

EDITORIAL

Non - interactive Activities in Teaching- Learning

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Active engagement and self-motivation are essential components for achieving continuous and effective learning outcomes in students [1]. As educators, our primary goal is to foster an environment that encourages students to actively participate and interact within the classroom setting. However, the challenge lies in delivering effective teaching methods that reach every student, especially in larger group settings. Additionally, the intrinsic motivation and self-directed learning tendencies of students significantly influence the efficacy of their learning experiences. Malcom Knowles defines self-directed learning as "A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes." - Malcolm S Knowles, 1975 [2].

Beyond mere participation, and interaction, it is imperative that students be able to connect the knowledge and skill they acquire within the classroom to the real-world application. Yet it is crucial to recognize that not all learners possess the same level of motivation or exhibit equal engagement. Furthermore, the modern generation of learners often prefer a self-paced learning approach. Hence as educators, we must create learning experiences that allow students to explore topics at their own pace and reflect upon their understanding.

The question then arises: how can we deliver content in a manner that promotes voluntary and meaningful learning? While interactive teaching methods are widely employed integrating non interactive methods can also offer students moments of personal reflection and self-guided learning. In the context of large group teaching, where constant interaction may not always be feasible, incorporating self - directed learning becomes vital to address these challenges effectively. Here are some straight forward yet effective activities conducive to fostering self-directed learning:

Practice quiz: Regular quizzes serve as diagnostic tool for students to identify areas where they might lack comprehensive understanding. Creating a non-graded quiz before the scheduled class, accompanied by relevant reading material encourages students to initiate learning independently. These quizzes should emphasize higher order thinking skills rather than simple recall, enabling students to pin point gaps in their comprehension at an early stage [3].

Practice exams/ Retrieval practice: Retrieval practice involves the active recall of previously learnt information, which specifically aids in better information retention. Allocating specific time slots for practice exams, separate from immediate teaching sessions, encourages students to spontaneously retrieve

Declarations

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information, thereby enhancing long term retention [4 - 6].

Lecture slides and recorded videos: In today's technologically advanced learning Non - interactive Activities in Teaching-Learning videos and partially detailed lecture slides are highly beneficial for self - paced learning. Recorded lectures offer students the flexibility to revisit complex topics at their convenience, while partial information on lecture slides promotes note - taking and further inquiry [7 - 9].

Homework: Homework assignments provide an opportunity for students to revisit and deepen their understanding of the material covered in the class. Leveraging online platforms facilitate personalized feedback, thus enhancing the effectiveness of post-learning activities [10, 11].

Implementing these methods before and after teaching sessions proves more effective, particularly within an online environment that utilizes a learning management system. These activities when administered before learning to prepare students or after learning for deliberate practice, serve multiple purposes: they initiate learning, enable self - paced learning and help identify individual learning gaps, thereby promoting self-directed learning. Health professional educators can implement these methods within their settings to evaluate their effectiveness in enhancing learning outcomes.

The integration of these non-interactive methods serves as a valuable supplement to traditional teaching approaches. It provides students with opportunities for individual exploration, reflection and self-assessment, ultimately fostering a culture of self-directed learning.

In essence, these methods allow educators to provide students with the tools and opportunities to take charge of their own learning journey. By instilling the importance of self -motivation and self-directed learning, we empower students to become lifelong learners capable of adapting and thriving in diverse learning environments.

Furthermore, we navigate the ever-evolving landscape of education, it is crucial for educators to adapt and tailor their teaching methods to accommodate the preferences and learning styles of the current generation. Understanding and integrating technology, personalized learning approaches and opportunities for independent exploration are key to nurturing a holistic and effective learning experience for students.

In conclusion, the amalgamation of interactive and non-interactive teaching methods is pivotal in fostering an environment that supports students centered learning. By embracing these strategies, educators can create a dynamic and inclusive learning environment that caters to diverse student needs, encourages active participation and cultivates a lifelong passion for learning among students.

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