

**Table S3** – Models, strategies and methods of teaching methodologies of the included studies.

Reference	Group	Model *	Strategy	Method †
Adiga et al., 2011	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (introduction to case + video of clinical cases + discussion of the case)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Ahmad et al., 2017	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (small group teaching, problem-based sessions, clinical skills lab, and early clinical exposure)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (subject-based)
Alimoglu et al., 2014	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (90 min class that was heavily patient problem-oriented and the main pedagogy was problem solving: (1) instructive slides for background and (2) group-based discussion of a case + teacher feedback)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (large classrooms: 2 sessions of 90 min using PowerPoint slides; small classrooms: 3 sessions of 105 min using PowerPoint slides and drawing on the board)
	PBL	Constructivist	Indirect Instruction (active, discussion-based + problem-solving)	PBL (7h, with written scenario simulating the real-life patient problems and patient details were disclosed progressively and then discussed in groups with guidance from the tutor)
Bhardwaj et al., 2015	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (1h lectures + case-stimulated sessions + clinical visits + laboratory work + small group student's seminar.)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Carrasco et al., 2018	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (3x/week for 2h each session, self-directed learning time + clinical cases discussion)
	TBL	Social constructivist	Interactive Instruction (active + collaborative learning)	Individual work followed by team work (lectures + iRAT + gRAT + two open-book application questions)
Cendan et al., 2011	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (8 sessions of 2h small group case-based discussion + 9 sessions of 1h lectures in video format)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures

Chengyi et al., 2017	PBL + CBL	Constructivist	Indirect Instruction (active, discussion-based + problem-solving)	Cases + PBL (discussion of cases with multimedia, figures, videos, and models)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Ciraj et al., 2010	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (4 topic-based blocks of 6 sessions of 2h of group discussion)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (5 sessions per week of 2h, during 10 weeks)
Diwan et al., 2017	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (2 sessions of 3h each, stepwise discussion of cases + feedback)
	Tutorial method	Constructivist	Interactive Instruction (active, teacher-guided study and practice)	Tutorial Groups
Fortun et al., 2017	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (5 cases: clinical presentation + small-group discussion following stepwise disclosure of cases information)
	Independent readings	Self-directed	Independent study (active, self-paced learning)	Independent readings (5 cases as independent readings)
Grover et al., 2020	CBL+ Whatsapp	Constructivist	Indirect Instruction (active, discussion-based)	Cases (2 sessions with guided small-group discussion of tutor by Whatsapp groups)
	DL	Behaviorist	Indirect Instruction (active, discussion-based)	Lectures (6 sessions)
Hansen et al., 2005	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (6 weeks, single student analysis and presentation of cases)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (6 weeks, single student analysis and presentation of topic)
Hashim et al., 2015	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (6 months, small groups)
	Tutorial method	Constructivist	Interactive Instruction (active, teacher-guided study and practice)	Tutorial Groups (6 months)
Hempel et al., 2016	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (e-learning program + facilitated discussion of 60 min of 16 ultrasound images and 24 slides in total)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (9 lectures of 15 min each with 5 min for discussion; lecture objectives covered the same topics as the e-learning program)

Jamkar et al., 2007	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (18 cases + demonstration of clinical examination)
	PBL	Constructivist	Indirect Instruction (active, discussion-based + problem-solving)	PBL
Joshi et al., 2014	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (one case + discussion)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Kamat et al., 2012	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (two practical sessions + 90 min sessions of cases discussion)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (two practical sessions + lectures)
Kaur et al., 2020	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (cases about two topics, 2-hour session; brief explanation + introduction + questions)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (two topics [same as CBL], 2-hour session)
Latif et al., 2014	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (Face-to-face, 2h; PowerPoint Slides + additional slides describing the case; clinical case scenario + discussion)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (Face-to-face, 2h; same PowerPoint Slides without clinical case)
Lee et al., 2013	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Ma et al., 2016	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (9 weeks of 36h, 35 cases: reading material + discussion + feedback)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (9 weeks of 36h, reading materials and lectures without discussion)
Maas et al., 2018	TBL+CBL	Constructivist + Social constructivist	Interactive Instruction (active + collaborative learning) + Indirect Instruction (active, discussion-based)	Cases + TBL (6 sessions totaling 2.5h; pre-recorded lectures + 2h of discussion of cases)

	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (5h in 2 consecutive days)
Montaldo et al., 2013	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (108h classes + 380h tutorial teaching + 36 seminars of 2h during 6 months)
	DL + Tutorial with patients	Behaviorist + Constructivist	Direct Instruction (passive, information transfer) + Interactive Instruction (active, teacher-guided study and practice)	Lectures (108h) + tutorial teaching (450h)
Nagaiah et al., 2014	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (two topics, traditional classes were reinforced by discussion of 6 cases)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (same two topics)
Nair et al., 2013	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (one case: presentation + learning objective + discussion of the case)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (one lecture)
Nordquist et al., 2012	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Palappallil et al., 2019	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (6 sessions of 40 min, role-play + discussion)
	TBL	Social constructivist	Interactive Instruction (active + collaborative learning)	TBL (6 sessions of 90 min, discussion)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (6 sessions of 30 min; PowerPoint-aided sessions)
Panja et al., 2013	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (one semester, discussion of clinical cases)
	Tutorial method	Constructivist	Interactive Instruction (active, teacher-guided study and practice)	Tutorial Groups (one semester)
Patil et al., 2016	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (2 sessions of 2h, presentation and discussion of case)

	Tutorial method	Constructivist	Interactive Instruction (active, teacher-guided study and practice)	Tutorial groups (2 sessions of 2h)
Rajan et al., 2016	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (cases discussions)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Schwartz et al., 2007	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (1h, introduction + learning objectives + discussion of case + feedback)
	HPS	Experiential learning	Experiential Learning (active, hands-on experience)	Simulation with high-fidelity mannequins (1h, orientation + learning objectives + discussion + hands-on with the mannequin + feedback)
Sudhakar et al., 2017	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Surapaneni et al., 2010	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (5 cases, discussion of cases)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Tathe et al., 2014	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (case + faculty learner interaction + routine lecture + faculty learner interaction on resolution of the case)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Turk et al., 2019	CBL	Constructivist	Indirect Instruction (active, discussion-based) + Experiential Learning (active, hands-on experience)	Cases (blended learning: textbooks + interactive e-cases with feedback + simulated patient contact using role-playing with actors)
Vedi et al., 2021	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (e-learning; 2-4 sessions via google group + discussion of cases)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures
Vora et al., 2015	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (2 cases; 2 sessions of 2h, stepwise disclosure of cases + discussion)

	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (1h lecture + 2 cases where students revise the cases on their own without any guidance)
Waliany et al., 2019	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (6-7 sessions of 1h; presentation + interpretation of reported history, physical exam and diagnostic data + discussion of cases + feedback)
Willis et al., 2020	CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (21 cases resolved within online platform)
Yang et al., 2021	FC + CBL	Constructivist	Indirect Instruction (active, discussion-based)	Cases (pre-class notes + in-class introduction + discussion)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures (4h)
Zhao et al., 2020	PBL + CBL	Constructivist	Indirect Instruction (active, discussion-based + problem-solving)	PBL + Cases (pre-recorded video materials + introduction + discussion of cases)
	DL	Behaviorist	Direct Instruction (passive, information transfer)	Lectures + textbook

\* Although some teaching methodologies may fit under more than one model, we are reporting the main pedagogical model being used.

† Some studies do not provide description of structure of teaching method and thus do not display further explanation within parenthesis.