

Making Adult Learning Theory Come Alive!

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Family Medicine Residency

Martin Army Community Hospital, GA



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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

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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.

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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

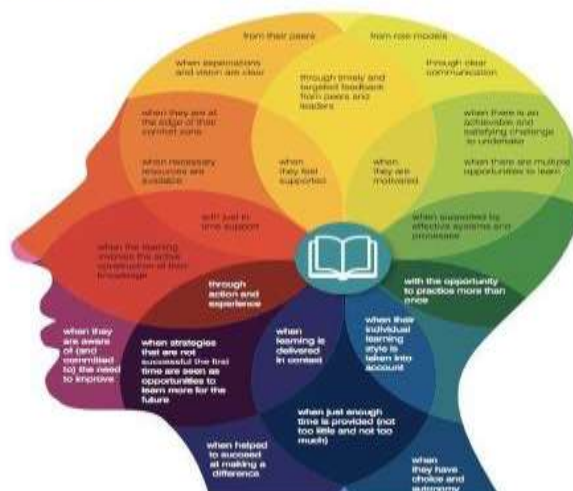
Take Away

Promotion of understanding and retention of didactic material

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Part I: Adult Learning Theories

Adults learn best ...



Bloom's Learning Domains

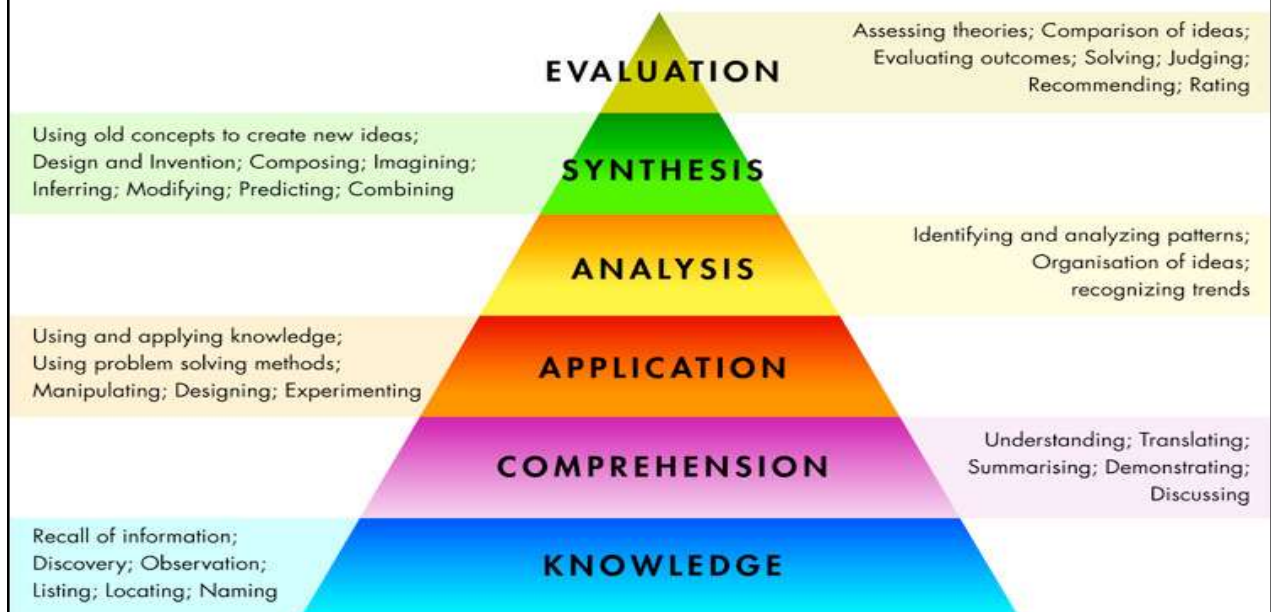


- Cognitive
 - Knowledge
- Affective
 - Attitudes
- Psychomotor
 - Skills
 - Behavior

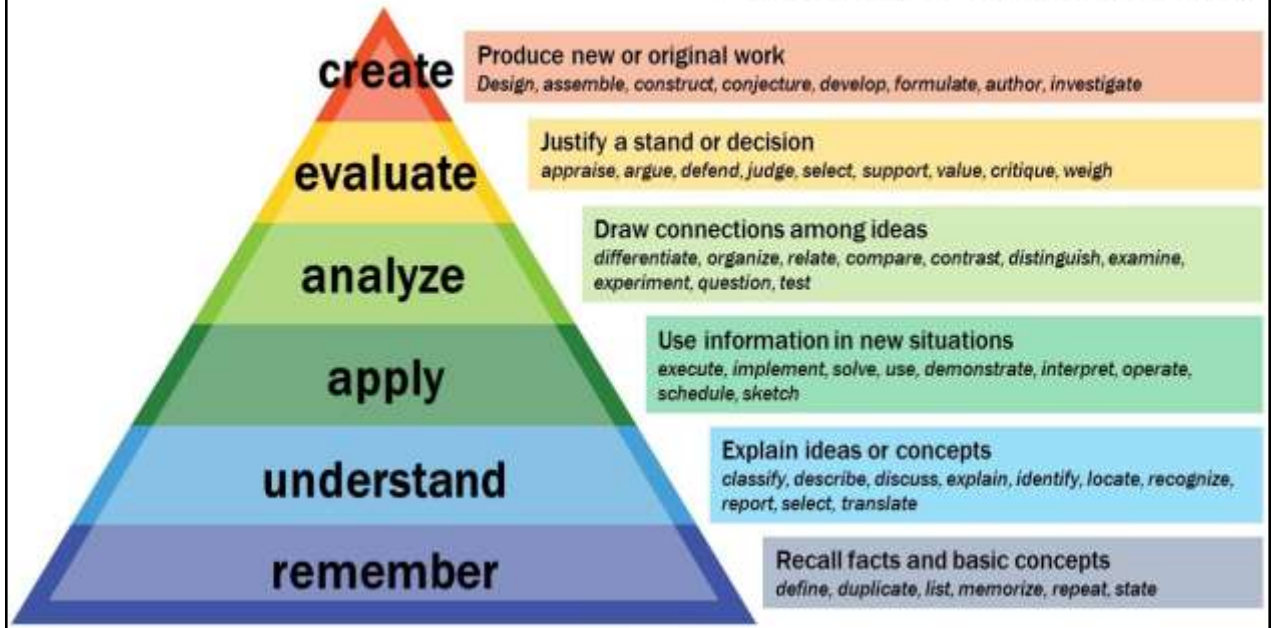


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B L O O M S T A X O N O M Y



Bloom's Taxonomy



Knowles' 5 Assumptions Of Adult Learners

Self-Concept	Adult Learner Experience	Readiness to Learn	Orientation to Learning	Motivation to Learn
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning 	<ul style="list-style-type: none"> As a person matures his/her readiness to learn becomes oriented increasingly to the developmental task of his/her social roles 	<ul style="list-style-type: none"> As a person matures his/her time perspectives changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness 	<ul style="list-style-type: none"> As a person mature the motivation to learn is internal



Knowles' 4 Principles Of Andragogy

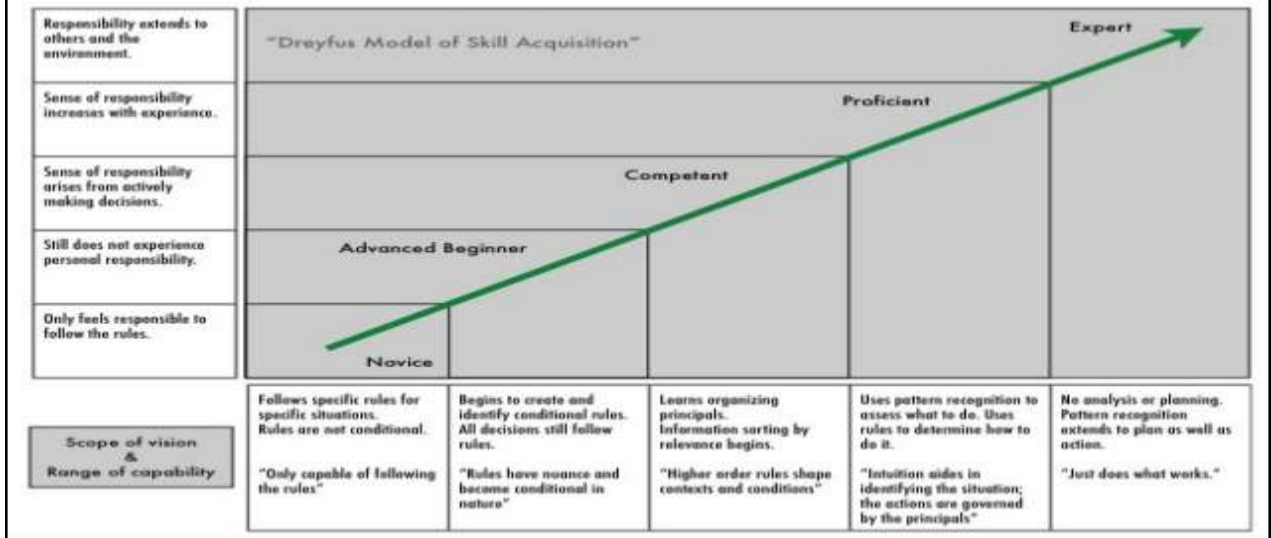


Dreyfus Model of Skill Acquisition



- 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



MK-2 Applies critical thinking skills in patient care					
Has not achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Recognizes that an in-depth knowledge of the patient and a broad knowledge of sciences are essential to the work of family physicians</p> <p>Demonstrates basic decision making capabilities</p> <p>Demonstrates the capacity to correctly interpret basic clinical tests and images</p>	<p>Synthesizes information from multiple resources to make clinical decisions</p> <p>Begins to integrate social and behavioral sciences with biomedical knowledge in patient care</p> <p>Anticipates expected and unexpected outcomes of the patients' clinical condition and data</p>	<p>Recognizes and reconciles knowledge of patient and medicine to act in patients' best interest.</p> <p>Recognizes the effect of an individual's condition on families and populations</p>	<p>Integrates and synthesizes knowledge to make decisions in complex clinical situations</p> <p>Uses experience with patient panels to address population health</p>	<p>Integrates in-depth medical and personal knowledge of patient, family and community to decide, develop, and implement treatment plans</p> <p>Collaborates with the participants necessary to address important health problems for both individuals and communities</p>
Comments:					
<p>Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.</p>			<p>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).</p>		

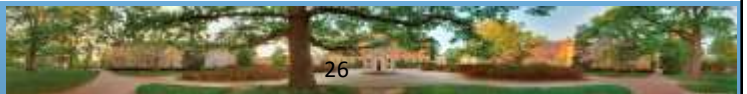
Part II: AIM to ACT Active Classroom Toolbox



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



AIM to ACT Index



1

[Moving from Passive Lectures to Active Learning](#)

2

[Toolbox of Teaching Techniques](#)

3

[Faculty Development Sessions](#)



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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](#)



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AIM to ACT Demo!

Which Active Learning Techniques Do You Want to Explore?



We Will Demo Three for You!

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 #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

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Part III: Planning a Learning Event: The 8 Steps and 4 A's

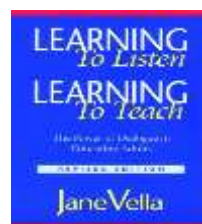
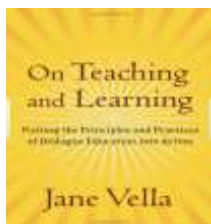


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Vella's Dialogue Education



8 Steps and 4 A's by Jane Vella
"On Teaching and Learning"
"Learning to Listen, Learning to Teach"



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Activity 3: Review Our 8 Steps

1. Who?
2. Why?
3. So that?
4. When?
5. Where?
6. What?
7. What for?
8. How? 

1 Minutes

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Step 1: Who?

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



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Step 2: Why?

- What situation calls for this course?
- Why is this course important?
- Why are you here? Why **NOW**?
- Identify need vs. requirement



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Step 3: So That?

- **L**earning: what occurs in the event?
- **T**ransfer: take it to a new place?
- **I**mpact: change in organization?



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Step 4: When?

- Time of day, time frame
- How much can be taught?
- Respect for learner's time
- How much time to prepare?



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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

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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

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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

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Small Group Techniques

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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



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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

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Large Group Techniques

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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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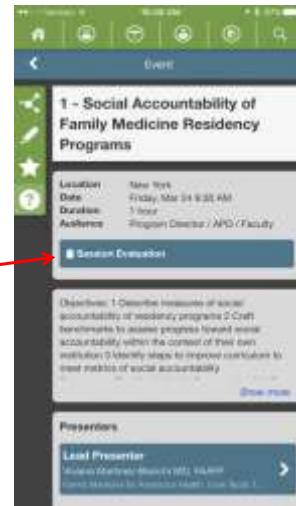


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Please...

Complete the
session evaluation.

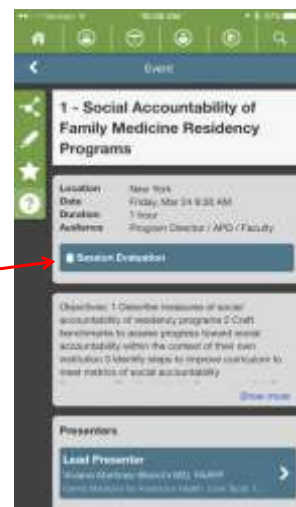
Thank you.



Please...

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session evaluation.

Thank you.





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