Learning Environment
Cultivating Critical Thinking in the Clinical
Methods
Teacher-Dominated Instruction

Results

The majority of instruction offered was Teacher-Dominated Instruction.

The teacher was the primary source of information and guidance during the lesson. The teacher controlled the pace of the lesson and the focus of the discussion.

The teacher's role was to present information and guide the students through a series of questions and exercises. The students were expected to follow the teacher's lead and respond appropriately.

The teacher's behavior was consistent with the goals of the lesson, and the students were expected to follow the teacher's instructions and participate actively.

Table 1 shows the number of observations across the observation periods.

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Note: The number of observations is shown in Table 1.
Teachable Moments

Teachable moments are opportunities for meaningful interactions that can be leveraged to facilitate learning. These are moments during which the professional's actions and words can have a profound impact on the learner. Effective professionals are attentive to these moments, recognizing the potential for learning and actively engaging with the learner.

Teachable moments often arise in response to questions or uncertainties expressed by the learner. It is crucial for professionals to respond authentically and thoughtfully, using these moments to clarify concepts, reinforce understanding, and encourage critical thinking.

Incorporating teachable moments into one's practice not only enhances the learning experience but also builds trust and rapport with students. By being present and engaged, professionals can create a dynamic learning environment that fosters growth and development.

To effectively implement teachable moments, it is important to:

1. Be aware of one's own teaching style and the learning preferences of the learner.
2. Anticipate potential areas of confusion or misunderstanding.
3. Use open-ended questions to probe deeper understanding.
4. Encourage active participation from the learner.
5. Provide timely and constructive feedback.

By integrating these strategies into daily practice, professionals can maximize the impact of teachable moments, leading to more effective and engaging learning experiences.
Discussion

Teaching Critical Thinking Skills

Applying critical thinking to information and to the social context of the learner is a complex task. The professor must be able to guide the student in constructing and applying the information in a meaningful way. This requires a deep understanding of the material and the ability to analyze and evaluate it critically. The professor must also be able to encourage the student to think independently and to develop their own critical thinking skills. This is an ongoing process that requires constant effort and practice.
Reference

Acknowledgments