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CHANGES IN TEACHING AS A CONSEQUENCES OF MODERN REALITY

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INTRODUCTION

Teaching is one of the basic elements of educational planning. Changes in teaching at all levels of education are normal consequences of technological development and modern reality.

METHOD

Authors have considered various learning styles, teaching methodology and contemporary education trends available in the literature over the past five years.



RESULTS

In order to improve the educational achievements of students at the university, it becomes necessary to use new methods and teaching procedures based on original strategies promoting active learning. The dominant form of lectures should change form through frequent use of conversations and discussions. The good used teaching method motivates students to learn, and puts them in a situation where they perceive themselves as the authors of the answer. The fundamental change should be the transfer of pressure from the teacher as a knowledge provider to the student as a buyer of knowledge and skills. The student is to become an active seeker in a modern educational process.

CONCLUSION

Applied teaching strategies based on participants' activities must be able to standardize the idea and practical action, taking into account various learning styles, methodologically correct teaching of discipline-specific content, promoting group interaction, stimulating reflection and metacognitive activity, support for readiness to perform tasks and motivation to learn, observation and motivation of students, among others knowledge, learning styles. Interactive activities, demonstrations combined with exercises, which increase the attention and concentration of students during classes are important in the implementation of active teaching. The inclusion of modern technologies introduces new thinking about effective teaching. The involvement of television, language laboratories, electronic systems and devices can be used as an aid in the presentation, demonstration, problem solving in the teaching and learning process and in the assessment process.

REFERENCES

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