EPPSAT NEEDS YOU!

Complete patient recruitment form

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

Discuss with EPPSAT Coordinator
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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
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

Active experimentation
TESTING

Abstract conceptualization
PLANNING
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?

KEEP CALM AND WRITE YOUR OBJECTIVE
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
- to list
- to think
- to construct
- to recall

- to recognise
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- to define
Hierarchies of Learning: Bloom (1956)

Knowledge
- List
- Recall
- Name
- Define

Comprehension
- Discuss
- Describe
- Explain
- Identify
- Locate

Application
- Interpret
- Apply
- Illustrate
- Operate
- Demonstrate

Analysis
- Distinguish
- Test
- Compare
- Contrast
- Debate

Synthesis
- Compose
- Design
- Create
- Manage

Evaluation
- Judge
- Assess
- Rate
- Revise
- Estimate
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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By the end of this workshop you should be able to

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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”
Planning and evaluating your teaching