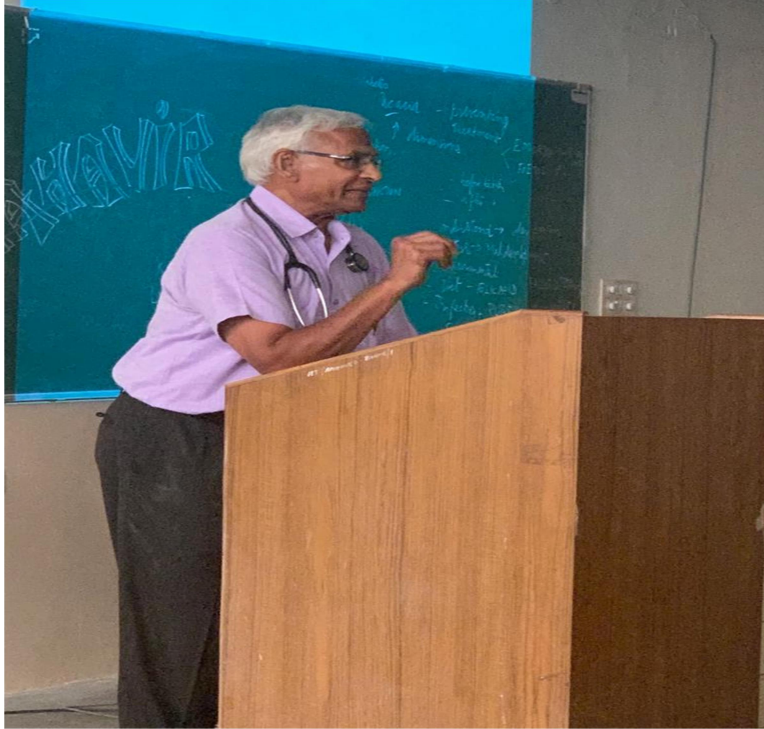
Dr. CM Agarwal sharing his view on organ donation and showing his organ donation card

Cadaveric Demonstrations

Students Taking Cadaveric Oath

Induction program for the freshers conducted by Dr. Aparna Garg(MEU Coordinator)
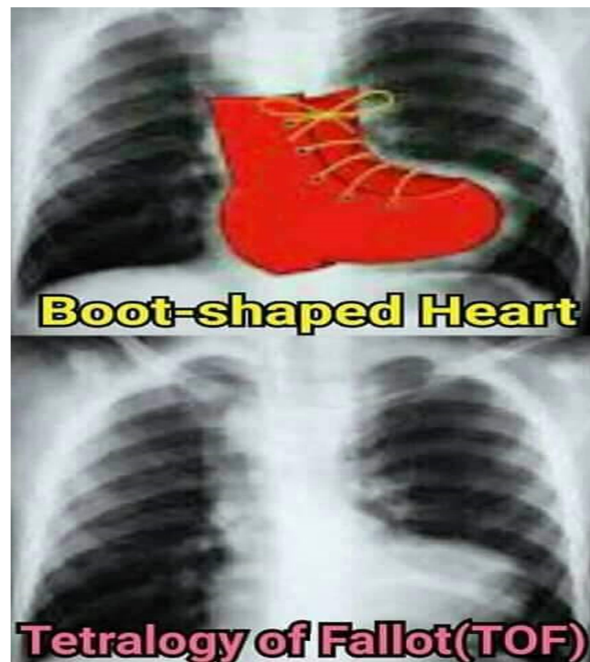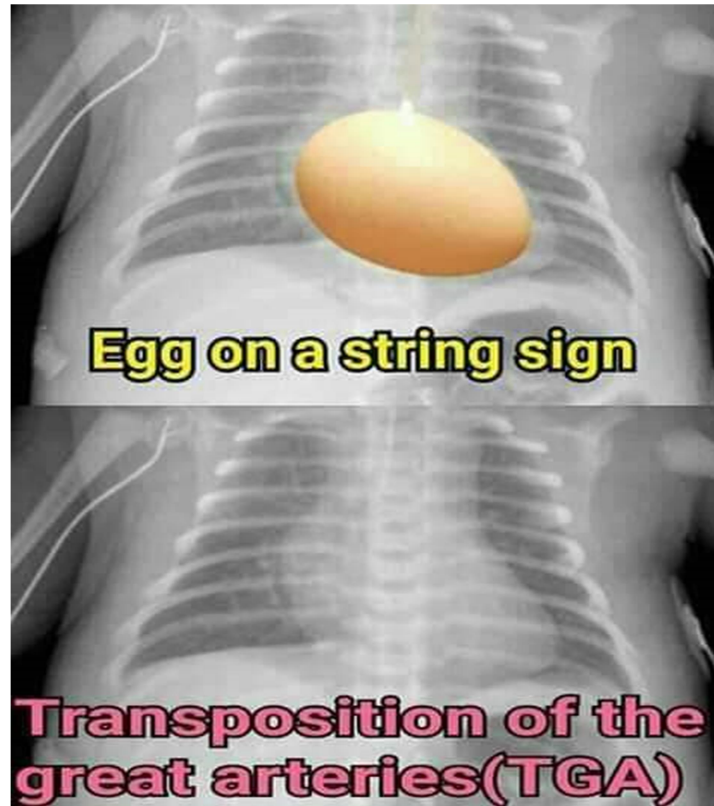
Egg on a string sign

Transposition of the great arteries(TGA)

Boot-shaped Heart

Tetralogy of Fallot(TOF)

Pictorial Representation on X-rays for Effective learning

(Student -Centric Learning)

3 sign

Coarctation of Aorta

Snow-man sign

Total Anomalous Pulmonary Venous Return (TAPVR)

Pictorial Representation on X-rays for Effective learning

(Student -Centric Learning)

25

Shmoo sign

Left Ventricular Enlargement

Box-shaped heart

Ebstain Anomaly
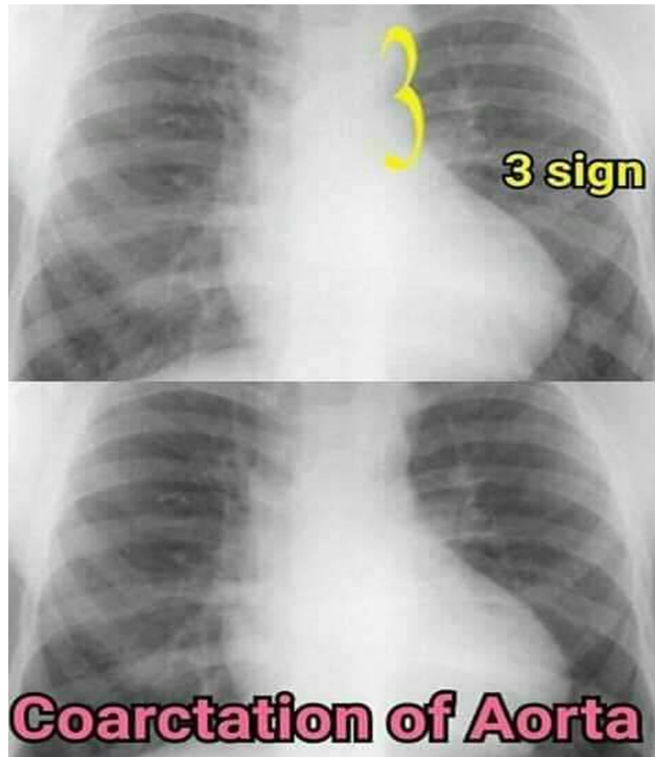
Pictorial Representation on X-rays for Effective learning

(Student -Centric Learning)

Cadaveric Demonstrations

Well Equipped Laboratory

Vatika, Rajasthan, India
Main Bazar Rd, Vatika, Rajasthan 303905, India
Lat N 26° 42' 38.3112"
Long E 75° 48' 4.0284"
22/03/21 12:03 PM

Vatika, Rajasthan, India
Main Bazar Rd, Vatika, Rajasthan 303905, India
Lat N 26° 42' 31.0968"
Long E 75° 47' 55.5972"
23/03/21 10:37 AM

Field visits organized for Students

Latitude: 26.76905
Longitude: 75.855148
Elevation: 394.05m
Accuracy: 39.9m
Time: 02-17-2021 11:30

Latitude: 26.769013
Longitude: 75.855153
Elevation: 389.2m
Accuracy: 39.5m
Time: 02-17-2021 11:29
Note: community lab. MGNC

Latitude: 26.771726
Longitude: 75.853577
Accuracy: 1100.0m
Time: 02-17-2021 11:27
Note: community lab. MGNC

Models prepared by Students for learning purpose

MAHATMA GANDHI COLLEGE OF NURSING
SITAPURA, JAIPUR

Health Care Delivery System in India

- Public or Govt. Sector
  - Urban Health Service
  - Autonomous Institutes
  - National Health Programmes
  - AYUSH
  - Rural Health Service
- Voluntary Health Agencies (NGOs)
- Private Sector
  - Private Hospitals & Clinics
  - Private Consultation Service
  - Mission trust & Religious Hospital

- Urban Hospitals & Health Centre
- Insurance Schemes
- Orther Urban Service

- ▶ District Hospital & Dispensaries
- ▶ Urban Family Welfare Centres
- ▶ Special Hospital
- ▶ Medical College Hospitals/Teaching Institutions
- ▶ Institutes / Hospitals of Super Specialization

- ▶ CGHS
- ▶ ESI Scheme

- ▶ Railway Hospitals
- ▶ Military Hospitals

- ▶ Sub Centre
- ▶ Primary Health Centre
- ▶ Community Health Centre
- ▶ Other Rural Service
  - • Village Health Guide
  - • TBA (Dais)
  - • Anganwadi Workers
  - • ASHA

Submitted To:-
Mr.Giriraj Pd. Soni
Principal
M.G. College of Nursing
Guided By:-
Mr. Sanjay Soni
Asst. Professor
Community Health Nursing

Submitted By:-
Asfak Khan, Aman Sharma
UmaShankar Gupta, Vipul Choudhary
Hemant Sharma
Saurabh Goduhan
Anil Panchal, Neelesh Saini
Bhuvnesh Kumar
B.Sc Nursing IVth Year, Batch 2015-2016

MAHATMA GANDHI COLLEGE OF NURSING, JAIPUR
National Immunization Schedule (NIS) for
Infants, Children and Pregnant Women

Vaccine	When to Give	Dose	Route	Site
For Pregnant Women				
TT - 1	Early in Pregnancy	0.5 ml	Intra-muscular	Upper Arm
TT - 2	4 weeks after TT-1*	0.5 ml	Intra-muscular	Upper Arm
TT - Booster	If received 2 TT doses in a pregnancy within the last 3 yrs*	0.5 ml	Intra-muscular	Upper Arm
For Infants				
BCG	At birth or as early as possible till one year of age	0.1 ml (0.05ml at 1 month age)	Intra-dermal	Left upper arm
Hepatitis-B	At birth or as early as possible within 24 hours	0.5 ml	Intra-muscular	Anterio-lateral side of mid-thigh
OPV-0	At birth or as early as possible within 15 hours	2 drops	Oral	Oral
OPV-1, 2 & 3	At 6 weeks, 10 weeks & 14 weeks	2 drops	Oral	Oral
DPT-1, 2 & 3	At 6 weeks, 10 weeks & 14 weeks	0.5 ml	Intra-muscular	Anterio-lateral side of mid-thigh
Hepatitis-B- 1, 2 & 3	At 6 weeks, 10 weeks & 14 weeks	0.5 ml	Intra-muscular	Anterio-lateral side of mid-thigh
Measles	9 completed month-12 months. (give up to 5 years if not received at 9-12 months age)	0.5 ml	Sub-cutaneous	Right upper-arm
Vitamin A (1st Dose)	At 9 months with measles	1 ml (1 lakh IU)	Oral	Oral
For Children				
DPT Booster	16-24 months	0.5 ml	Intra-muscular	Anterio-lateral side of mid-thigh
OPV Booster	16-24 months	2 drops	Oral	Oral
Measles 2nd dose	16-24 months	0.5 ml	Sub-cutaneous	Right upper-arm
Vitamin A**** (2nd to 9th dose)	16-24 months with DPT/OPV booster Then, one dose every 6 months up to the age of 5 year	2 ml (2 lakh IU)	Oral	Oral
DPT Booster	5-6 years	0.5 ml	Intra-muscular	upper-arm
TT	10 years & 16 years	0.5 ml	Intra-muscular	upper-arm

Instruction :

* Give TT-2 or Booster doses before 36 weeks of pregnancy. However, give these even if more than 36 weeks have passed. Give TT to a woman in labor, if she has not previously received TT.

**** The 2nd to 9th doses of vitamin A can be administered to children 1-5 years old during biannual received to collaboration with ICDS.

Guided by :
Mr. Ashok Dhanwal
Asst. Professor
M.G. College of Nursing

Presented by :
A.S. Pooja, Anil, Anshul, Archana, Arvinder,
Ashish, Avinata Ayush, Bhagwana Ram, Bharti,
Bhumika, Deepika, Farsaram, Gagan

Flex prepared by Students for learning purpose

Dr. Tarun Ojha delivering lecture on doctors patient relationship with interactive session with students

26.809204; 75.808220   NW -3317
Deep Villa 61/111, Pratap Nagar, Sanganer,
Pratap Nagar, Jaipur, Rajasthan 302033, India
fsdf sfsdf sdf fssdf sdf sdf

26.808891; 75.808250   NW 3402
61/117, Pratap Nagar, Sanganer, Pratap
Nagar, Jaipur, Rajasthan 302033, India

Field visits by Students

Field visits by Students

Field visits by Students

Street Play by students

Field visits by Students