



EDITORIAL

Chiasmus as an Alternative Pattern of Teaching

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Etymologically the word chiasm comes from the Greek word *khiasmós* which means crossing.

The chiasm construction is a repetition crossing 2 segments A-B around a center C creating an AB/C/BA structure.

This is a rhetorical figure of speech expressing repetition.

In linguistics, the purpose of repetition is the emphasis on the message to be conveyed.

In pedagogy, the 3 goals of repetition are: Consolidation, deepening and feedback.

In the domain of procedural knowledge, repetition makes it possible to create automatisms.

Chiasmus is already reported in teaching [1].

We propose a new form of chiasmus as follows: Mini method 1 (15 to 20 min.) -Mini case 1 (15 min) -pause (5 min) -Mini case 2 (15 min) Mini method 2 (15-20 min) -

The prefix Mini here signifies a contraction in time.

We call Mini method: The methods without a case study, they can be: Mini Lecture, Mini talk chalk or Mini learning by keywords.

We call Mini case: The learning around a clinical case, it can be: Mini Challenge-based learning (CBL), Mini teaching by clinical case guide, Mini bedside case.

In order to promote deep learning, the Mini case 2 must be more complex than its counterpart 1 and the Mini method 2 more in-depth than its counterpart 1.

In practice, it can be: Mini lecture-Mini CBL-pause-Mini CBL-Mini talk chalk.

The Mini lecture-Mini CBL association can be beneficial. Indeed, multiple interactive mini-cases with an abbreviated lecture improved immediate mastery of learning objectives compared to a traditional lecture format [2].

Elsewhere it may be Mini talk chalk-mini bedside case-pause-Mini CBL-Mini lecture.

The association Mini talk chalk and Mini bedside case maximizes the opportunities for clinical learning [3].

Our chiasm has more repetition than Mini lecture-Mini CBL (ref) or Mini talk chalk-mini bedside case.

The chiasm rhythm makes it possible to immediately bounce back on the activities of the break to discuss the Mini case 2. This model must respond to a prior scripting.

Our model meets the educational requirement of: contextualization-decontextualization-recontextualization.

We have described elsewhere the educational requirements of the Mini methods and the advantage of inserting the image tool on hybrid media in order to create: action-retro action-inter action [4].

Our model is anchored in old methods (bedside) while remaining open to modern methods (possibility of inserting cases in simulation).

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Conflict of Interest

None.

References

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