



Improvement of children care teaching as a template for upgrading medical education in Central Asia

13 May 2021

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Updating teachers and learners to innovative interactions

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Pavia, May 13th

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CONTEXT

TODAY: PROVIDING THE GENERAL REFERENCE FRAME	IN DEPTH WEBINARS
eLearning role and perspectives in HEI	May 27th MEDICAL FACULTIES AND DIGITAL EDUCATION
Continuing Education in practice as a tool to keep update health professionals	July 22nd THE UP-SKILL AND RE-SKILL CHALLENGE IN THE DIGITAL ERA. TOOLS AND METHODOLOGIES
Updating teachers and learners to innovative interactions	July 1st FACULTY DEVELOPMENT AND GOING BEYOND TEACHING: BUILDING EXPERIENCE
Virtual Mobility: fostering and strengthening international cooperation and mobility	September 23rd COLLABORATIVE ONLINE TRUSTED RELATIONSHIPS FOR MULTICULTURAL EXCHANGE

DETAILS ON JULY 1st

At distance teaching and learning needs faculty skills development in addition to the training of the participants, therefore the initiatives of at distance teaching have to be accompanied by specific faculty development programs providing both pedagogical and technological tools. Moreover at distance teaching should not be limited to formal “academic” teaching , but has to include practice sections and new tools/models to build and transfer an experience to the attendants.

- Stefano Govoni Training the teachers, the Pavia experience
- M.G.Cusella: Beyond teaching, exercising/testing at distance and in the anatomy lab.: the anatomage experience.
- G.Bastianelli At distance demonstrations in surgical disciplines
- S.Perlini - Clinical simulation on a dummy

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WHY TEACHER “UPDATING” IS NEEDED?



**APPS,
smartboards**

**...
KAHOOT
MENTIMETER
ANSWER GARDEN
ZOOM
GOOGLE MEET
WE MEET
JAMBOARD**

BUT ALSO...

**APPROPRIATE
PEDAGOGY AND
CONTENT
ORGANISATION**

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IPSE DIXIT

IPSE DIXIT* is the old fashioned way of thinking to academic teaching with no need to learn how to teach, how to improve teaching abilities or to include it among the goals of the personal academic carrier

TIXID ESPI

The development of the teaching abilities through systematic targeted actions (Teaching and Learning Centers) should be actively pursued

**Student
also ...**

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CHANGING TEACHING PHYLOSOPHY...(AND LEARNING SPACES)

Ex Cathedra

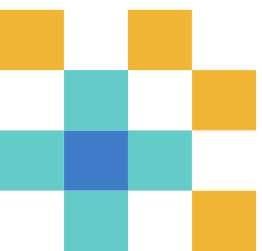


From: teacher-centered learning

Leading and orientating a group



To: student-centered learning



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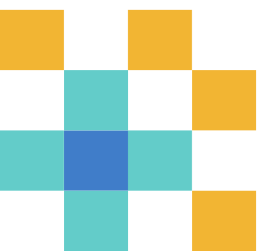
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Student
also should
be trained to the
newly proactive
relationship with the
teacher exploiting the available
pedagogic and technological
opportunities

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TAKE ACTIONS: IN EVERY UNIVERSITY EXPLORE YOUR POSSIBILITIES AND DEFINE YOUR NEEDS

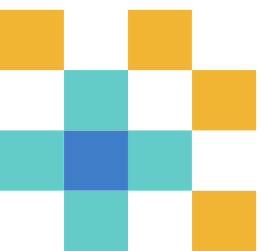
- **MAPPING THE LEARNING NEEDS AND PERCEPTION ALSO THROUGH QUESTIONNAIRES**
- **MAPPING AND PROMOTING THE DIDACTIC EXPERIMENTATION PRACTICES**

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MONEY AND HUMAN RESOURCES ARE NEEDED

The level of commitment for integrating technology can vary from one university to another. **Without proper planning,** technology adoption can be expensive.

But not implementing technology at all may be more costly. Teachers and their students will be left behind — and that's something that no one can afford.

Debi Christensen May 28, 2019 Classcraft

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LESSONS LEARNED FROM THE PANDEMICS (I)

Despite the overwhelming consequences of the pandemic, this global crisis has also been an extraordinary time for learning how adaptable and resilient educational systems, policy makers, teachers, students and families can be.

The changing role of teachers and technologies amidst the COVID 19 pandemic: key findings from a cross-country study Published on [Education for Global Development](#) [Maria Barron](#), [Cristobal Cobo](#), [Alberto Munoz-Najar](#), [Inaki Sanchez Ciarrusta](#), | February 18, 2021

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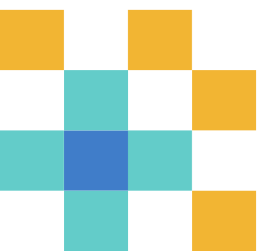
LESSONS LEARNED FROM THE PANDEMICS (II)

Two crucial factors have shifted due to the pandemic. **First**, pedagogical adaptations have proven to be pivotal as the traditional lecturing in-person models do not translate to a remote learning environment. **Second**, the pandemic has recalibrated how teachers divide their time between teaching, engaging with students, and administrative tasks. The pandemic has highlighted the need for flexibility and **more time for student-teacher interactions.**

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“Whoever teaches learns in the act of teaching and whoever learns teaches in the act of learning”

wrote the Brazilian pedagogue Paulo Freire in his famous book “Pedagogy of Freedom” (1996).

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