Activity #1

Consider the best teaching or learning event you can remember participating in…What made this such a great session?

What is an upcoming event you are supposed to teach?

Share your thoughts with a partner

We will hear a sample

2 Minutes
Making Adult Learning Theory Come Alive!

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Disclosures

The views expressed are those of the author(s) and do not reflect the official policy of the Department of the Army, the Department of Defense or the U.S. Government.
Objectives

• Reviewed classic and modern adult learning theories
• Introduced the AIM to ACT Toolbox
• Discussed the Vela model for designing learning events
• Designed learning tasks for your event using the Toolbox

Take Away
Promotion of understanding and retention of didactic material

Part I: Adult Learning Theories
Bloom’s Learning Domains

- Cognitive
  - Knowledge
- Affective
  - Attitudes
- Psychomotor
  - Skills
  - Behavior
Bloom’s Taxonomy

- **Remember**: Recall facts and basic concepts
  - define, duplicate, list, memorize, repeat, state

- **Understand**: Explain ideas or concepts
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**: Use information in new situations
  - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**: Draw connections among ideas
  - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**: Justify a stand or decision
  - appraise, argue, defend, judge, select, support, value, critique, weigh

- **Create**: Produce new or original work
  - design, assemble, construct, conjecture, develop, formulate, author, investigate

Knowles’ 5 Assumptions Of Adult Learners

- **Self-Concept**: As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being

- **Adult Learner Experience**: As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning

- **Readiness to Learn**: As a person matures his/her readiness to learn becomes oriented increasingly to the developmental task of his/her social roles

- **Orientation to Learning**: As a personal matures his/her time perspectives change from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centerredness to one of problem-centeredness

- **Motivation to Learn**: As a person matures the motivation to learn is internal
Dreyfus Model of Skill Acquisition

- Develop skills via instruction and experience
- 5 defined stages
- From dependence on abstract principles to concrete experience
- Shift from controlled processing
  - Requires attention, not as proficient or skilled
- Towards automatic processing
  - Requires less attention, easily completes task
The Dreyfus Model of Skill Acquisition

Responsibility extends to others and the environment.

Sense of responsibility increases with experience.

Sense of responsibility arises from actively making decisions.

Still does not experience personal responsibility.

Only feels responsible to follow the rules.

Scope of vision & Range of capability

Follows specific rules for specific situations. Rules are not conditional.

"Only capable of following the rules"

Begin to create and identify conditional rules. All decisions still follow rules.

"Rules have names and become conditional in nature"

Learns organizing principals. Information sorting by relevance begins.

"Higher order rules shape contexts and conditions"

Uses pattern recognition to assess what to do. Uses rules to determine how to do it.

"Intuition aids in identifying the situation; the actions are governed by the principles"

No analysis or planning. Pattern recognition extends to plan as well as action.

"Just does what works."

MK-2. Applies critical thinking skills in patient care

<table>
<thead>
<tr>
<th>Has not achieved</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognizes that an in-depth knowledge of the patient and a broad knowledge of sciences are essential to the work of family physicians</td>
<td>Synthesizes information from multiple resources to make clinical decisions</td>
<td>Recognizes and reconciles knowledge of patient and medicine to act in patients' best interest</td>
<td>Integrates and synthesizes knowledge to make decisions in complex clinical situations</td>
<td>Integrates in-depth medical and personal knowledge of patient, family and community to decide, develop, and implement treatment plans</td>
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<tr>
<td></td>
<td>Demonstrates basic decision making capabilities</td>
<td>Begins to integrate social and behavioral sciences with biomedical knowledge in patient care</td>
<td>Recognizes the effect of an individual's condition on families and populations</td>
<td>Uses experience with patient panels to address population health</td>
<td>Collaborates with the participants necessary to address important health problems for both individuals and communities</td>
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<td></td>
<td>Demonstrates the capacity to correctly interpret basic clinical tests and images</td>
<td>Anticipates expected and unexpected outcomes of the patients' clinical condition and data</td>
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</table>

Comments:

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as some milestones in the higher level(s).
Part II: AIM to ACT Active Classroom Toolbox

UNC Family Medicine Teaching Fellowship 2015-2016 Educational Collaborative

Purpose of the Toolbox

• Created by the Education Collaborative at the Faculty Development Fellowship at UNC Chapel Hill
• Provides simple, brief explanations of multiple active learning techniques
• Enables educators to overcome the status quo inertia that inhibits utilization of active learning methods
• Common barriers included: too much time to prepare, inability to cover content, status quo inertia
Moving from Passive Lectures to Active Learning

Toolbox of Teaching Techniques

Faculty Development Sessions

Large Group Techniques

1. Audience Response Systems
2. Find the Flaw
3. Jeopardy!
4. Walking Gallery
5. Guided Note Taking
6. Team Recall

Small Group Techniques

1. Jigsaw
2. 3-2-1 Process
3. Small Group Questions
4. Small Working Groups
5. Think-Pair-Share
6. Poll Everywhere Instant Feedback
AIM to ACT Demo!

Which Active Learning Techniques Do You Want to Explore?

We Will Demo Three for You!

<table>
<thead>
<tr>
<th>Large Group Techniques</th>
<th>Small Group Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Find the Flaw</td>
<td>2. 3-2-1 Process</td>
</tr>
<tr>
<td>5. Guided Note Taking</td>
<td>5. Think-Pair-Share</td>
</tr>
</tbody>
</table>
Activity #2: Explore the Toolbox

Work in small groups
Pick a topic you are scheduled to teach
Select 1-2 techniques from the AIM to ACT Toolbox
Incorporate them into your didactic plan
Be prepared to share your plan

5 Minutes

Part III: Planning a Learning Event: The 8 Steps and 4 A’s
Vella’s Dialogue Education

8 Steps and 4 A’s by Jane Vella

“On Teaching and Learning”
“Learning to Listen, Learning to Teach”

Activity 3: Review Our 8 Steps

1. Who? 5. Where?
3. So that? 7. What for?

1 Minutes
Step 1: Who?

- Number of attendees
- Who are your learners? Teachers?
- What do they know? LNA ideal!
- How do they learn best?

Step 2: Why?

- What situation calls for this course?
- Why is this course important?
- Why are you here? Why NOW?
- Identify need vs. requirement
Step 3: So That?

- **Learning**: what occurs in the event?
- **Transfer**: take it to a new place?
- **Impact**: change in organization?

Step 4: When?

- Time of day, time frame
- How much can be taught?
- Respect for learner’s time
- How much time to prepare?
Step 5: Where?

- Classroom, lecture hall, large or small
- Small-group facilitation
- AV support as needed
- Lighting and sound

Step 6: What?

- Content of the course
- Informed by the LNA
- Knowledge (cognitive)
- Skills (psychomotor)
- Attitudes (affective)
Step 7: What for?

- Learning objectives of the course
- Achievement based
- Specific, measurable, “doable”
- Expressed by verbs
- Include cognitive, psychomotor, affective

Step 8: How?

- Timeline
- 4 A’s = learning tasks
- Takes planning & materials
- Teacher as facilitator
Activity 4: Your Learning Event

On the worksheet, complete the 8 Steps for YOUR learning event

Don’t work on the 4 A’s yet!

Share your ideas with your neighbors

10 Minutes

Activity 5: Review Our 4 A’s

Page 3 lists the 4 A’s for this session

No specific order or blend of activities

Mix of activities is KEY

Follow along and think about YOUR event

1 Minutes
8. How = 4 A’s

Anchor: connect with what they know
Add: learn something new
Apply: practice what they learned
Away: take it home and use it

Large Group Techniques
1. Audience Response Systems
2. Find the Flaw
3. Jeopardy!
4. Walking Gallery
5. Guided Note Taking
6. Team Recall

Small Group Techniques
1. Jigsaw
2. 3-2-1 Process
3. Small Group Questions
4. Small Working Groups
5. Think-Pair-Share
6. Poll Everywhere Instant Feedback
Activity 6:
How to Make a PB&J

Form pairs or groups of three

Write 4 tasks for a 4 year old using the 4 A’s

Use tools from the AIM to ACT Toolbox

5 Minutes

Activity 7:
Design Your Event with Vella

Review the 8 Steps and 4 A’s handout

Plan the 4 A’s for your learning event

Use tools from the AIM to ACT Toolbox

Be prepared to share with the group

10 Minutes
Large Group Techniques

1. Audience Response Systems
2. Find the Flaw
3. Jeopardy!
4. Walking Gallery
5. Guided Note Taking
6. Team Recall

Small Group Techniques

1. Jigsaw
2. 3-2-1 Process
3. Small Group Questions
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Activity 8:
Give Your Event

Share details
Write down details
Give your event, get feedback
Attend event, give feedback

TBD
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Take Away
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Please…

Complete the session evaluation.

Thank you.

Please…

Complete the session evaluation.

Thank you.