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Innovative Pedagogies in TVET: A Bibliometric Study on Employability Skills Integration and Documentary-Based Learning Approaches Using Lessons from Healthcare Education

Working Paper for Seminar “Integration of Employability Skills in the K-12 Curriculum”





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Disclaimer

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Regional Center for Educational Planning

The Regional Center for Educational Planning (RCEP) is a regional educational organization with an international vision established through an agreement signed in 2003 between the government of the United Arab Emirates and the United Nations Educational, Scientific and Cultural Organization (UNESCO). Under this agreement, the Center is tasked with developing national and regional capacities in the areas of education planning and policies, educational leadership and management, and the production and dissemination of educational knowledge at the regional level. It places special emphasis on the Gulf Cooperation Council countries and Yemen, as well as consultations and technical support to enhance the efficiency, effectiveness, and quality of education systems in the Gulf Cooperation Council and Arab countries. These improvements aim to ensure that education is closely aligned with the demands of real-life situations and the workforce. RCEP collaborates with UNESCO and receives technical support through partnerships in numerous programs, projects, and initiatives related to education

Abstract

Why hasn't Technical and Vocational Education and Training (TVET) delivered on its promise of equipping students with the skills demanded by the modern workforce? This study investigates this question with a specific focus on teacher education within the healthcare sector as a model for innovation. Using a bibliometric analysis of 60 studies selected from PubMed (2000–2023) and guided by adult learning theories, self-directed learning, action learning, and culturally responsive pedagogy, the research highlights methodologies that are effectively cultivating employability skills. The analysis identifies key competencies such as technical proficiency, problem-solving, communication, and adaptability, while emphasizing the importance of documentary-based learning approaches, a construct combining narrative pedagogy, storytelling, and video-based simulations, delivered through digital platforms like social media. These methods are already being used successfully in health education to bridge gaps in practical skill development and to address limited opportunities for work-based learning. Historically, storytelling and narrative-based pedagogies have been integral to African societies as tools for education and moral instruction. Building on this cultural tradition, the study argues for adapting these principles into video-driven, engaging, and fun educational environments that leverage the power of platforms like YouTube, TikTok, and Instagram. Such platforms provide accessible and interactive ways to complement traditional instruction, creating opportunities for experiential and collaborative learning. By examining healthcare education, this study offers insights into how TVET institutions can integrate modern, documentary-based learning approaches to align teaching practices with the learning needs of today's students. The findings aim to guide policymakers and practitioners in adopting evidence-based strategies to enhance education quality. These strategies align with Sustainable Development Goals 4 (quality education) and 8 (decent work and economic growth), the aspirations of Agenda 2063, and Kenya's educational policies, particularly the competency-based education and training (CBET) framework and dual education models currently being implemented. The study provides actionable recommendations for educators to integrate these methods into teaching practices, ensuring students develop the technical and soft skills required for career readiness and professional success.

Keywords: TVET, healthcare education, documentary-based learning approaches, narrative pedagogy, employability skills, social media, teacher education

Introduction

Technical and Vocational Education and Training (TVET) systems globally bear the responsibility of equipping learners with skills that align with labor market demands. In theory, these systems are designed to foster technical proficiency and soft skills, such as adaptability, problem-solving, and communication, which are critical for success in the modern workplace. However, despite significant investments in TVET programs, especially in low- and middle-income countries, outcomes often fail to meet expectations (WBG et al., 2023). In Kenya, TVET has struggled to deliver on its promise of producing graduates with in-demand skills, resulting in high rates of youth unemployment and underemployment (Matu et al., 2023; Nason, 2019). This persistent challenge raises critical questions: Why has TVET struggled to achieve its goals? What innovative methodologies could bridge the gap between education and employment? How can teachers play a pivotal role in this transformation?

Kenya's TVET sector faces a well-documented mismatch between the skills imparted through formal education and the competencies required by employers (Nason, 2019). Technical skills like healthcare equipment maintenance and health informatics, combined with soft skills such as teamwork, adaptability, and communication, are increasingly critical for today's dynamic labor markets (Musyimi, 2021). However, theoretical and rigid pedagogical approaches dominate many TVET programs, often leaving students ill-prepared for the complexities of modern workplaces. Traditional teaching methods, which emphasize rote learning and passive instruction, lack the experiential, hands-on elements necessary to cultivate both technical and soft skills (Akala & Changilwa, 2018; Badenhorst & Radile, 2018; Matu et al., 2023).

Kenya's government has introduced several reforms to address these challenges. The competency-based education and training (CBET) framework emphasizes outcomes-based learning, where curricula are aligned with labor market needs, focusing on demonstrated competencies rather than theoretical knowledge (Jwan, 2022; Tambwe, 2019; TVETA, 2019). Similarly, the dual education model combines classroom-based instruction with industry-based training, allowing students to gain practical experience in real-world settings. These policy shifts aim to bridge the skills gap by integrating academic and vocational learning (Ododa, 2024). However, the implementation of these models continues to rely heavily on traditional approaches. For instance, CBET often incorporates foreign pedagogical concepts that do not resonate with learners' cultural contexts or lived experiences. This results in a disconnect between curriculum design and students' realities, thereby limiting its effectiveness. Limited access to work-based learning opportunities, a lack of

culturally responsive teaching, and an overemphasis on structured, prescriptive learning methods constrain the potential of these reforms (Matu et al., 2023). Addressing these limitations requires innovative pedagogies that are flexible, contextually relevant, and aligned with contemporary learning environments.

Current teaching and learning practices in TVET and other educational systems are shaped by the digital era, where technology and social media play a significant role. Learners today prefer interactive, multimodal, and collaborative platforms, which provide opportunities for self-directed and peer-to-peer learning (Greenhow et al., 2019; Olokunde, 2023). Social media platforms like YouTube, Facebook, TikTok, and Twitter offer immense potential for hosting activities such as story-based pedagogy, role-playing, simulations, and collaborative learning exercises. These platforms enable learners to engage with content in innovative ways, often simulating real-world scenarios that traditional classroom settings cannot replicate (Greenhow et al., 2019). However, in formal education contexts, particularly in TVET, these digital tools remain underutilized. This underutilization represents a missed opportunity to enhance student engagement and practical skill development, especially in resource-constrained settings like Kenya.

Storytelling and narrative-based teachings, deeply rooted in African traditions, offer a promising pathway to address these challenges (Sanga & Schlüter, 2024). Historically, African societies used storytelling to pass on knowledge, instill values, and foster a sense of community (Gay, 2010, 2013; Osei-Tutu, 2023). Narrative pedagogies draw from this cultural heritage, allowing learners to connect with content through familiar and engaging formats. Yet, TVET teacher education often overlooks these culturally grounded approaches, relying instead on generalized, foreign methodologies that lack relevance in local contexts. This oversight reinforces the divide between theoretical instruction and practical application, further disadvantaging both educators and learners (Matu & Rothwell, 2024; Ogwo, 2018).

Healthcare education in Kenya serves as a valuable model for addressing these challenges. Faced with resource limitations and restricted access to work-based learning (Raxworthy et al., 2022), the sector has adapted by integrating methodologies such as story-based pedagogy, digital storytelling, simulations, role-playing, case studies, and peer-to-peer learning. These approaches allow students to engage with real-world scenarios in structured yet flexible ways, fostering technical and soft skills simultaneously (Andrews et al., 2001; Brown et al., 2008; Hsu et al., 2022; Liu et al., 2023). For example, digital storytelling enables learners to reflect on

their experiences, while simulations and role-playing provide practice in critical thinking and teamwork (Gazarian, 2010; Zarei et al., 2021). Peer-to-peer learning, where students collaborate and exchange ideas, reinforces these skills in interactive settings (Beck et al., 2020; Bilodeau et al., 2012). Despite limited resources, these methods have proven effective in preparing students for workplace demands, demonstrating how innovation can overcome barriers in TVET education.

Teachers and teacher education are at the heart of these innovations. To transition from traditional instruction to more dynamic and effective pedagogies, educators must be equipped with the skills and tools necessary to implement innovative methods. Culturally responsive teaching, which incorporates students' lived experiences and local knowledge, enhances the relevance of education, particularly in diverse and resource-constrained contexts (Gay, 2010, 2013). Inquiry-based approaches empower teachers to reflect on their practices and adapt to the needs of their students, fostering inclusivity and adaptability in the classroom (Andrews et al., 2001; Diekelmann, 2001; Ironside, 2003; Matu & Perez-Johnston, 2023; Miller-Day et al., 2015). Moreover, leveraging social media and other digital platforms provides educators with cost-effective, scalable tools to deliver innovative content, even in low-resource settings (Greenhow et al., 2019).

This study examines how lessons from healthcare education can inform broader TVET practices. Specifically, it explores the integration of methodologies such as story-based pedagogy, role-playing, simulations, and peer-to-peer learning into teacher education within the TVET sector. Building on these approaches, the study highlights the potential of documentary-based learning, which utilizes narrative-driven, real-world visual content to create immersive and reflective learning environments. This approach capitalizes on the engaging and visual nature of film and video to complement existing methodologies, offering students an enriched, multi-sensory learning experience (Mayer, 2020). Furthermore, documentary-based learning taps into the popularity of social media platforms to deliver content that is both accessible and aligned with the learning preferences of today's digitally savvy learners (Greenhow et al., 2019).

The study also investigates how underutilized platforms like social media can support these methodologies, enabling teachers to deliver content that is interactive, accessible, and suitable for modern learners. By focusing on teacher education, the research emphasizes the critical role of educators in integrating these innovative approaches to bridge the gap between education and employment. The central research question guiding this study is: How can methodologies like documentary-based learning, story-based pedagogy, role-playing, simulations, and peer-to-peer

learning, supported by platforms like social media, be integrated into TVET teacher education to enhance employability skill development and bridge the education-to-employment gap?

Literature Analysis

Introduction to Existing Research

The integration of innovative teaching methodologies in TVET has been increasingly recognized as essential for bridging the education-to-employment gap. Globally, traditional pedagogical approaches in TVET have struggled to adequately equip learners with both technical and soft skills required for workforce readiness (UNESCO, 2022). Innovative methods such as story-based pedagogy, simulations, and role-playing have shown potential to address these gaps, particularly in resource-constrained settings (Gazarian et al., 2016; Hsu et al., 2022; Ironside, 2015; Liu et al., 2023; McAllister et al., 2009). Despite this promise, their adoption in teacher education within TVET remains limited, especially in African contexts (AfDB, 2020). This study argues for the conceptualization and integration of a documentary-based learning framework, drawing from these innovative methodologies while leveraging the visual and interactive potential of digital platforms to enhance teacher education.

Documentary-Based Learning and Story-Based Pedagogies

Documentary-based learning, a central construct of this study, is defined as the use of narrative-driven visual content, such as videos and films, to create immersive, reflective, and contextually relevant learning environments. Grounded in the principles of Richard Mayer's cognitive theory of multimedia learning (Mayer, 2020, 2024), documentary-based learning integrates visual and auditory modalities to enhance learners' engagement and retention. This approach extends the tenets of story-based pedagogy by incorporating video-driven narratives that contextualize theoretical concepts in real-world scenarios, making abstract ideas more relatable and actionable. It aligns with self-directed learning (Knowles, 1975) by empowering learners to actively engage with content and Reginald Revans' action learning (Pedler, 2021) by fostering collaborative problem-solving and practical application.

In healthcare education, such approaches have demonstrated success in developing both technical and soft skills. For example, digital storytelling has been used to simulate ethical dilemmas in patient care, enabling students to critically analyze scenarios and reflect on their

decision-making processes (Gazarian, 2010; Zarei et al., 2021). Similarly, role-playing exercises filmed for subsequent reflection have shown to enhance empathy and critical thinking (Mast et al., 2012; Sanga & Schlüter, 2024). Despite these successes, the application of documentary-based and story-based methodologies remains largely confined to health-related disciplines, leaving significant opportunities for broader adoption across TVET sectors (Mbatha, 2024).

Role-Playing, Simulations, and Peer-to-Peer Learning

Role-playing and simulations are widely regarded as powerful experiential learning tools that enable students to practice applying theoretical knowledge in practical contexts. These methods have been extensively used in healthcare education to replicate clinical environments, providing students with hands-on experiences in technical skills, teamwork, and communication (Kolb, 1983; Kolb & Boyatzis, 1999). Peer-to-peer learning further enhances these methodologies by fostering collaborative problem-solving and shared knowledge creation (Beck et al., 2020; Bilodeau et al., 2012).

These experiential methods also hold potential as components of a documentary-based learning framework. For instance, videos capturing role-playing or simulation exercises can serve as instructional tools that reinforce active learning and reflection (Nickl et al., 2022). When shared on platforms such as YouTube or TikTok, they provide scalable, culturally relevant resources accessible to a wider audience, including TVET teachers in resource-constrained settings (Greenhow et al., 2019).

While these approaches have proven effective in healthcare education, they are underutilized in TVET teacher training. This gap highlights the untapped potential of experiential learning methodologies to transform teaching practices and improve student outcomes in broader TVET contexts.

The Role of Social Media in Innovative Pedagogies

Social media platforms, including YouTube, Facebook, and TikTok, have emerged as accessible and engaging tools for supporting innovative teaching practices (Greenhow et al., 2019; Raut & Patil, 2016). These platforms provide a dynamic space for methodologies such as story-based pedagogy, role-playing, and simulations by offering multimedia resources that are easily accessible and culturally adaptable (Faizi et al., 2013). For example, healthcare educators have successfully used YouTube to host instructional videos and simulated scenarios, while Facebook groups have facilitated peer discussions and collaborative learning (Greenhow et al., 2019).

In the context of documentary-based learning, these platforms offer unparalleled opportunities

to deliver visually engaging, interactive content. They enable educators to create and disseminate videos that illustrate real-world challenges, capture simulations, and foster peer discussions. This aligns with Mayer's (2020) principle of dual-channel processing, which emphasizes the synergistic impact of visual and auditory information in enhancing comprehension and retention.

However, the integration of social media into TVET education remains inconsistent, often hindered by concerns about digital literacy, resource availability, and contextual relevance. Addressing these challenges is critical to unlocking the full potential of social media as a tool for innovative pedagogy.

Lessons from Healthcare Education

Healthcare education in Kenya offers a compelling model for integrating innovative pedagogical practices under resource constraints. Methodologies such as role-playing, case studies, and digital storytelling have been employed to simulate real-world scenarios, enabling students to develop both technical and soft skills (Sanga & Schlüter, 2024; Wood, 2014; Zarei et al., 2021). For instance, peer-led discussions and multimodal compositions have allowed students to reflect on their learning experiences and adapt to practical challenges in healthcare settings (Beck et al., 2020; Bilodeau et al., 2012). These approaches demonstrate how resource-conscious innovation can overcome traditional barriers in TVET.

Documentary-based learning builds on these lessons by providing a framework that captures the richness of these methodologies in video format, offering a scalable solution for teacher education. It bridges the gap between classroom instruction and real-world application, ensuring that educators are better equipped to prepare students for dynamic workplace environments.

Cultural Responsiveness in Education

The literature underscores the importance of culturally responsive teaching, particularly in African contexts where education systems often fail to reflect students' lived experiences and local knowledge (Gay, 2010, 2013). Storytelling, deeply rooted in African traditions (Osei-Tutu, 2023), provides a culturally relevant pedagogy that fosters engagement and inclusivity. By incorporating culturally aligned methods, TVET programs can better address diverse learning needs and empower students to take ownership of their educational journeys (Andrews et al., 2001; Diekelmann, 2001; Ironside, 2003).

Documentary-based learning, rooted in narrative pedagogy, aligns closely with this cultural

framework. By leveraging storytelling and visual media, it allows educators to integrate local knowledge and lived experiences into their teaching, making content more relatable and impactful.

Gaps in the Literature

Several critical gaps emerge from the reviewed literature. While innovative pedagogies are well-documented in healthcare education, their application in TVET teacher training remains underexplored, particularly in African contexts. Despite their potential, social media platforms are not widely leveraged to support innovative teaching methodologies in TVET. Many studies neglect the need for pedagogies that align with local contexts and learner identities (Matu & Perez-Johnston, 2023). There is a lack of evidence-based frameworks to guide policymakers and educators in implementing these methodologies effectively.

Rationale for a Bibliometric Approach

To gain insights into the development of innovative pedagogical practices in TVET, this study employs a bibliometric approach. Bibliometric analysis provides a systematic method for mapping the knowledge landscape, identifying thematic trends, and highlighting research gaps (Aria & Cuccurullo, 2017; Donthu et al., 2021). This methodology is particularly suited to examining how story-based pedagogy, simulations, and peer-to-peer learning have been integrated into education systems and identifying transferable practices from healthcare to other TVET sectors.

This study positions documentary-based learning as a critical framework within this analysis. By mapping trends in healthcare education and their applicability to TVET, the bibliometric study aims to establish a theoretical and practical foundation for integrating narrative-driven visual content into teacher education. This aligns with the overarching research questions and provides a novel lens for exploring the transformative potential of these methodologies.

Methods

Design

This study adopted a mixed-methods approach, integrating bibliometric analysis and document analysis to comprehensively address the research questions. The use of these methods was guided by the study's focus on identifying innovative pedagogical practices in TVET teacher education, with a specific emphasis on employability skill development and bridging the education-to-employment

gap (Aria & Cuccurullo, 2017; Creswell & Poth, 2018; Donthu et al., 2021). The combination of bibliometric and document analysis was critical in capturing both global trends and localized insights, ensuring a robust and multidimensional exploration of the topic (Donthu et al., 2021). The bibliometric analysis was employed in the initial phase of the investigation to address the first and second research questions: identifying innovative teaching methodologies employed in TVET teacher education and understanding how underutilized platforms such as social media are leveraged to support these methodologies. This quantitative method was essential for uncovering global patterns, trends, and key research areas by analyzing peer-reviewed articles published between 2000 and 2023. The bibliometric approach provided an evidence-based foundation for understanding the scholarly landscape, highlighting publication trends, citation patterns, influential authors, and recurring themes in the literature.

In the second phase, document analysis was conducted to address the third bibliometric research question and the overarching research question. This qualitative method allowed for a more nuanced examination of the contextual application of methodologies, particularly in the Kenyan TVET sector. By analyzing key policy documents, national frameworks, and reports aligned with Sustainable Development Goals (SDGs) 4 (quality education) and 8 (decent work and economic growth) and Agenda 2063, this phase investigated how lessons from healthcare education could inform TVET and explored actionable strategies for integrating innovative methodologies into teacher education. Document analysis was vital for capturing localized insights and aligning global trends with Kenya's educational and policy context, providing a bridge between the bibliometric findings and practical applications for policymakers and practitioners.

Together, these methods ensured a comprehensive understanding of the research problem, with bibliometric analysis offering a global perspective and document analysis grounding the findings within a localized and actionable framework. This design enabled the study to address its research questions effectively, contributing to evidence-based strategies for enhancing TVET teacher education.

Search Strategy

The search strategy for this study was designed to systematically identify relevant literature on innovative pedagogical practices in TVET, with a specific focus on healthcare education. The PubMed application programming interface (API) function in biblioshiny was utilized to retrieve and analyze data, ensuring efficient access to high-quality, peer-reviewed literature (Aria & Cuccurullo, 2017;

Donthu et al., 2021). The decision to use PubMed stemmed from its comprehensive repository of healthcare-related studies, which was critical for identifying transferable practices applicable to TVET teacher education. Articles published between 2000 and 2023 were included to capture contemporary trends and developments in the field.

The search was intentionally focused on the term “narrative pedagogy” to ensure that the retrieved literature broadly captured a range of innovative instructional approaches, including story-based pedagogy, low-tech simulations, role-playing, and case studies. Narrative pedagogy serves as a thesaurus term that encompasses a spectrum of methodologies emphasizing storytelling and experiential learning within educational contexts. This strategic choice was guided by insights from the literature, which highlight narrative pedagogy’s adaptability across disciplines and its documented application in healthcare education as a vehicle for integrating technical and soft skills (Moher et al., 2009).

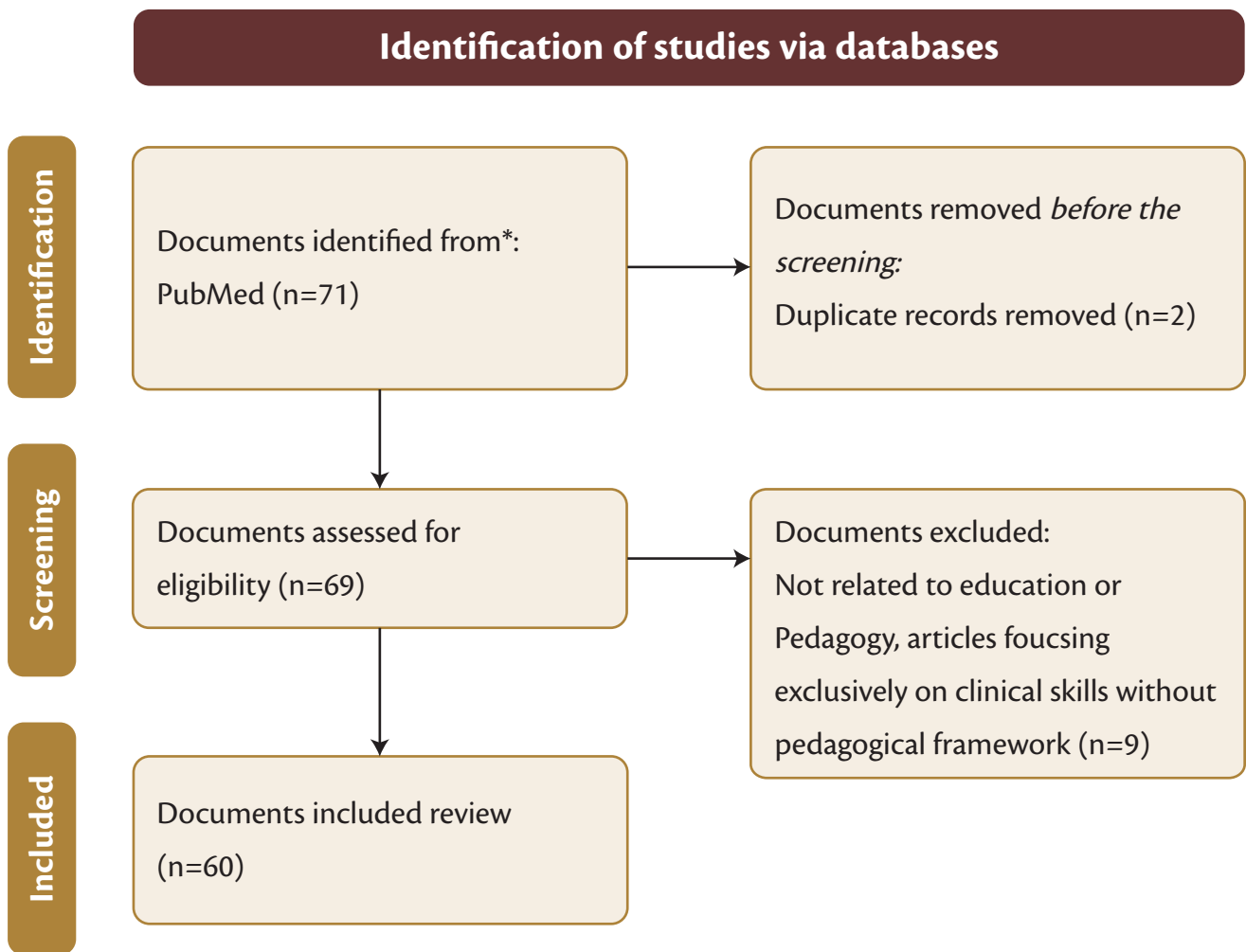
Leaving the search term relatively broad allowed the study to identify diverse uses of narrative pedagogy in education, particularly in health education, where it has been shown to foster reflective practice, critical thinking, and contextual understanding. This approach ensured a comprehensive dataset that captured the varied ways in which narrative-driven methods are utilized in different educational contexts and their relevance to employability skill development. The following table outlines the search strategy:

Table 1. Search Strategy

Search Component	Details
Database	PubMed (via API in biblioshiny)
Publication Period	2000 – 2023
Keywords and Terms	Narrative pedagogy
Inclusion Criteria	Peer-reviewed articles, English language, studies focusing on pedagogical methodologies in education, particularly in healthcare or TVET teacher education.
Exclusion Criteria	Studies unrelated to education or pedagogy, articles focusing exclusively on clinical skills without a pedagogical framework,
PRISMA Framework	Applied to ensure a transparent and replicable selection process, including identification, screening, eligibility, and inclusion phases.

During the inclusion/exclusion phase, as displayed in Figure 1, the documents obtained through the search query were evaluated following the recommended reporting items for systematic reviews and meta-analysis (PRISMA) standard. This systematic approach provided transparency and consistency in the article selection process.

Figure 1. PRISMA guidelines describing the collection of documents from PubMed API Literature Analysis Document Selection Process Flow (PRISMA, 2020)



The initial search yielded 71 articles. After removing duplicates and applying inclusion and exclusion criteria, a total of 60 articles were selected for bibliometric analysis.

Data Analysis

The bibliometric analysis was conducted using the bibliometrix package in R Studio and its user-friendly interface, biblioshiny (Aria & Cuccurullo, 2017). The dataset was accessed via an API and analyzed using the Biblioshiny interface. This platform enabled a detailed exploration of publication trends, author collaborations, citation networks, and thematic developments.

Several analytical techniques were employed to extract and interpret key trends from the dataset. Co-authorship analysis identified patterns of collaboration between authors and institutions, highlighting influential networks in the field. Citation analysis evaluated the impact of individual publications, enabling the identification of foundational studies in TVET pedagogy. Keyword co-occurrence analysis visualized relationships between frequently appearing terms, such as “narrative pedagogy,” “skills,” and “healthcare education,” illustrating their interconnectedness in recent research. Keyword landscapes mapped the temporal evolution of thematic trends, revealing shifts in research priorities over time. Additionally, co-authorship networks and citation maps provided insights into the relationships between authors, institutions, and publications, offering a comprehensive view of the scholarly ecosystem (Aria & Cuccurullo, 2017).

The document analysis further enriched the study by critically examining policy documents and reports to understand their alignment with the identified methodologies. This phase incorporated a thematic analysis approach, focusing on the integration of documentary-based learning, its theoretical underpinnings, and its potential applications within Kenya’s TVET policies (Creswell & Poth, 2018; Saldaña, 2016).

Validity and Reliability

To ensure the validity and reliability of the bibliometric analysis, several measures were implemented throughout the study. The PubMed database was chosen for its reputation as a credible and comprehensive source of peer-reviewed literature, particularly in healthcare education. This choice aligns with best practices for bibliometric research, ensuring that the dataset represents high-quality and relevant studies (Aria & Cuccurullo, 2017; Donthu et al., 2021). The inclusion of studies published between 2000 and 2023 further enhanced validity by capturing contemporary developments and trends in the field.

The search strategy was rigorously developed, incorporating a well-defined set of inclusion and exclusion criteria to minimize selection bias. Using PRISMA standards to guide the article selection process added a layer of transparency and replicability, ensuring that each phase, from identification to final inclusion, was systematically documented (Moher et al., 2009; PRISMA, 2020). Additionally, the keywords and terms used were derived from a thorough literature review, ensuring alignment with the research focus on innovative pedagogical practices in TVET.

For reliability, the bibliometric analysis relied on biblioshiny, a reliable interface for the bibliometrix

R package. The use of standardized bibliometric techniques such as co-authorship analysis, citation analysis, and keyword co-occurrence analysis ensured consistency in the data interpretation process (Aria & Cuccurullo, 2017; Donthu et al., 2021).

The document analysis was equally rigorous, ensuring that selected reports and frameworks were representative of Kenya's educational landscape. The focus on policies like CBET and the dual education model ensured that the findings were contextually relevant. The incorporation of theoretical frameworks, such as Mayer's cognitive theory of multimedia learning, further validated the interpretive lens used to assess documentary-based learning as an innovative methodology.

The methodological rigor was also reinforced by grounding the analysis in established theoretical frameworks, including self-directed learning and action learning theories (Knowles, 1975; Pedler, 2021). These frameworks provided a structured lens for interpreting the findings, ensuring that the conclusions drawn were both contextually relevant and theoretically robust. This multi-faceted approach to validity and reliability enhances the credibility and applicability of the study's outcomes for policymakers and practitioners in TVET.

Results

The following findings address the role of storytelling and narrative-based pedagogies, documentary-based learning, peer-to-peer methods, multimodality, and digital stories in enhancing employability skill acquisition in healthcare education. The results are drawn from bibliometric analysis and document review, highlighting key authors, themes, and trends within the literature.

Sources on Issues in Storytelling and Narrative-Based Pedagogies for Employability Skills in Healthcare Education

This section examines the most prominent authors and their contributions to storytelling and narrative-based pedagogies in healthcare education (Andrews et al., 2001; Diekelmann, 2001; Ironside, 2003). These methodologies have gained recognition for their ability to bridge theoretical knowledge with practical application, fostering both soft and technical skills essential for employability.

Ten highly relevant authors in the field are summarized in Table 2. Among them, Nancy Diekelmann stands out as a pioneering scholar. Diekelmann's contributions to narrative-based pedagogies in nursing education began in the early 1990s and continue to influence contemporary discussions on

innovative teaching methods. For the period covered by this study (2000–2023), only four articles by Diekelmann were included in the database. Diekelmann is recognized as a foundational scholar in the field of narrative-based pedagogies, particularly within nursing education. Her work has emphasized the integration of storytelling to enhance reflective practice, empathy development, and critical thinking in healthcare education (Andrews et al., 2001). The relatively small number of her articles included in this study underscores the specificity of PubMed’s indexing criteria and the focused nature of her contributions within this domain.

In addition to Diekelmann, other prominent authors with multiple publications on storytelling and narrative-based pedagogies include Pamela Ironside and Margaret McAllister. These scholars have collectively shaped the discourse by exploring innovative approaches such as digital storytelling, role-playing, and case studies to address skill gaps in healthcare education.

However, the limited representation of highly prolific authors in the dataset highlights a gap in the literature. This suggests that while narrative and storytelling methodologies are recognized as valuable tools for teaching and learning, the volume of research exploring their application in healthcare education and, by extension, TVET is relatively modest. This gap presents opportunities for further studies to explore the scalability and adaptability of these methodologies, particularly in resource-constrained contexts.

Table 2. Most Relevant Authors

Authors	Articles	Articles Fractionalized	Publication Year Start
IRONSIDE PM	7	5.63	2001
DIEKELMANN N	4	2.13	2000
MCALLISTER M	3	2.14	2006
BÉLANGER L	2	1.00	2012
CHARON R	2	0.44	2014
DEVLIN MJ	2	0.44	2014
DUCHARME F	2	1.00	2012
GAZARIAN PK	2	1.33	2009
GILKISON A	2	1.33	2013
HECHT ML	2	0.42	2015

Figure 2 shows the distribution of author productivity in storytelling and narrative pedagogy

research, analyzed using Lotka's law. The data reveals that 77% of the researchers published only one study, 15% published two studies, 6% published three studies, and just 2% contributed four or more studies. According to Lotka's law, this pattern is common in academic fields, where the majority of authors publish only a single work. However, the lower proportion of researchers publishing multiple studies highlights a gap in the exploration of storytelling and narrative pedagogy in education. This suggests an opportunity for further research to deepen and expand the field (Kadirhanogullari & Köse, 2024).

Figure 2. Author Production through Lotka's Law

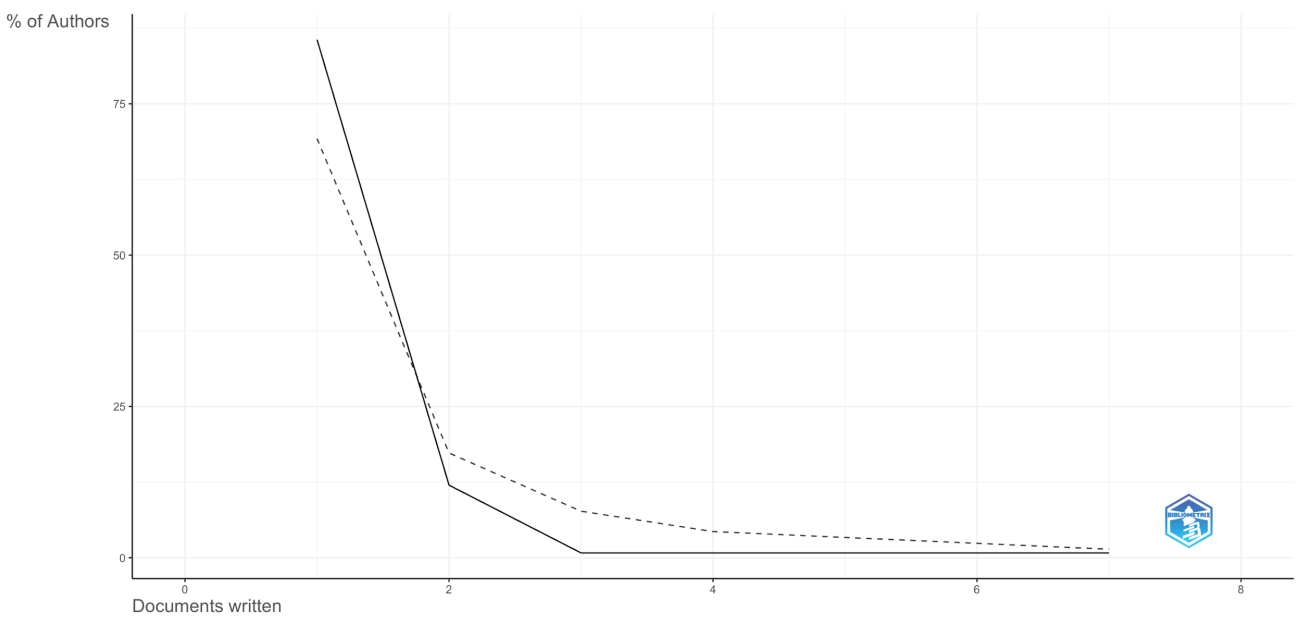
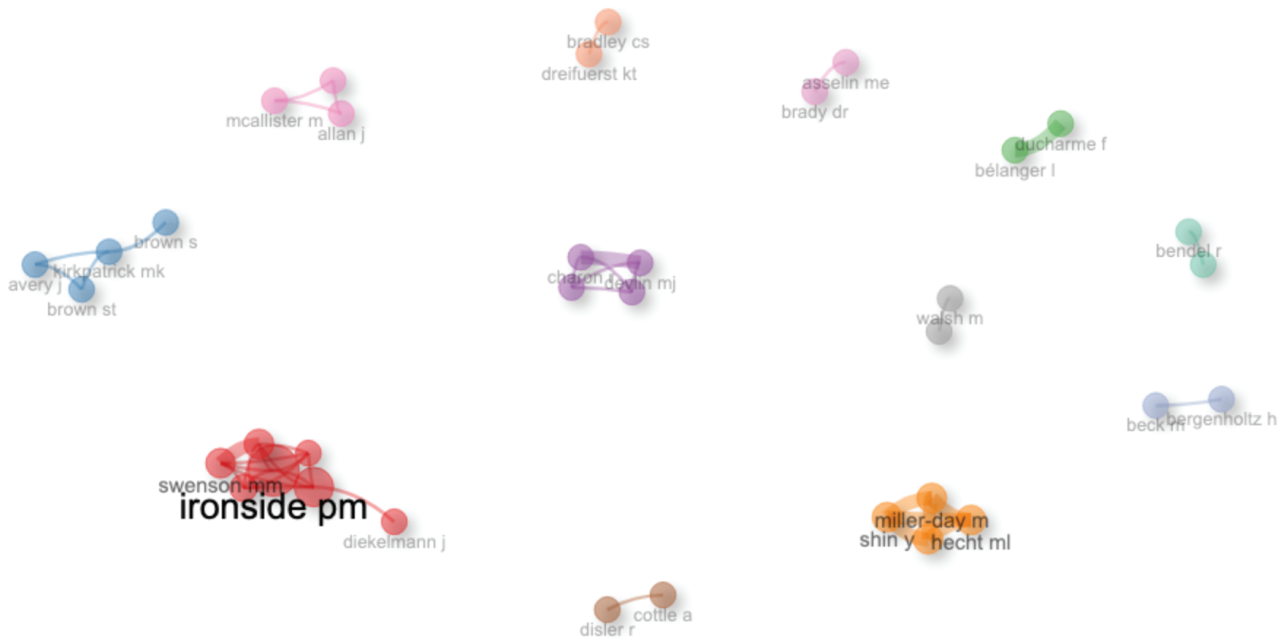


Figure 3 presents the collaboration network of authors in narrative pedagogy and storytelling methodologies across nursing and education. The network is divided into distinct clusters, each color-coded to signify thematic connections and collaboration patterns among authors. Each node represents an author, and the links indicate co-authorship or collaborative relationships within the field. The size of the nodes reflects the relative prominence or centrality of the author in the network, while the density of lines represents the strength of collaboration or thematic alignment.

Figure 3. Historiograph Network



The historiograph network reveals five distinct clusters, each representing key thematic areas and collaborative relationships in the study of narrative pedagogy and storytelling methodologies within education and healthcare. These clusters not only highlight the diversity of research but also illustrate the interconnectedness of authors and themes across these domains.

The first cluster, represented in red, focuses on narrative pedagogy in nursing education. Anchored by prominent authors such as Ironside and Diekelmann, this cluster emphasizes the integration of narrative methods into nursing curricula (Diekelmann, 2001; Ironside, 2003). Their work explores how storytelling fosters reflective practice, enhances critical thinking, and promotes empathy among nursing students. Ironside and Diekelmann have made foundational contributions to the field, illustrating the potential of narrative pedagogy as a transformative teaching approach. The strong interconnectedness within this cluster underscores the thematic coherence, with a clear focus on leveraging narrative pedagogy to bridge the gap between theoretical learning and practical application in healthcare education.

The second cluster, depicted in orange, examines communication and implementation in educational interventions. This cluster is led by authors such as Miller-Day and Shin, whose research highlights the role of narrative strategies in enhancing communication skills and improving the implementation of educational programs (Miller-Day et al., 2015; Shin et al., 2023). The focus is particularly evident in preventive education, where narrative quality significantly influences outcomes. The methodologies explored in this cluster emphasize the importance of storytelling as

a tool for fostering collaboration, improving learner engagement, and addressing challenges in the dissemination of complex educational content.

The third cluster, illustrated in pink, delves into reflective practice and systematic reviews in education. This cluster includes contributions from authors such as Brady and Asselin, who critically evaluate the outcomes of narrative pedagogy and its effectiveness in fostering reflective practices among educators and learners (Brady & Asselin, 2016). By systematically reviewing narrative and storytelling methodologies, the research in this cluster provides evidence-based insights into how these approaches can be adapted to enhance critical thinking and learner engagement. The collaborative relationships within this cluster highlight its focus on examining the broader implications of narrative pedagogy in diverse educational settings.

In green, the fourth cluster focuses on narrative-based interventions in healthcare education, with significant contributions from authors such as Belanger and Ducharme (Bélanger & Ducharme, 2012, 2015). This cluster emphasizes the use of storytelling to improve patient care education, particularly in addressing the needs of older adults. The research explores how narrative-based interventions can be adapted to include cultural and contextual elements, thereby making teaching practices more inclusive and relevant. This cluster underscores the adaptability of storytelling methods in healthcare scenarios, demonstrating their potential to enhance both technical proficiency and empathetic understanding.

The fifth cluster, shown in purple, highlights creative and empathetic learning approaches. Authors such as Charon and Devlin anchor this cluster, focusing on the integration of close reading and creative writing into clinical education (Charon et al., 2016; Devlin et al., 2015). These methodologies aim to foster empathy, enhance engagement, and bridge the gap between theoretical knowledge and real-world application. The research in this cluster represents emerging directions in narrative pedagogy, emphasizing the role of creative approaches in cultivating a holistic learning experience for students.

Together, these clusters illustrate the interdisciplinary nature of narrative pedagogy research and its evolution across healthcare and education sectors. The connections among clusters reveal overlapping themes, such as reflective practice, cultural relevance, and the integration of creative approaches, which collectively provide a comprehensive framework for exploring storytelling as a transformative educational tool. These findings emphasize the potential of narrative pedagogy to address challenges in education by fostering critical skills, enhancing engagement, and creating

more meaningful learning experiences. The historiograph network thus offers a valuable lens through which researchers and practitioners can identify key trends, influential contributors, and opportunities for further exploration in this dynamic field.

Table 3. Historiograph Network Content

Authors	Title	Author Keywords	Cluster
Shin Y, Miller-Day M, Hecht ML	Does Narrative Quality Matter During Implementation of a School-Based Prevention Intervention?	Narrative engagement, teaching, prevention	Orange
Diekelmann N	Narrative Pedagogy: Heideggerian Hermeneutical Analyses of Lived Experiences	Narrative pedagogy, nursing education, ethics	Red
Ironside PM	Narrative Pedagogy: Transforming Nursing Education Through 15 Years of Research	Nursing education, narrative pedagogy, pedagogy	Red
Brady DR, Asselin ME	Exploring Outcomes and Evaluation in Narrative Pedagogy: An Integrative Review	Narrative pedagogy, education, systematic review	Pink
Belanger L, Ducharme F	Narrative-Based Educational Nursing Intervention for Managing Hospitalized Older Adults	Narrative pedagogy, older adults, healthcare	Green
Charon R, Devlin MJ	Close Reading and Creative Writing in Clinical Education	Narrative pedagogy, creative writing, empathy	Purple
McAllister M, Allan J	Connecting Narrative with Mental Health Learning Through Film	Narrative pedagogy, mental health, storytelling	Light Pink
Beck M, Bergenholtz H	Professional Consciousness and Pride Facilitate Evidence-Based Practice	Evidence-based practice, narrative pedagogy	Light Green
Bradley CS, Dreifuerst KT	Debriefing: A Place for Enthusiastic Teaching and Learning	Debriefing, narrative pedagogy, education	Orange

Thematic Trends

The analysis of thematic trends in narrative pedagogy and related educational methodologies was conducted using a word cloud representation of the most frequently occurring author keywords in the dataset. The results provide a visual depiction of the dominant themes and emerging areas of interest within the literature on innovative teaching methodologies.

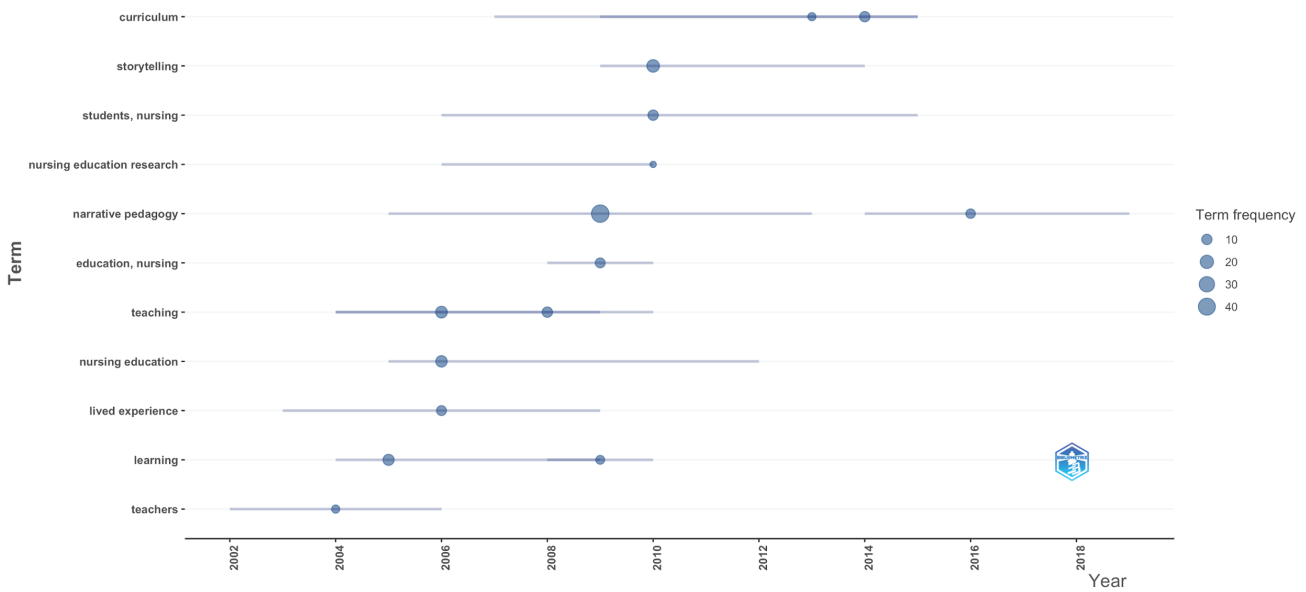
The word cloud highlights “narrative pedagogy” as the most prominent theme, signifying its centrality to the scholarly discourse. Closely associated terms such as “storytelling,” “teaching,” and “learning” reflect the methodological focus on narrative-based approaches to education. The frequent occurrence of keywords like “nursing education,” “curriculum,” and “reflective learning” emphasizes the application of narrative pedagogy in healthcare education, particularly in fostering critical thinking, empathy, and professional identity formation among learners.

Other notable keywords include “soft skills,” “technical skills,” and “problem-based learning,” which underscore the role of narrative pedagogy in enhancing employability skills. The inclusion of terms such as “lived experience” and “culturally responsive teaching” highlights the alignment of narrative methodologies with inclusive and contextually relevant educational practices. These concepts indicate a broader recognition of the importance of integrating cultural and experiential elements into teaching to improve learner engagement and outcomes.

The analysis also reveals emerging themes, such as the use of “digital storytelling” and “peer-to-peer learning,” reflecting the growing interest in leveraging technology and collaborative learning environments to support narrative-based teaching. These findings align with the study’s emphasis on innovative methodologies that address gaps in traditional pedagogical approaches and enhance the relevance of education to real-world contexts.

The thematic trends identified through the word cloud analysis in Figure 4 provide valuable insights into the evolving discourse on narrative pedagogy and its applications. They highlight the interconnectedness of key concepts and underscore the potential of storytelling methodologies to transform teaching and learning across diverse educational settings.

Figure 5. Trend Topics



The size of the bubbles in Figure 5 corresponds to the frequency of each term used as a keyword in publications during specific periods. For instance, the term “teaching” showed the highest intensity around 2010, indicating a surge in research focused on pedagogical innovations. Meanwhile, “narrative pedagogy” experienced consistent growth, with its peak frequency occurring between 2015 and 2020, reflecting a maturing interest in this approach.

Between 2004 and 2010, the emerging themes included foundational pedagogical concepts, while the later periods focused more on applied methodologies like “storytelling” and “nursing education.” The longevity of certain themes, such as “teaching” and “narrative pedagogy,” underscores their central role in driving scholarly discourse on innovative teaching methods.

The gradual expansion of thematic clusters over time suggests a growing recognition of narrative-based methodologies’ transformative potential in education. This analysis underscores not only the evolving priorities in teaching and learning research but also the increasing emphasis on integrating narrative approaches into teacher training and healthcare education.

Focus Points and Main Findings in Primary Sources

This section synthesizes insights from primary sources focusing on innovative teaching methodologies in TVET teacher education, the integration of social media for pedagogical support, and lessons from healthcare education applicable to TVET. These themes provide a foundation for understanding how diverse pedagogical strategies enhance teacher preparation and student engagement, particularly in aligning educational practices with labor market needs.

Innovative Teaching Methodologies in TVET Teacher Education

The analysis of innovative teaching methodologies highlights the transformative potential of narrative pedagogy in TVET teacher education. Studies emphasize that storytelling and real-life narratives can foster deeper emotional engagement and critical thinking among learners (Liu et al., 2023; Zarei et al., 2021). For instance, narrative-based approaches enable teachers to contextualize abstract concepts within relatable scenarios, thereby enhancing the application of theory to practice (Gilkison, 2013; Ironside, 2003). Research findings suggest that integrating storytelling into curriculum design creates an environment conducive to reflective learning and experiential understanding (McAllister, 2015). By encouraging educators to draw from their lived experiences and those of their students, this approach aligns technical instruction with the realities of workplace demands, ultimately equipping educators with practical skills for effective knowledge transfer (Ironside, 2006; Laver & Croxon, 2015).

Leveraging Social Media for Pedagogy Support

The integration of social media platforms in education underscores their potential as tools for enhancing pedagogy in TVET teacher education. Studies exploring the use of platforms such as YouTube and TikTok reveal their role in promoting interactive and visually rich learning experiences. These platforms offer educators and students opportunities to access diverse content that supports skill development, especially in technical and vocational contexts. Findings indicate that incorporating social media into teaching strategies not only broadens access to resources but also fosters collaborative learning. Additionally, these tools facilitate real-time feedback and continuous engagement, allowing learners to refine their skills dynamically. By leveraging the familiarity and accessibility of these platforms, educators can enhance the relevance and effectiveness of their instructional practices (Faizi et al., 2013; Greenhow et al., 2019; Raut & Patil, 2016).

Lessons from Healthcare Education for TVET

Insights from healthcare education provide valuable lessons for TVET, particularly in the application of narrative pedagogy and experiential learning. Healthcare training often employs case-based teaching and digital storytelling to cultivate empathy, critical thinking, and practical competence among students (Hsu et al., 2022; Zarei et al., 2021). These methodologies have proven effective in fostering skills such as patient care and decision-making, which are transferable to TVET contexts. For instance, the use of evolving case studies enables students to navigate complex, real-world scenarios, mirroring the challenges of technical and vocational professions (Laver & Croxon, 2015). Furthermore, the integration of reflective practices within healthcare education highlights the importance of self-awareness and adaptability, qualities essential for effective TVET instruction (Forneris & Peden-McAlpine, 2006; Gazarian et al., 2016). Adopting these strategies in TVET teacher education can bridge gaps between theoretical knowledge and practical application, ensuring that educators are well-prepared to meet the diverse needs of their students.

Table 4. Most Relevant Documents Supporting Analysis

Document Title	Year	Focus Area	Key Findings	Authors
Effectiveness of narrative pedagogy in developing nursing undergraduates' humanistic care ability for hospitalized children: A mixed-method study	2023	Innovative Teaching Methodologies	Narrative pedagogy significantly improved nursing students' caring abilities toward hospitalized children, enhancing emotional experiences and understanding of caring practices.	Liu, F.; Yang, H.Y.; Zhou, L.; Mo, H.; Leng, C.; Cui, F.
Applying digital storytelling in the medical oncology curriculum: Effects on students' achievement and critical thinking	2021	Innovative Teaching Methodologies	Digital storytelling promoted critical thinking among medical students, suggesting its effectiveness in clinical education and its potential applicability to TVET contexts.	Zarei, A.; Mojtahedzadeh, R.; Mohammadi, A.; Sandars, J.; Emami, S.A.H.
Narrative pedagogy with evolving case study – A transformative approach to gerontic nursing practice for undergraduate nursing students	2015	Innovative Teaching Methodologies	The use of evolving case studies and narrative pedagogy enhanced students' critical thinking and understanding of complex, real-world scenarios, which is transferable to TVET education.	Laver, S.; Croxon, L.

Document Title	Year	Focus Area	Key Findings	Authors
Adopting narrative pedagogy to improve the student learning experience in a regional Australian university	2009	Innovative Teaching Methodologies	Implementing narrative pedagogy improved student engagement and learning experiences, helping students challenge existing paradigms and enhance employability skills relevant to the workforce.	McAllister, M.; John, T.; Gray, M.; Williams, L.; Barnes, M.; Allan, J.; Rowe, J.
The effects of narrative pedagogy on increasing nursing students' willingness to practice older people care: A mixed-methods research	2022	Lessons from Healthcare Education	Narrative pedagogy increased nursing students' positive attitudes toward older people and willingness to engage in their care, highlighting the method's effectiveness in bridging theory and practice.	Hsu, P.T.; Chen, J.J.; Ho, Y.F.
Using narrative pedagogy: Learning and practicing interpretive thinking	2006	Innovative Teaching Methodologies	Narrative pedagogy helps students challenge assumptions, think critically, and interpret situations from multiple perspectives, essential skills for employability in various sectors including TVET.	Ironside, P.M.
Real life narratives enhance learning about the 'art and science' of midwifery practice	2016	Lessons from Healthcare Education	Real-life narratives in midwifery education enhance students' understanding of practice, integrating knowledge with insight, which can inform TVET teaching strategies.	Gilkison, A.; Giddings, L.; Smythe, L.
Effectiveness of narrative pedagogy in developing student nurses' advocacy role	2016	Lessons from Healthcare Education	Narrative pedagogy effectively developed nursing students' perception of their advocacy role, improving ethical practice and decision-making skills transferable to TVET education.	Gazarian, P.K.; Fernberg, L.M.; Sheehan, K.D.

Table 5. Content Analysis Results

Category	Key Insights	Relevance to Research Questions
Innovative Teaching Methodologies	<ul style="list-style-type: none"> - Narrative Pedagogy: Enhances emotional engagement, critical thinking, and reflective learning among students (Liu et al., 2023; Ironside, 2006). - Digital Storytelling: Promotes critical thinking and practical application of knowledge (Zarei et al., 2021). - Evolving Case Studies: Facilitates understanding of complex, real-world scenarios (Laver & Croxon, 2015). 	<p>RQ1: Demonstrates how methodologies like narrative pedagogy, digital storytelling, role-playing, and simulations are being employed in TVET teacher education to develop employability skills and bridge the education-to-employment gap.</p>
Leveraging Social Media	<ul style="list-style-type: none"> - Use of Digital Platforms: Social media platforms such as YouTube and TikTok offer interactive and visually rich learning experiences. - Collaborative Learning: These platforms facilitate access to diverse content and enable real-time feedback and continuous engagement. - Familiarity and Accessibility: Leveraging familiar platforms increases relevance and effectiveness of instruction. 	<p>RQ2: Highlights how underutilized platforms like social media are being leveraged to support innovative teaching methodologies in TVET teacher education, enhancing employability skill development through collaborative and accessible learning environments.</p>
Lessons from Healthcare Education	<ul style="list-style-type: none"> - Application of Narrative Pedagogy: Healthcare education uses storytelling and real-life narratives to cultivate empathy, critical thinking, and practical competence (Hsu et al., 2022; Gilkison et al., 2016). - Reflective Practices: Emphasizes self-awareness and adaptability, essential qualities for effective instruction in TVET (Gazarian et al., 2016). 	<p>RQ3: Provides lessons that other TVET sectors can learn from healthcare education, particularly the application of narrative pedagogy and reflective practices to enhance employability skills and bridge theoretical knowledge with practical application.</p>

Category	Key Insights	Relevance to Research Questions
Integrating Technology in Pedagogy	<ul style="list-style-type: none"> - Digital Storytelling Tools: Incorporation of technology enhances student engagement and critical thinking (Zarei et al., 2021). - Simulation and Role-Playing: Technology-facilitated simulations provide immersive learning experiences that mirror real-world challenges. 	RQ1 & RQ2: Illustrates how methodologies like simulations and digital storytelling, supported by technological platforms, are integrated into TVET teacher education to enhance skill development and utilize underutilized platforms like social media.
Bridging Theory and Practice	<ul style="list-style-type: none"> - Experiential Learning: Evolving case studies and narrative approaches help students apply theoretical knowledge to practical situations (Laver & Croxon, 2015). - Empathy and Ethical Practice: Developing advocacy roles through narrative pedagogy enhances ethical decision-making (Gazarian et al., 2016). 	RQ1 & RQ3: Addresses how innovative teaching methodologies bridge the gap between theoretical education and practical employment skills, providing insights from healthcare education that can be applied to other TVET sectors to enhance employability skill development.

The patterns observed in the literature align closely with the findings presented in Table 4 and Table 5. The prominence of narrative pedagogy in studies such as those by Liu et al. (2023) and Ironside (2006) underscores the central role of storytelling in educational practice. These methodologies, including digital storytelling and evolving case studies, have shown consistent effectiveness in both TVET and healthcare education, reflecting their success in bridging the education-to-employment gap.

The categories identified in the content analysis (Table 5) further support these findings. The shift from traditional teaching methods to innovative, narrative-based approaches indicates a move towards experiential and collaborative learning. Social media platforms enhance this transition by providing accessible and engaging tools for delivering these methodologies. For instance, integrating digital storytelling through platforms like YouTube facilitates interactive learning experiences that are relevant to students' contexts. The alignment between these patterns and the content analysis highlights the growing recognition of these strategies as essential for developing employability skills

and addressing the needs of modern TVET teacher education.

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By examining the documents listed in Table 4 and analyzing their key insights in Table 5, it becomes clear how these innovative methodologies and platforms contribute to enhancing employability skill development. They help bridge the gap between education and employment by providing students with practical, industry-aligned skills.

Discussion

This study explored the integration of innovative teaching methodologies in TVET teacher education, particularly focusing on employability skill development and bridging the education-to-employment gap. The findings highlight a multidimensional pedagogical landscape incorporating narrative-based methods, digital tools, and collaborative strategies. These approaches address the research questions by identifying innovative practices, leveraging underutilized platforms, and deriving lessons from healthcare education. However, while the data provides insights into various methodologies, the concept of documentary-based learning remains underdeveloped, necessitating further exploration.

Documentary-based learning, as conceptualized in this study, involves the use of narrative-driven, multimedia content to deliver educational experiences in virtual and hybrid formats. This approach integrates narrative pedagogy, digital storytelling, and virtual simulations to create immersive and reflective learning environments. Central to this methodology is its focus on virtual accessibility, which allows learners to engage with real-world scenarios through platforms such as YouTube, TikTok, and Instagram. These platforms facilitate microlearning and asynchronous engagement, enabling educators to deliver customized content that addresses diverse learner needs and resource constraints (Faizi et al., 2013; Greenhow et al., 2019; Raut & Patil, 2016). In TVET teacher education, documentary-based learning bridges theoretical instruction with practical application by simulating workplace challenges and fostering reflective practices such as critical thinking and ethical decision-making. Moreover, the scalability and digital orientation of this methodology align with global educational shifts, offering potential solutions for bridging the education-to-employment gap.

The findings underscore several innovative teaching methodologies being employed in TVET teacher education. Narrative-based pedagogy emerges as a transformative approach, emphasizing experiential and reflective learning that integrates cultural relevance into teaching practices (Diekelmann, 2001; Ironside, 2015). This approach allows educators to embed learners' lived experiences into the curriculum, aligning theoretical content with practical realities. Simulations and role-playing further enhance experiential learning by recreating realistic workplace scenarios, and promoting critical skills such as teamwork, adaptability, and ethical decision-making. These methodologies equip TVET educators with tools to effectively address the demands of both academic rigor and industry relevance.

Underutilized platforms like social media are demonstrated as pivotal tools for delivering innovative pedagogies in TVET teacher education. Platforms such as YouTube and TikTok provide accessible, multimodal content that enhances engagement and learning outcomes. YouTube, for instance, serves as a repository for documentary-based learning materials and instructional videos, while TikTok offers creative storytelling opportunities that foster understanding and retention (Faizi et al., 2013). Despite their potential, barriers such as limited digital literacy and resource availability hinder widespread adoption. Addressing these challenges through targeted teacher training and infrastructural development is essential for maximizing the utility of these platforms.

Healthcare education offers a valuable model for integrating narrative-based methodologies and digital tools into TVET. Storytelling, simulations, and peer-to-peer learning have been

effectively used in healthcare to foster interpersonal skills, empathy, and technical competencies (Bélanger & Ducharme, 2015; Charon et al., 2016). Role-playing exercises in patient care scenarios demonstrate how experiential learning prepares students for real-world challenges. These practices are transferable to TVET, offering frameworks for addressing skill gaps and enhancing employability outcomes. Additionally, the emphasis on cultural and contextual relevance in healthcare education reinforces the importance of tailoring teaching methodologies to local needs, which is particularly crucial in the Kenyan TVET context.

The findings also intersect significantly with Kenya's educational policies, including the CBET framework and the dual education model. The CBET framework focuses on outcomes-based learning, emphasizing the demonstration of competencies that align with labor market demands (Jwan, 2022; Tambwe, 2019; TVETA, 2019). Similarly, the dual education model combines classroom instruction with industry-based training, offering students practical exposure to workplace environments. These policies aim to reduce the education-to-employment gap by fostering employability skills. However, the current reliance on traditional teaching methods limits their transformative potential. Integrating innovative approaches such as documentary-based learning could enhance the implementation of these policies by providing scalable, engaging, and contextually relevant teaching tools. For example, documentary-based modules that simulate industry-specific tasks can complement CBET's emphasis on demonstrated competencies, ensuring graduates are equipped with both technical and soft skills essential for the modern workforce. In contexts where work-based learning opportunities are limited, documentary-based learning can simulate workplace scenarios, offering students realistic, immersive experiences that build practical skills and bridge gaps in hands-on training.

The findings also align with global objectives outlined in SDG 4 and SDG 8. By emphasizing the integration of innovative pedagogies such as documentary-based learning and role-playing, the study contributes to improving the quality and inclusivity of education. These methodologies align with SDG 4's goal of ensuring equitable and quality education by fostering skills that are essential for lifelong learning and employability. Furthermore, the emphasis on bridging the education-to-employment gap directly supports SDG 8 by equipping learners with the competencies needed for meaningful employment in a rapidly evolving labor market.

Agenda 2063's focus on skills development and the empowerment of youth through education is also addressed. The study's findings underscore the potential of narrative-based methodologies to

transform TVET teacher education by aligning curriculum design with labor market needs, a key priority under Agenda 2063's aspiration for a well-educated and skilled workforce. Moreover, the use of digital platforms like social media in TVET education promotes accessibility and innovation, reflecting Agenda 2063's vision of leveraging technology to advance sustainable development across the continent (AUC, 2013; UN, 2015).

While the findings provide a comprehensive view of narrative-based methodologies, the explicit focus on documentary-based learning remains limited in the analyzed data. Expanding the concept to encompass a broader range of multimedia and narrative-driven approaches is essential. By emphasizing virtual engagement and accessibility, documentary-based learning can become a cornerstone of innovative pedagogy in TVET teacher education. For instance, creating video content that addresses industry-specific challenges, such as sustainable farming practices, could provide learners with practical insights and bridge the gap between theoretical knowledge and real-world application. This strategy not only enhances learner engagement but also offers scalable solutions for delivering high-quality education in resource-constrained environments.

The practical implications of these findings are significant. Teacher training programs must prioritize the development of digital literacy and multimedia content creation skills to equip educators with the tools needed to implement these methodologies. Partnerships with industry and media organizations could facilitate the production of high-quality, contextually relevant documentary content. Additionally, policymakers should invest in digital infrastructure to ensure that learners, particularly in rural and underserved areas, can access these resources. The integration of documentary-based learning and other narrative-driven approaches requires a shift in curriculum design to embed these methodologies into teacher training frameworks, creating engaging and practical learning experiences that prepare students for diverse professional contexts.

This study contributes to the scholarly discourse by highlighting the intersections between narrative-based methodologies, digital tools, and employability skill development. The focus on documentary-based learning as a narrative-driven and virtual approach bridges gaps in existing literature, offering a novel framework for addressing the education-to-employment gap. By synthesizing global trends with localized insights, the study addresses the research questions and provides a foundation for future research. Evaluating the scalability and effectiveness of these methodologies across diverse contexts is necessary to ensure their alignment with the evolving demands of the global workforce.

Conclusion

This study highlights the transformative potential of documentary-based learning approaches in TVET teacher education, particularly for bridging the education-to-employment gap. Drawing lessons from healthcare education, a sector recognized for its innovative pedagogies, the research emphasizes the value of narrative-driven methods such as storytelling, simulations, and role-playing. These approaches, supported by digital platforms like YouTube, TikTok, and Instagram, foster critical employability skills, including problem-solving, adaptability, communication, and digital literacy.

Documentary-based learning integrates narrative pedagogy with digital media to create immersive and reflective learning environments. This methodology aligns with theories of self-directed and action learning, emphasizing learner autonomy and practical problem-solving. Documentary-based learning approaches offer a scalable and engaging solution to address gaps in TVET teacher education, aligning with Kenya's CBET and dual education policies as well as global frameworks like SDG 4 and 8 and Agenda 2063. By leveraging the immersive power of multimedia and narrative-driven techniques, educators can better prepare students for the dynamic demands of today's workforce.

Recommendations

To maximize the impact of documentary-based learning in TVET teacher education, policymakers should prioritize investments in digital infrastructure to ensure equitable access to multimedia resources, particularly in rural and underserved areas. Collaborations between educational institutions, industries, and media organizations should be encouraged to develop contextually relevant learning materials that resonate with local needs and industry demands. Educators must be equipped with the skills needed to create and deliver multimedia content effectively. Teacher training programs should focus on enhancing digital literacy and integrating narrative-based and documentary-driven methodologies. Curricula should include simulations and scenarios that reflect real-world workplace challenges to better prepare educators and students for the demands of the labor market. Partnerships between industries and educational institutions can facilitate the development of tailored learning content, ensuring it is aligned with current job market requirements and fostering stronger education-to-employment pathways.

Limitations

The study primarily relied on the PubMed database, focusing on healthcare education. While this focus leveraged the healthcare sector's advancements in innovative pedagogies, it excluded insights from broader educational contexts that could have been accessed through databases like ERIC (education resources information center), Scopus, and Web of Science. The analysis was further constrained by the focus on narrative pedagogy, limiting the exploration of other related methodologies. The absence of empirical evaluations of documentary-based learning in TVET settings is another limitation, as it restricts the ability to measure real-world outcomes and their scalability across diverse educational contexts.

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Authors	Article	Journal	Year
SHIN Y;MILLER-DAY M;PETTIGREW J;HECHT ML	DOES NARRATIVE QUALITY MATTER DURING IMPLEMENTATION OF A SCHOOL-BASED PREVENTION INTERVENTION? A TEST OF NARRATIVE ENGAGEMENT THEORY.	JOURNAL OF HEALTH COMMUNICATION	2023
MAZZOLI SMITH L;VILLAR F;WENDEL S	NARRATIVE-BASED LEARNING FOR PERSON-CENTRED HEALTHCARE: THE CARING STORIES LEARNING FRAMEWORK.	MEDICAL HUMANITIES	2023
LIU F;YANBIN YANG H;ZHOU L;MO H;LENG C;CUI F	EFFECTIVENESS OF NARRATIVE PEDAGOGY IN DEVELOPING NURSING UNDERGRADUATES› HUMANISTIC CARE ABILITY FOR HOSPITALIZED CHILDREN: A MIXED-METHOD STUDY.	HELIYON	2022
KIM-GODWIN YS;MATTHIAS AD;DIECKMAN LP	GRADUATE NURSE EDUCATOR STUDENTS› PERCEPTIONS OF THE USE OF NARRATIVE PEDAGOGY IN ONLINE LEARNING: A PILOT STUDY.	NURSING EDUCATION PERSPECTIVES	2023
HSU PT;CHEN JJ;HO YF	THE EFFECTS OF NARRATIVE PEDAGOGY ON INCREASING NURSING STUDENTS› WILLINGNESS TO PRACTICE OLDER PEOPLE CARE: A MIXED-METHODS RESEARCH.	NURSE EDUCATION IN PRACTICE	2022
ZAREI A;MOJTAHEDZADEH R;MOHAMMADI A;SANDARS J;HOSSEIN EMAMI SA	APPLYING DIGITAL STORYTELLING IN THE MEDICAL ONCOLOGY CURRICULUM: EFFECTS ON STUDENTS› ACHIEVEMENT AND CRITICAL THINKING.	ANNALS OF MEDICINE AND SURGERY (2012)	2021
YANG HC	TEACHING LGBT+ HEALTH AND GENDER EDUCATION TO FUTURE DOCTORS: IMPLEMENTATION OF CASE-BASED TEACHING.	INTERNATIONAL JOURNAL OF ENVIRONMENTAL RESEARCH AND PUBLIC HEALTH	2021

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GIDDENS J;CURRY-LOURENCO K;MILES E;REEDER E	ENHANCING LEARNING IN AN ONLINE DOCTORAL COURSE THROUGH A VIRTUAL COMMUNITY PLATFORM.	JOURNAL OF PROFESSIONAL NURSING : OFFICIAL JOURNAL OF THE AMERICAN ASSOCIATION OF COLLEGES OF NURSING	2019
BRADLEY CS;JOHNSON BK;DREIFUERST KT	DEBRIEFING: A PLACE FOR ENTHUSIASTIC TEACHING AND LEARNING AT A DISTANCE.	CLINICAL SIMULATION IN NURSING	2020
BECK M;SIMONÿ C;BERGENHOLTZ H;HWIID KLAUSEN S	PROFESSIONAL CONSCIOUSNESS AND PRIDE FACILITATE EVIDENCE-BASED PRACTICE-THE MEANING OF PARTICIPATING IN A JOURNAL CLUB BASED ON CLINICAL PRACTICE REFLECTION.	NURSING OPEN	2019
CASAPULLA S	ASSET-BASED AND NARRATIVE-ORIENTED MEDICAL EDUCATION FOR RURAL AND URBAN UNDERSERVED PRACTICE.	HEALTH COMMUNICATION	2020
MOOSVI K;GARBUUTT S	SHIFTING STRATEGIES: USING FILM TO IMPROVE THERAPEUTIC COMMUNICATION AND NURSING EDUCATION.	NURSING EDUCATION PERSPECTIVES	2019
SMITH JA	KEITH HARING, FELIX GONZALEZ-TORRES, WOLFGANG TILLMANS, AND THE AIDS EPIDEMIC: THE USE OF VISUAL ART IN A HEALTH HUMANITIES COURSE.	THE JOURNAL OF MEDICAL HUMANITIES	2018
BRADY DR;ASSELIN ME	EXPLORING OUTCOMES AND EVALUATION IN NARRATIVE PEDAGOGY: AN INTEGRATIVE REVIEW.	NURSE EDUCATION TODAY	2016

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Authors	Article	Journal	Year
WAUGH A;DONALDSON J	STUDENTS' PERCEPTIONS OF DIGITAL NARRATIVES OF COMPASSIONATE CARE.	NURSE EDUCATION IN PRACTICE	2015
POWER T;VIRDUN C;WHITE H;HAYES C;PARKER N;KELLY M;DISLER R;COTTLE A	PLASTIC WITH PERSONALITY: INCREASING STUDENT ENGAGEMENT WITH MANIKINS.	NURSE EDUCATION TODAY	2015
MILLER-DAY M;HECHT ML;KRIEGER JL;PETTIGREW J;SHIN Y;GRAHAM J	TEACHER NARRATIVES AND STUDENT ENGAGEMENT: TESTING NARRATIVE ENGAGEMENT THEORY IN DRUG PREVENTION EDUCATION.	JOURNAL OF LANGUAGE AND SOCIAL PSYCHOLOGY	2015
SENIOR E;TELFORD M	USING AN INTEGRATED TEACHING AND LEARNING APPROACH TO DELIVER INTER-PROFESSIONAL PRACTICE IN PUBLIC HEALTH.	NURSE EDUCATION TODAY	2015
CHARON R;HERMANN N;DEVLIN MJ	CLOSE READING AND CREATIVE WRITING IN CLINICAL EDUCATION: TEACHING ATTENTION, REPRESENTATION, AND AFFILIATION.	ACADEMIC MEDICINE : JOURNAL OF THE ASSOCIATION OF AMERICAN MEDICAL COLLEGES	2015
MCALLISTER M	CONNECTING NARRATIVE WITH MENTAL HEALTH LEARNING THROUGH DISCUSSION AND ANALYSIS OF SELECTED CONTEMPORARY FILMS.	INTERNATIONAL JOURNAL OF MENTAL HEALTH NURSING	2015
LAVER S;CROXON L	NARRATIVE PEDAGOGY WITH EVOLVING CASE STUDY--A TRANSFORMATIVE APPROACH TO GERONTIC NURSING PRACTICE FOR UNDERGRADUATE NURSING STUDENTS.	NURSE EDUCATION IN PRACTICE	2013

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Authors	Article	Journal	Year
GILKISON A;GIDDINGS L;SMYTHE L	REAL LIFE NARRATIVES ENHANCE LEARNING ABOUT THE <ART AND SCIENCE> OF MIDWIFERY PRACTICE.	ADVANCES IN HEALTH SCIENCES EDUCATION: THEORY AND PRACTICE	2014
IRONSIDE PM	NARRATIVE PEDAGOGY: TRANSFORMING NURSING EDUCATION THROUGH 15 YEARS OF RESEARCH IN NURSING EDUCATION.	NURSING EDUCATION PERSPECTIVES	2015
GAZARIAN PK;FERNBERG LM;SHEEHAN KD	EFFECTIVENESS OF NARRATIVE PEDAGOGY IN DEVELOPING STUDENT NURSES' ADVOCACY ROLE.	NURSING ETHICS	2014
BÉLANGER L;DUCHARME F	NARRATIVE-BASED EDUCATIONAL NURSING INTERVENTION FOR MANAGING HOSPITALIZED OLDER ADULTS AT RISK FOR DELIRIUM: FIELD TESTING AND QUALITATIVE EVALUATION.	GERIATRIC NURSING (NEW YORK, N.Y.)	2014
DEVLIN MJ;RICHARDS BF;CUNNINGHAM H;DESAI U;LEWIS O;MUTNICK A;NIDIRY MA;SAHA P;CHARON R	« WHERE DOES THE CIRCLE END? »: REPRESENTATION AS A CRITICAL ASPECT OF REFLECTION IN TEACHING SOCIAL AND BEHAVIORAL SCIENCES IN MEDICINE.	ACADEMIC PSYCHIATRY : THE JOURNAL OF THE AMERICAN ASSOCIATION OF DIRECTORS OF PSYCHIATRIC RESIDENCY TRAINING AND THE ASSOCIATION FOR ACADEMIC PSYCHIATRY	2014
IRONSIDE PM	ENABLING NARRATIVE PEDAGOGY: INVITING, WAITING, AND LETTING BE.	NURSING EDUCATION PERSPECTIVES	2014

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WOOD PJ	HISTORICAL IMAGINATION, NARRATIVE LEARNING AND NURSING PRACTICE: GRADUATE NURSING STUDENTS' READER-RESPONSES TO A NURSE'S STORYTELLING FROM THE PAST.	NURSE EDUCATION IN PRACTICE	2013
GILKISON A	NARRATIVE PEDAGOGY IN MIDWIFERY EDUCATION.	THE PRACTISING MIDWIFE	2013
BÉLANGER L;DUCHARME F	TOWARD THE DEVELOPMENT OF A NURSING PRACTICE FOR OLDER PERSONS WITH ACUTE CONFUSIONAL STATE (ACS).	INTERNATIONAL JOURNAL OF NURSING EDUCATION SCHOLARSHIP	2012
MAST ME;SAWIN EM;PANTALEO KA	LIFE OF A CAREGIVER SIMULATION: TEACHING STUDENTS ABOUT FRAIL OLDER ADULTS AND THEIR FAMILY CAREGIVERS.	THE JOURNAL OF NURSING EDUCATION	2011
BILODEAU J;PEPIN J;ST-LOUIS L	JOURNAL CLUB IN A CRITICAL CARE UNIT: AN INNOVATIVE DESIGN TRIGGERING LEARNING THROUGH READING AND DIALOGUE.	DYNAMICS (PEMBROKE, ONT.)	2012
WALSH M;VAN SOEREN M	INTERPROFESSIONAL LEARNING AND VIRTUAL COMMUNITIES: AN OPPORTUNITY FOR THE FUTURE.	JOURNAL OF INTERPROFESSIONAL CARE	2012
FROEDE K	NO SHIT, THERE I WAS: THE CASE FOR NARRATIVE-BASED CLINICAL KNOWLEDGE.	JOURNAL OF SPECIAL OPERATIONS MEDICINE : A PEER REVIEWED JOURNAL FOR SOF MEDICAL PROFESSIONALS	2011
EWING B;HAYDEN-MILES M	NARRATIVE PEDAGOGY AND ART INTERPRETATION.	THE JOURNAL OF NURSING EDUCATION	2009

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WALSH M;CRUMBIE A	INITIAL EVALUATION OF STILWELL: A MULTIMEDIA VIRTUAL COMMUNITY.	NURSE EDUCATION IN PRACTICE	2010
KENNEDY D	SHERLOCK HOLMES AND THE CASE OF THE PLAGIARISED PAPER.	NURSE EDUCATION TODAY	2010
BURKE LL;WILLIAMS MG	CELEBRATING A COMMITMENT TO CARE: BUILDING CONCERNFUL PRACTICES AMONG PRACTITIONERS.	THE JOURNAL OF NURSING EDUCATION	2009
GAZARIAN PK	DIGITAL STORIES: INCORPORATING NARRATIVE PEDAGOGY.	THE JOURNAL OF NURSING EDUCATION	2009
VANDERMAUSE RK;TOWNSEND RP	TEACHING THOUGHTFUL PRACTICE: NARRATIVE PEDAGOGY IN ADDICTIONS EDUCATION.	NURSE EDUCATION TODAY	2009
MCALLISTER M;JOHN T;GRAY M;WILLIAMS L;BARNES M;ALLAN J;ROWE J	ADOPTING NARRATIVE PEDAGOGY TO IMPROVE THE STUDENT LEARNING EXPERIENCE IN A REGIONAL AUSTRALIAN UNIVERSITY.	CONTEMPORARY NURSE	2009
CRAWLEY JM	«ONCE UPON A TIME»: A DISCUSSION OF CHILDREN'S PICTURE BOOKS AS A NARRATIVE EDUCATIONAL TOOL FOR NURSING STUDENTS.	THE JOURNAL OF NURSING EDUCATION	2009
BROWN ST;KIRKPATRICK MK;MANGUM D;AVERY J	A REVIEW OF NARRATIVE PEDAGOGY STRATEGIES TO TRANSFORM TRADITIONAL NURSING EDUCATION.	THE JOURNAL OF NURSING EDUCATION	2008
CHAN EA	EVALUATING NARRATIVE PEDAGOGY IN NURSING EDUCATION IN HONG KONG.	NURSING SCIENCE QUARTERLY	2008

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MCALLISTER M	THANK-YOU CARDS: RECLAIMING A NURSING STUDENT RITUAL AND RELEASING ITS TRANSFORMATIVE POTENTIAL.	NURSE EDUCATION IN PRACTICE	2006
IRONSIDE PM	USING NARRATIVE PEDAGOGY: LEARNING AND PRACTISING INTERPRETIVE THINKING.	JOURNAL OF ADVANCED NURSING	2006
SCHECKEL MM;IRONSIDE PM	CULTIVATING INTERPRETIVE THINKING THROUGH ENACTING NARRATIVE PEDAGOGY.	NURSING OUTLOOK	2005
FORNERIS SG;PEDEN-MCALPINE CJ	CONTEXTUAL LEARNING: A REFLECTIVE LEARNING INTERVENTION FOR NURSING EDUCATION.	INTERNATIONAL JOURNAL OF NURSING EDUCATION SCHOLARSHIP	2006
ROGGE MM	TRANSFORMING PATHOPHYSIOLOGY INSTRUCTION THROUGH NARRATIVE PEDAGOGY AND SOCRATIC QUESTIONING.	NURSE EDUCATOR	2005
DIEKELMANN N;MENDIAS EP	BEING A SUPPORTIVE PRESENCE IN ONLINE COURSES: KNOWING AND CONNECTING WITH STUDENTS THROUGH WRITING.	THE JOURNAL OF NURSING EDUCATION	2005
KAWASHIMA A	THE IMPLEMENTATION OF NARRATIVE PEDAGOGY INTO NURSING EDUCATION IN JAPAN.	NURSING EDUCATION PERSPECTIVES	2005
ANDREWS CA;IRONSIDE PM;NOSEK C;SIMS SL;SWENSON MM;YEOMANS C;YOUNG PK;DIEKELMANN N	ENACTING NARRATIVE PEDAGOGY. THE LIVED EXPERIENCES OF STUDENTS AND TEACHERS.	NURSING AND HEALTH CARE PERSPECTIVES	2005

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Authors	Article	Journal	Year
EVANS BC;BENDEL R	COGNITIVE AND ETHICAL MATURITY IN BACCALAUREATE NURSING STUDENTS: DID A CLASS USING NARRATIVE PEDAGOGY MAKE A DIFFERENCE?	NURSING EDUCATION PERSPECTIVES	2004
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