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| **LEARNING THEORIES WITH KEY FEATURES** | **INSTRUCTIONAL STRATEGIES** | **JUSTIFICATION** |
| **CONSTRUCTIVIST**1. Learner has central role in this theory. This theory proposes that knowledge is formed within the learner by integrating
* learning activities
* experiences
1. Assumptions are derived from experiences which are critically reflected /questioned for validation
2. Formulation of new schemes to change perspectives and deepen understanding.

**SOCIAL LEARNING ORIENTION**1. In this framework learner has a central Roles
2. Its based upon learners interaction with environment.
3. This interaction includes keen observation of environment to assimilate information/ knowledge
4. Storage of the knowledge (learnt behavior in mind)- cognitive component.
5. Role modeling and behavioral rehearsal of the learnt behavior for reinforcement
 | The role of the teacher is a facilitator who helps the learners * To develop certain assumptions
* To question learners as to whether those assumptions remain valid.
* To foster critical reflection
* To negotiate meaning with learners.

Educator acts as facilitator responsible * for modeling new roles,
* guiding behaviors,
* to provide opportunities to learners for practicing these new roles and behaviors.
 | 1. Problem Based learning scenarios for medical students/ residents.
2. A number of medical education strategies, such as reflective journaling, writing practice narratives, and developing course portfolios, can be used to foster a constructivist learning orientation
3. For example, writing practice narratives has the potential to assist learners in understanding their practice as a physician in new ways. Typically, learners are asked to use a 3-column approach to construct a practice narrative. In column 1, the learner describes a particular case, and in column 2 the learners articulate their thoughts and feelings about the case. At a later date, the learner completes the third column of the practice narrative by reflecting on what they have learned. Once this activity is complete, small groups of learners come together to discuss similarities and differences in their cases and to describe what their cases mean to them. The group process helps learners to unearth assumptions and discover meanings

Role modeling has long been the backbone of teaching clinical medicine to students and house officers. For example, Learning bed side clinical skills by master clinicians in which learners may observe the key characteristics of a master teacher (how an excellent bedside clinician listens to the heart to identify a particular murmur) and use these observations to create a memorable model of the desired behavior (remember what the teacher did and how he or she did it). The learner must then be able to reproduce the desired behavior (ultimately receive feedback on his or her performance (requires observation and reinforcement of correct behaviors) |