

EPPSAT NEEDS YOU!

Complete patient recruitment form

Send patient clinic letter to:
Kirsty Egan, CME,
Chancellors Building

Discuss with EPPSAT Coordinator
0131 242 6535

lothian.eppsats@nhs.net



We Can Do It!

CLINICIANS, WE NEED YOU TO RECRUIT PATIENTS

WE NEED PATIENTS FOR UNDERGRADUATE, MRCP & MRCS EXAMS. PLEASE SUPPORT THIS EDUCATIONAL INITIATIVE AND YOUR COLLEAGUES:

1. COMPLETE THE EPPSAT PATIENT RECRUITMENT FORM; OR
2. SEND A COPY OF THE PATIENT CLINIC LETTER TO EPPSAT COORDINATOR; OR
3. DISCUSS FURTHER WITH EPPSAT COORDINATOR (DETAILS BELOW)

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EMAIL: LOTHIAN.EPPSAT@NHS.NET TEL: 0131 242 6535 / 6651





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Planning and evaluating your teaching



Session Objectives

By the end of this workshop you should be able to

- develop a good educational **environment** and help students learn within that environment
- write **objectives** for a teaching session in the context of a basic session plan
- select appropriate methods in order to undertake an effective **evaluation** of your teaching

Overview

- Slides and discussion:
 - Adult learning; session planning
- You have a go:
 - Writing your objective
- Break
- You have a go:
 - Planning your session
 - Evaluating this session

Please could you ...

1. Put your phone on 'silent'
2. Be collaborative: share your ideas and be open to new ones
3. Be honest: say you disagree if you do
4. Be brave: try something new or different



What makes a good learning experience?



What makes a good learning experience?

- Task:
 - In pairs, recall **helpful** and **unhelpful** learning experiences. Identify what made these experiences so helpful or unhelpful: **2 MIN**
 - At your table, choose the 'top three' of each and share these with the whole group

What makes a good learning experience?

Active learning

engagement and practice reinforced by feedback, repetition and opportunities to 'fine-tune'

What makes a good learning experience?

Challenge

challenge is good but it must not overwhelm

Scaffolding

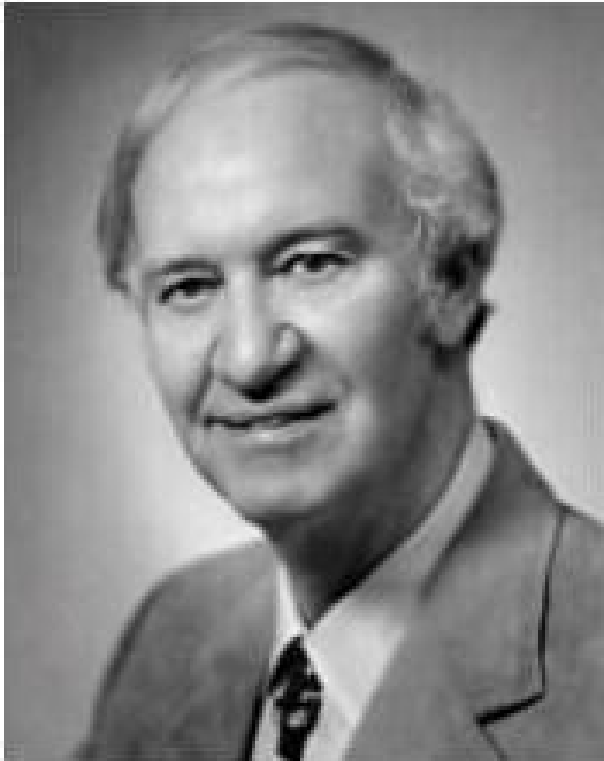
scaffolding comes through graded activity, group work and feedback

What makes a good learning experience?

Clear progression

that builds on existing knowledge and expertise, learners must experience **qualitative** and **quantitative** changes in their understanding

A Theory of Adult Learning



Malcolm
Knowles

A Theory of Adult Learning

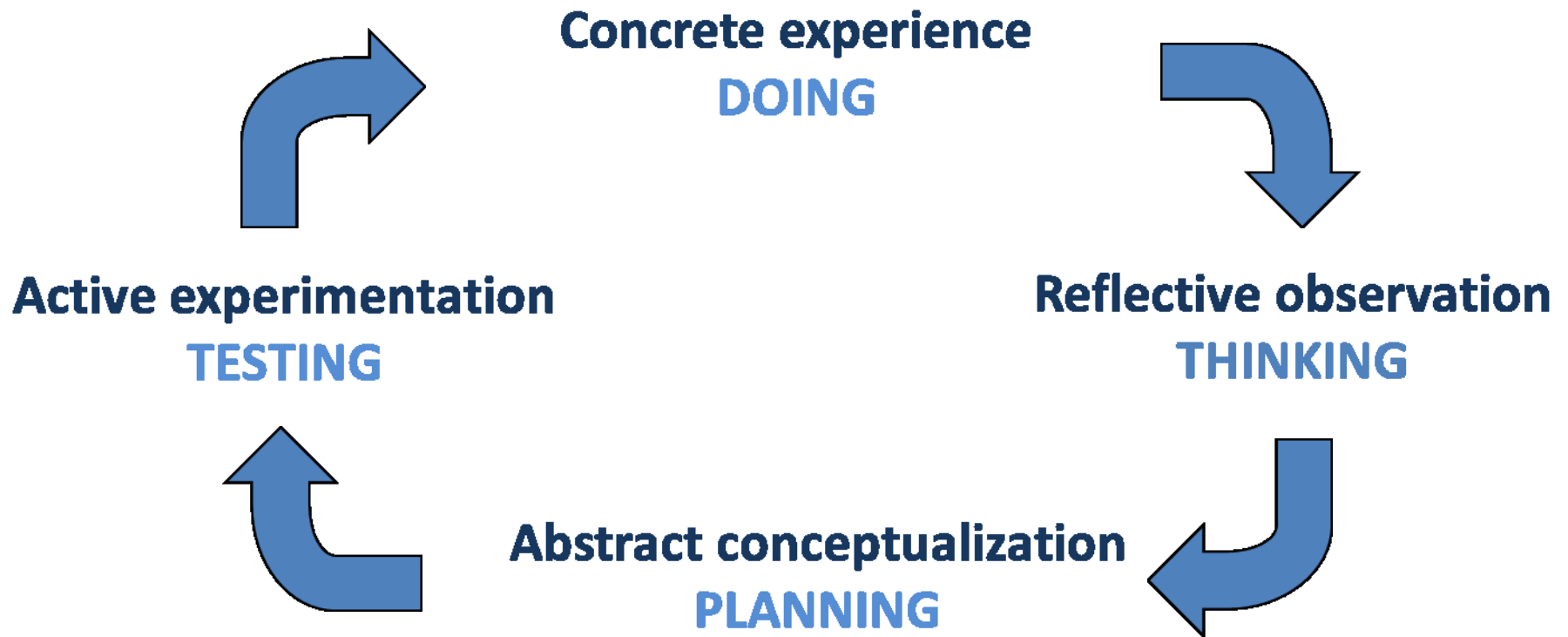
Self-directed learning

‘a process in which individuals take the **initiative**, with or without the help of others, in diagnosing their **learning needs**, formulating learning **goals**, identifying human and material **resources** for learning, choosing and implementing **learning strategies** and **evaluating** learning outcomes.’

(Knowles, 1975: 18)

The Experiential Learning Cycle

(Kolb *et al.* 1984)



Recap on adult learning

- Active learning
- Self-directed learning
- Experiential learning cycle

Planning your teaching

Structuring a session



Structure

- Beginning (set)
- Middle (dialogue, content, body)
- End (closure)

Structure

- Prepare
- Do
- Review

'Set' = Beginning

- **M** – Mood
- **M** – Motivate
- **U** – Utility
- **C** – Content overview
- **K** – Knowledge base
- **O** – Objectives

‘Body’ or ‘Dialogue’ = Middle

- must know, should know, could know
- logical sequence, bite-size chunks, recaps
- particular to general
- vary the stimulus

‘Closure’ = End

- no new material, including questions
- summarise key points
- refer back to Set
- give learners sense of achievement
- make links to next session

SET: O is for 'objectives'

Setting objectives

What do they need
to learn?



Over to you

- Task:

Individually, write down an **objective** for the last session you taught.

- Time: **2 MINUTES**

Aims or objectives?

An aim is a statement describing a broad or abstract intent, state or condition

An objective is a contract which describes what trainees/students will be able to do at the end of the session that they cannot do at the beginning

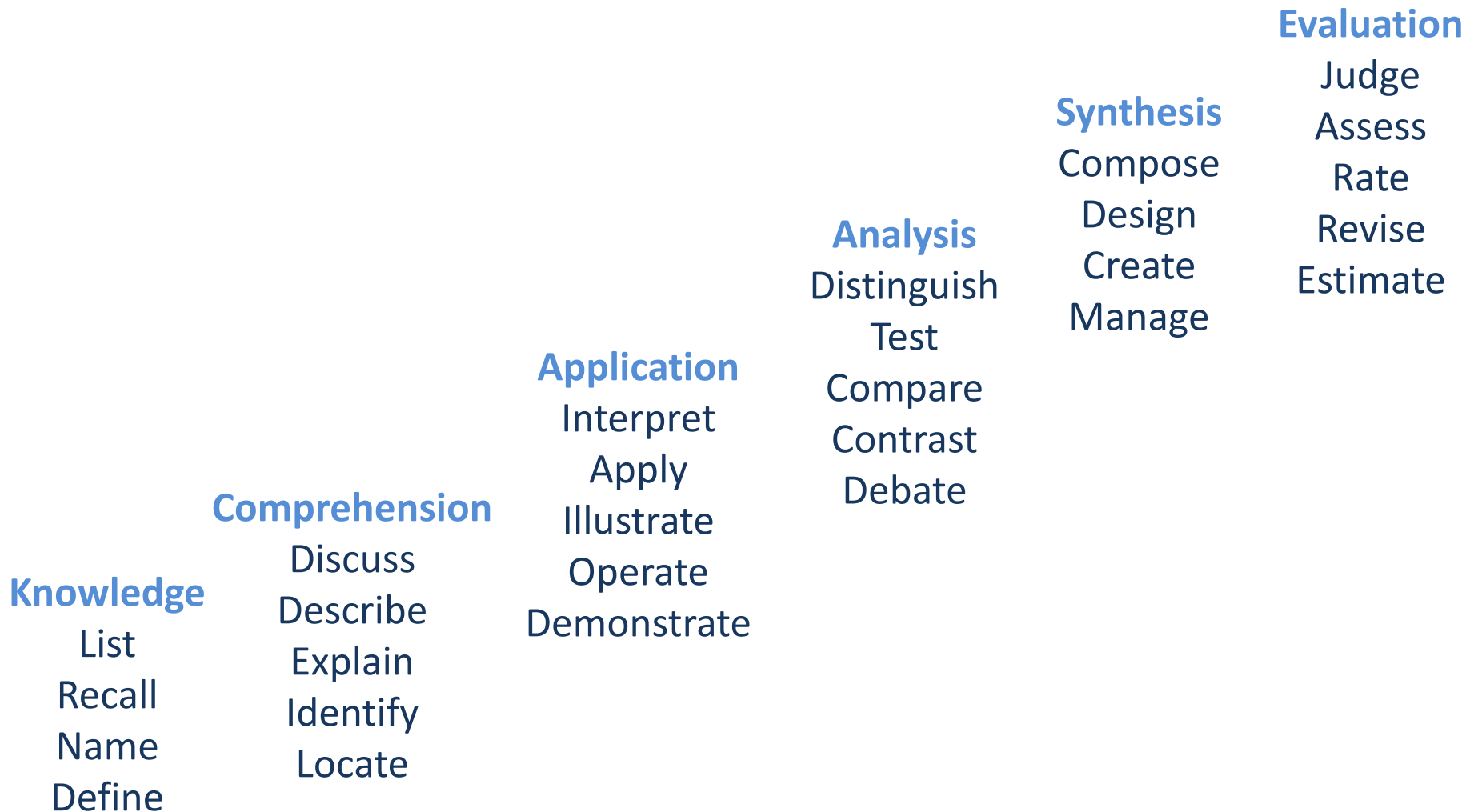
Spot the ambiguous action verbs

- to understand
- to list
- to think
- to construct
- to recall
- to recognise
- to know
- to state
- to define

Spot the ambiguous action verbs

- **to understand**
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- to define

Hierarchies of Learning: Bloom (1956)



A good objective should be SMART

- S** **Specific** should specify what learners want to achieve
- M** **Measurable** be able to measure whether learners are meeting the objectives or not
- A** **Achievable** are the objectives achievable and attainable?
- R** **Realistic** can learners realistically achieve the objectives with the resources available?
- T** **Timebound** by when should the learners have achieved the set objectives?

The ABCD of things to consider

- A** Audience who you are teaching
- B** Behaviour what do you want them to be able to do
- C** Conditions the conditions under which they should be able to achieve the objective
- D** Degree what degree of expertise and how accurately

Example objective

- A** 4th year medical students during medicine for the elderly attachment
- B** complete a mini mental state examination (MMSE)
- C** on an inpatient on the care of the elderly ward
- D** accurately record and score the MMSE

Over to you

- Task: Return to the objective that you wrote. Based on what you have just learnt, refine it.
- Time: 2 MINUTES

Recap on planning a session

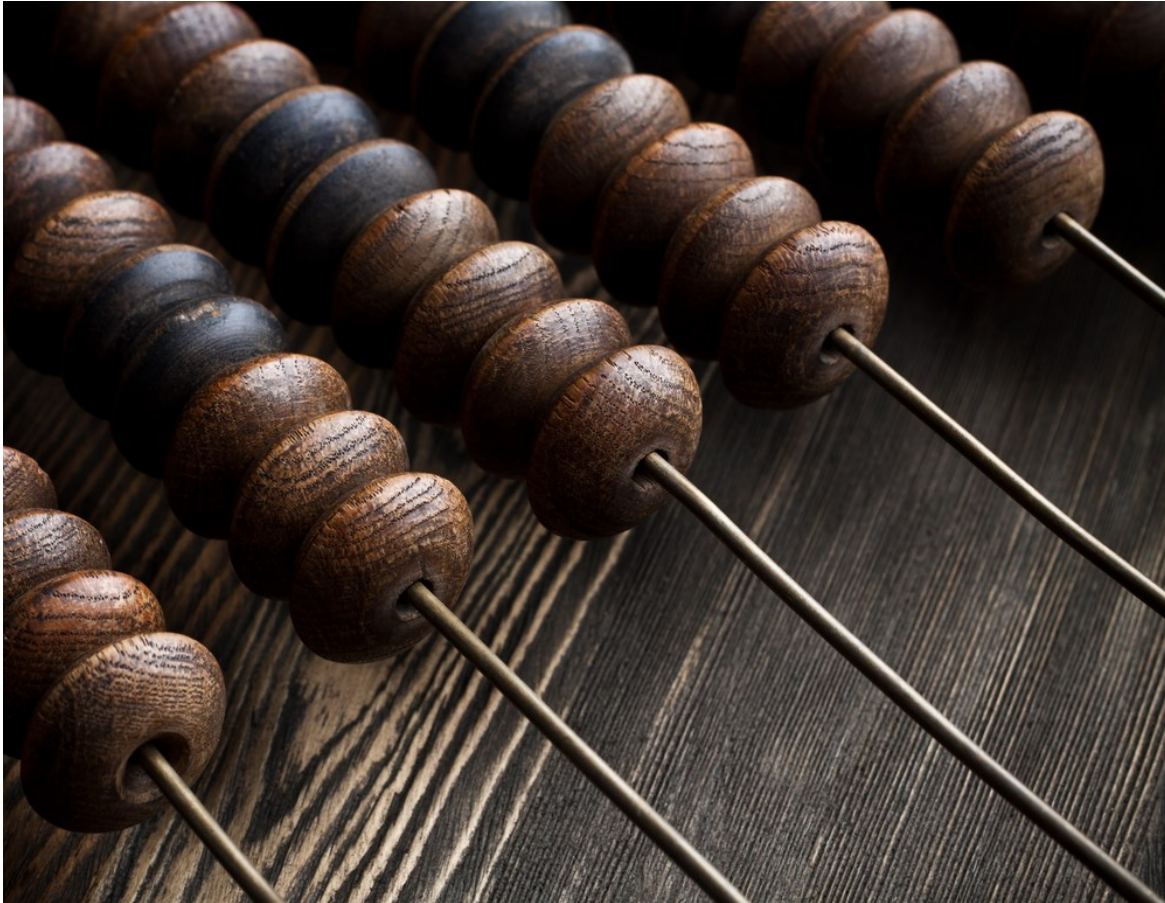
- Structure: set, body, closure
- Set is the foundation
- Objectives are the foundation stone

Planning a Teaching Session:

Putting it into practice

- Task:
 - In pairs: think of sessions you will each be teaching. Using the principles of good teaching and learning, and your own experiences, plan your sessions together.
 - Remember:
 - learning objectives
 - positive learning environment
 - variety of activities and resources
- Time: **10 MINUTES**

Evaluating your Teaching



Why evaluate your teaching?

- to understand the effects of our teaching on students' learning
- to progressively evaluate what we are doing and whether the course design is working out in practice
- to make the process of reflecting on a session after the event natural and systematic

Evaluating your teaching

Think about how you evaluate your teaching.

Why do you do it? What works? What do you do with the feedback?

Share your experiences with the group.

How to evaluate - incidental feedback

- attendance figures
- facial expressions
- eye contact
- degree of participation

REMEMBER these only give us an *impression*

How can we evaluate?

- ‘Classroom Assessment Techniques’:
 - ‘Minute paper’ (Angelo and Cross 1993)
 - ‘Write down 2 things you learned’
 - ‘Write down 1 thing that is unclear’
 - Question box
 - Quiz
 - Traffic lights
 - Post-its

Recap on evaluating teaching

- Purpose of evaluating
- Reflecting on feedback
- Classroom assessment techniques

Over to you

Evaluate today's workshop using 'traffic lights'



Stop

Start

Continue

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Reflect...

What might you take away from the workshop that you will use in your practice?

You might also like...

Clinical Educator Programme
“Small Group Teaching”

Clinical Educator Programme
“Introduction to the MBChB”



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