Planning and evaluating your teaching

THE UNIVERSITY of EDINBURGH

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

What makes a good learning experience?

What makes a good learning experience?

- Individually, think of recent <u>positive</u> and <u>negative</u> learning experiences and identify what made these experiences positive and negative

- Share these experiences with a partner

- Share these experiences with another pair

- Feedback to the rest of the 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
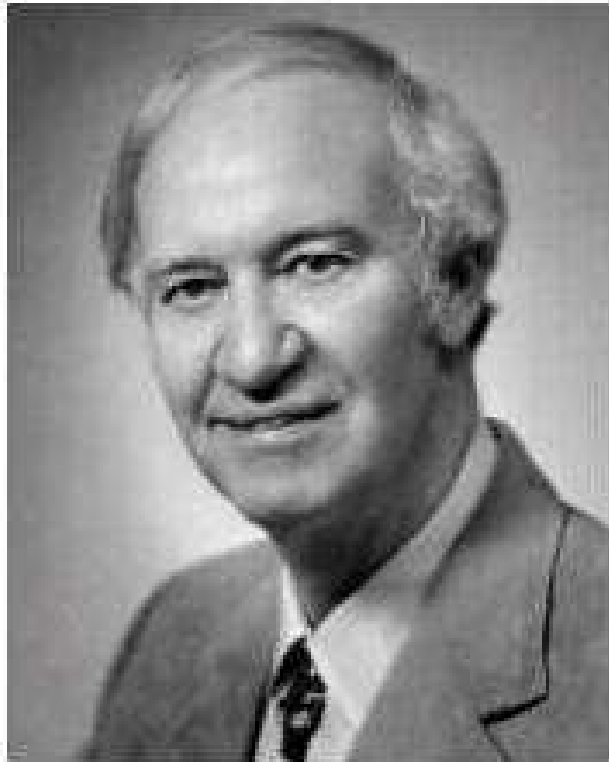
Scaffolding

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 understandings

A Theory of Adult Learning

Malcolm
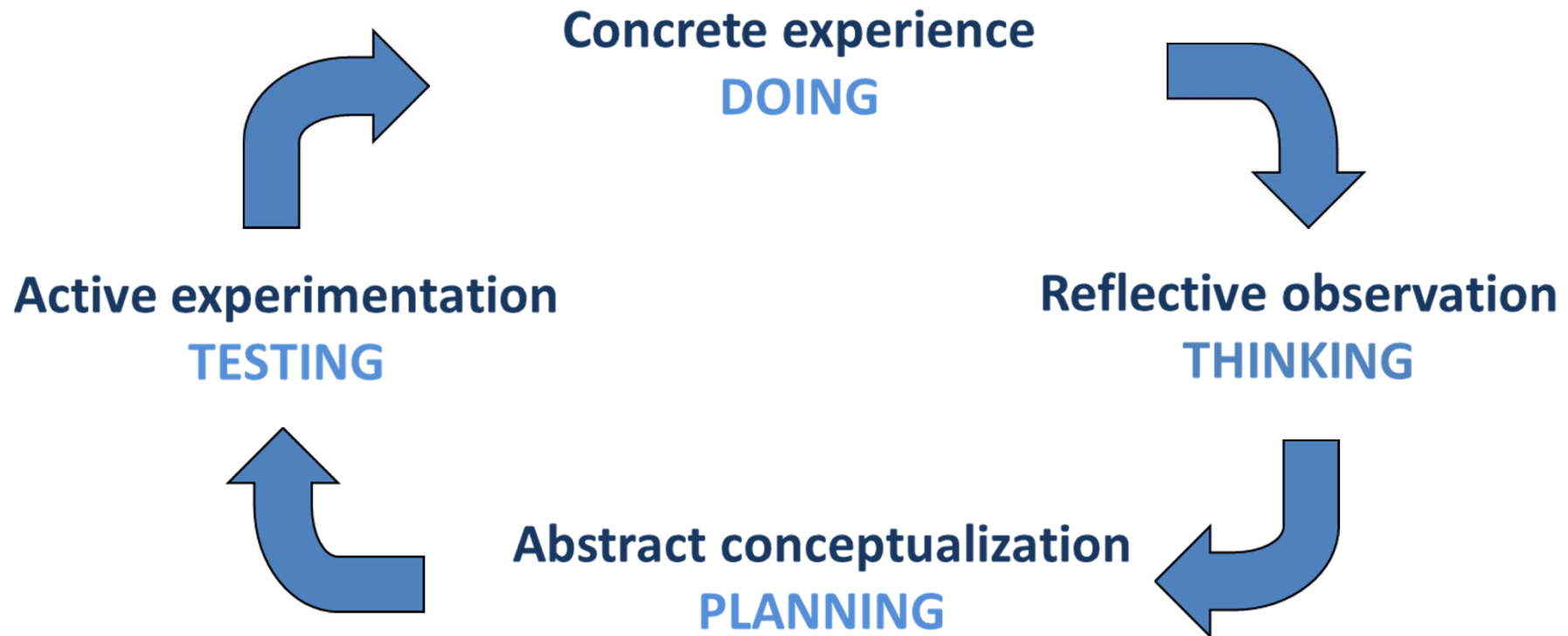Knowles

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)

Concrete experience
DOING

Reflective observation
THINKING

Abstract conceptualization
PLANNING

Active experimentation
TESTING

Planning your teaching

Structuring a session

Structure

- Beginning (set)

- Middle (dialogue, content, body)

- End (closure)

Structure

- Tell 'em what you are going to tell 'em

- Tell 'em

- Tell 'em what you've told 'em

Structure

- Prepare

- Do

- Review

"The single most important factor influencing learning is what the learner already knows, ascertain that and teach him accordingly"

Ausubel

Set

- **M** – Mood

- **M** – Motivate

- **U** – Utility

- **C** – Content overview

- **K** – Knowledge base

- **O** – Objectives

Body / Dialogue

- less is more – must know, should know, could know

- logical sequence in bite-size chunks with recapping

- particular to general

- vary the stimulus

Closure

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

Planning your teaching

Setting Objectives

What do they need to learn?

KEEP CALM AND WRITE YOUR OBJECTIVE

Over to you

Write down an objective for the last session that you taught

You have 2 minutes

Keep it handy and we'll come back to it…

Difference between aims and 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
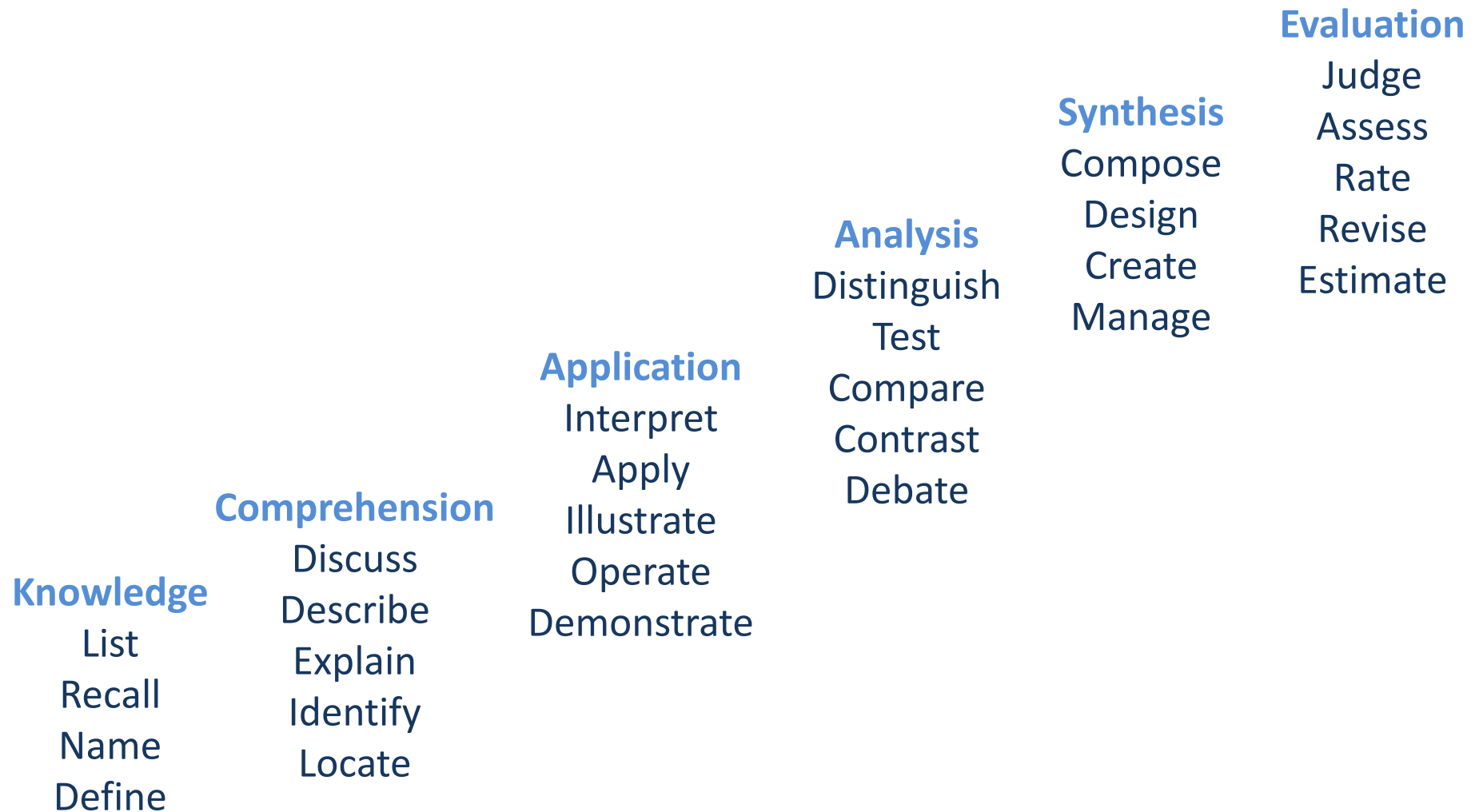
Spot the ambiguous action verbs

- to understand
- to list
- to think
- to construct
- to recall

- to recognise
- to know
- to state
- to define

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- **to understand**
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Hierarchies of Learning: Bloom (1956)

Evaluation
Judge
Assess
Rate
Revise
Estimate

Synthesis
Compose
Design
Create
Manage

Analysis
Distinguish
Test
Compare
Contrast
Debate

Application
Interpret
Apply
Illustrate
Operate
Demonstrate

Comprehension
Discuss
Describe
Explain
Identify
Locate

Knowledge
List
Recall
Name
Define

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

Return to the objective that you wrote and, based on what you have just learnt, refine it

You have 3 minutes

Planning a Teaching Session:
Putting it into practice

Think of a set of learners, location, time of the teaching and topic that you will be teaching in the not too distance future

Using the principles of good teaching and learning discussed, as well as your own teaching and learning experiences, plan a session for these learners, remember to consider:
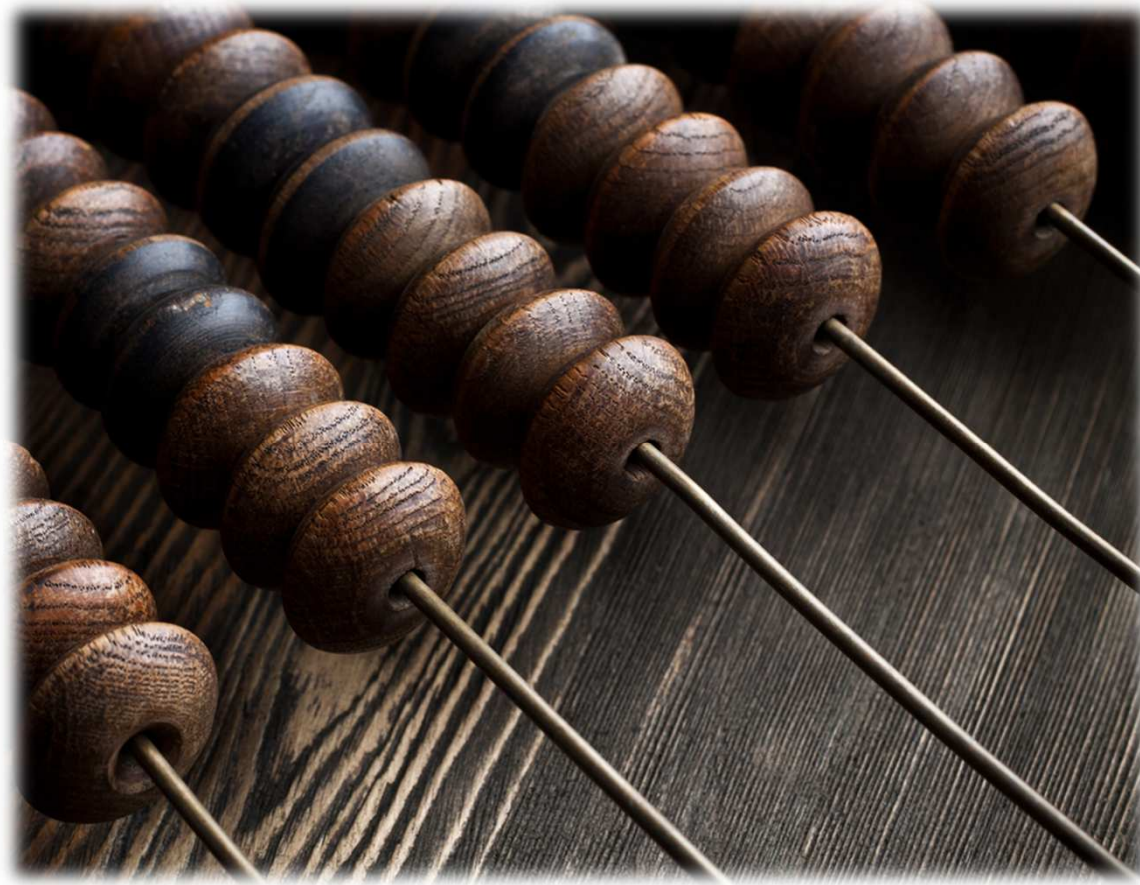
 the session objectives

 creating a positive learning environment

 variety of learning activities and resources

You have **10 MINUTES** to complete this task in pairs – 5 minutes on each session plan

Evaluating your Teaching

Evaluating your teaching

- Individually, think of any recent evaluation you have requested or completed or been part of, what worked and what did not work?

- Share these experiences with your partner

- Thinking back to the session you have just planned, what would you want to evaluate and how?

Why evaluate your teaching?

- to understand the effects of our teaching on students' learning

- progressive evaluation what you are doing and how the course design and plans are working out in practice

- making systematic the natural process of reflecting on a session after the event

What can we evaluate?

- our approach
- a particular session
- curriculum
- assessment
- an institution
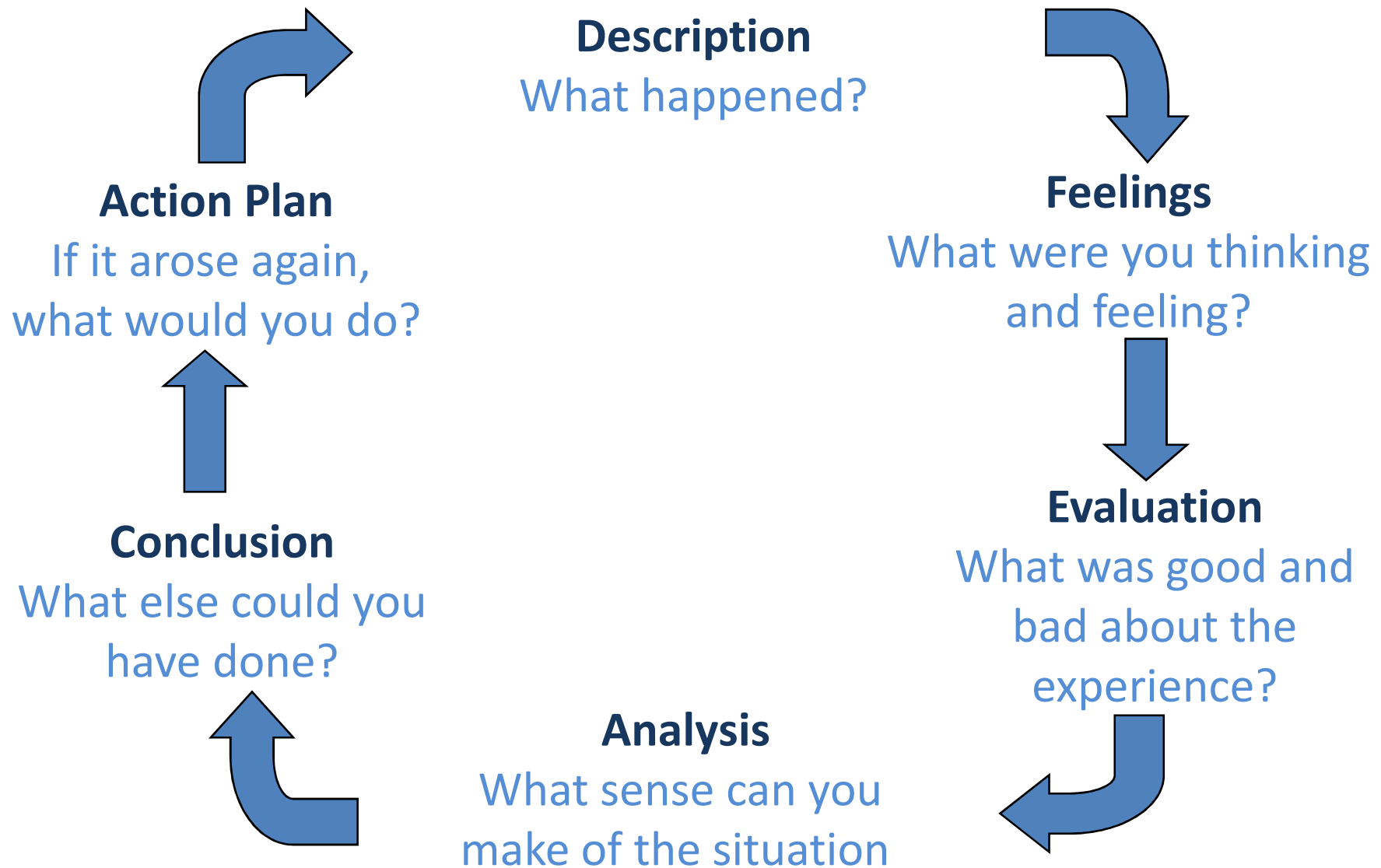- the resources
- learner support

When to evaluate?

- end of session

- end of module

- end of programme

- post programme

Who evaluates our teaching?

- learner / trainee

- peer

- self

Reflective Cycle

Description
What happened?

Feelings
What were you thinking and feeling?

Evaluation
What was good and bad about the experience?

Analysis
What sense can you make of the situation

Conclusion
What else could you have done?

Action Plan
If it arose again, what would you do?

How can we evaluate?

- end of course/module questionnaire

- mid course/module questionnaire

- post session evaluation e.g. Traffic Lights

- post it notes

How can we evaluate?

- Classroom Assessment Techniques (CATs)

  what 3 things have you learned today?
  what is the most important point you learned today?
  what point remains least clear to you?

- Group evaluation

- Learner-evaluation questionnaires

  what are you going to do next as a result of this session?

How to evaluate - incidental feedback

- attendance figures

- expressions

- eye contact

- positioning

- degree of participation

- level of enthusiasm

REMEMBER these only give us an *impression*

Over to you

Evaluate today's workshop using traffic lights evaluation

Stop doing

Start doing

Keep on doing

Are there any questions before we close?!

Revisit the learning objectives from this workshop
Have we achieved them?

- 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

Reflect...

What are you going to take away from the workshop that you will use in your future practice?

... and please will you complete an evaluation form...

Planning and evaluating your teaching

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