

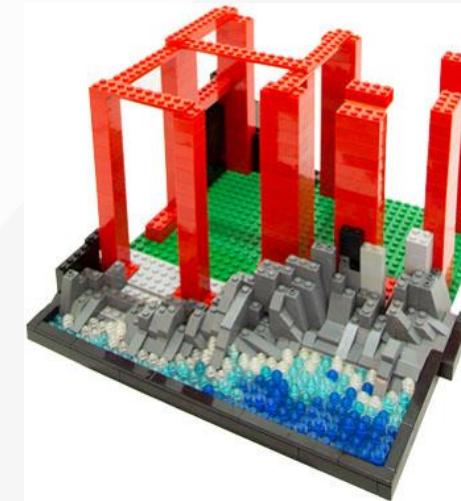


The Educational Planning Process: G N O M E

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OBJECTIVES

- To provide a framework for the teaching and learning in TOT
- To review and practice the steps in the educational process



All of this takes deliberate planning!



▲ Crossland, Charlotte.
www.wfsahq.org/resources/update-in-anaesthesia, 2021

DELIBERATE PRACTICE

- Wait...you want me to plan each and every time I teach?
- I don't have time for that!
- Can't I just wing it?



DELIBERATE PRACTICE

- *“Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.”*

- Aristotle

THE GNOME

- GOALS
- NEEDS
- OBJECTIVES
- METHODS
- EVALUATION



EDUCATIONAL PROCESS





Making Cookies

Goal

Level 1

Demonstrates knowledge of the value of cookies

Level 2

Participates in early cookie making skills with assistance

Level 3

Participates in more complex cookie making skills including the collection, measurement, and combination of ingredients.

Level 4

Makes cookies independently

Level 5

Role models cookie making skills and mentors others' interest in cookies.

What's Missing?

Methods

“STRUCTURED” CURRICULUM

Opportunity to join the kitchen activities when cookies being made

Simulation in a toy kitchen
Provided a spoon to help with mixing, with assistance and direct supervision.

Time with supervisor in kitchen. Provided instructions on steps of cookie making procedure. (Sunday afternoons with mom)

Time in kitchen with appropriate tools and resources. (Wednesday after school)

Time in kitchen with near peers. (Saturday afternoon with siblings)

Evaluation

Acceptable Evidence of Competence

Expressing interest and enthusiasm in the process of cookie making

Follows directions well, licks spoon at **END** of mixing process

Measuring and combining ingredients as per the instruction while **minimizing the mess**

Shares cookies with supervisor - **they are delicious.**

Demonstrates engagement in near peers' success, takes responsibility for assisting – **IE keeps kitchen clean**





Is Santa a gnome?

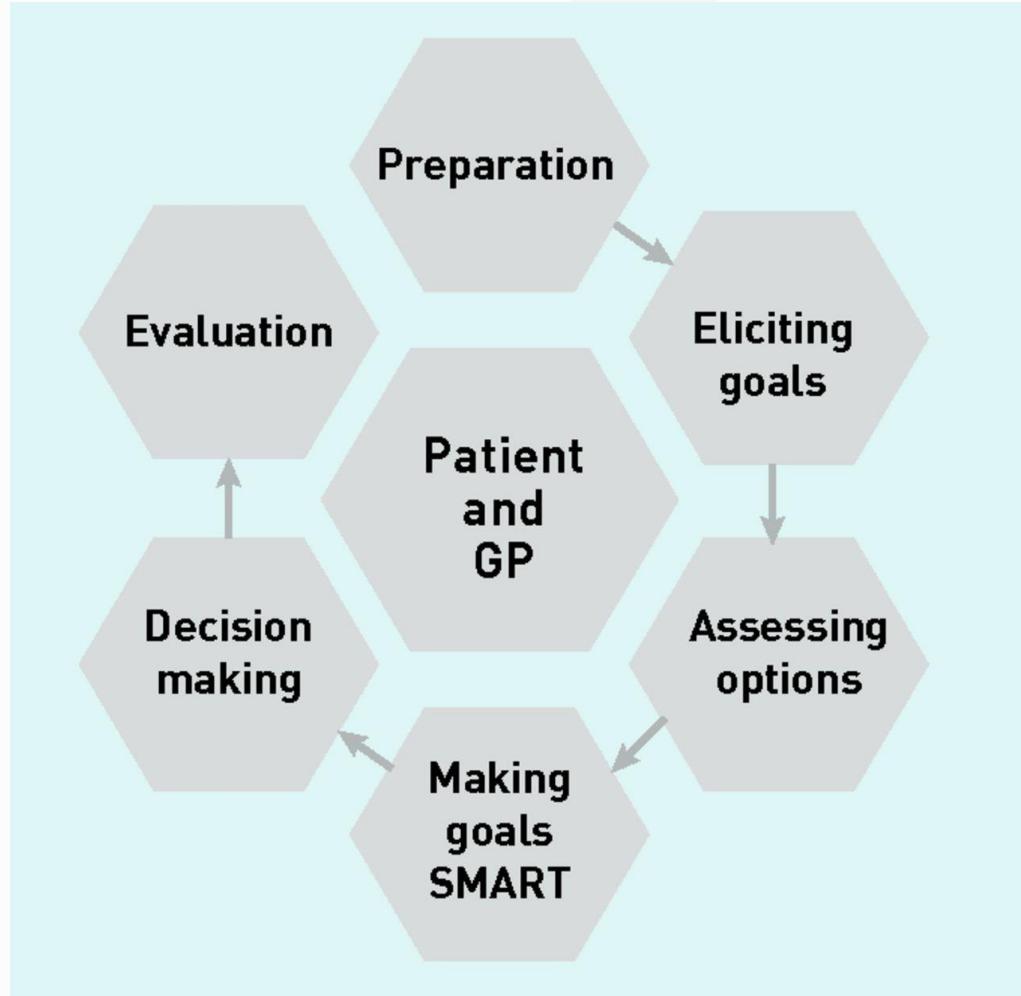
Santa is not a gnome.

However, many people, particularly those in Scandinavia, believe that it is gnomes and elves that perform the majority of the work when it comes to all things [Christmas](#) such as making presents, wrapping and then delivering them.

Norwegian mythology says that [Christmas gnomes](#) help to protect animals all year round.



CONSIDER... Clinical Encounters



- Have you made an assumption about a patient's goals for a visit, resulting in an incorrect agenda?
- Have you ever provided explanations to patients either above or below their level of understanding?



GOALS

- View from 10,000ft
- Allows mapping out the route you will take
- Helps with curriculum planning
- Ask yourself: overall, what do I want the learner to do/know/demonstrate?



GOALS

Yours, Mine, Ours

- To encourage the deliberate practice of good teaching
- To help you enjoy teaching
- To have better educational outcomes for our learners



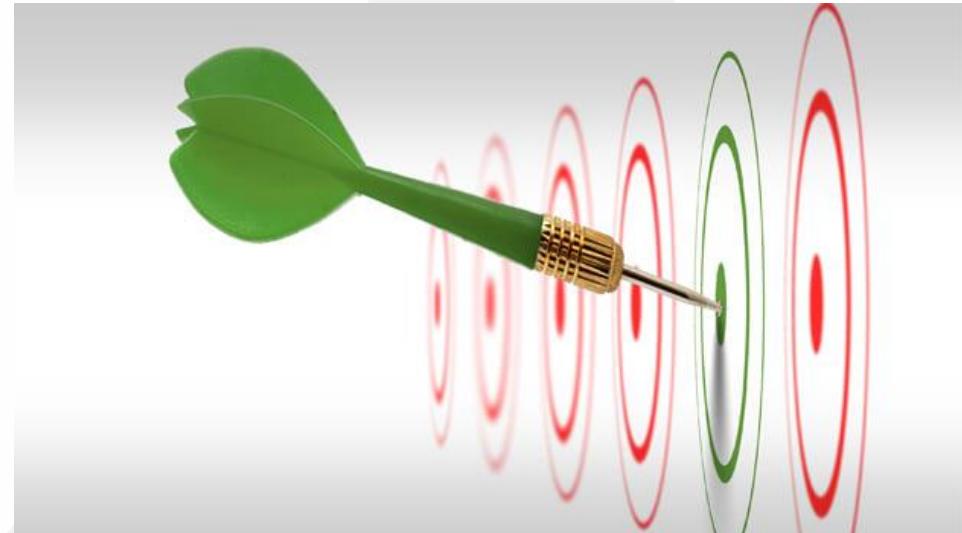
NEEDS ASSESSMENT

- Where is the learner (or audience) right now?
How prepared are they?
- What are their relevant
 - Knowledge
 - Skills
 - Attitudes/values
- The “output” of the NA should be tied to your learning Goal



OBJECTIVES

- What are you trying to accomplish?
- What will success look like?
- Consider using SMART format



S {	• Specific
M {	• Measurable
A {	• Achievable
R {	• Relevant
T {	• Time-bound

LEARNING OBJECTIVES

Should be clearly stated at the beginning!

They are useful for the student:

- A way to establish and articulate expectations for students so they know precisely what is expected of them

They are also useful for the teacher:

- purposeful sequencing of expectations across multiple learning stages
- a way to structure, sequence, and plan out progress toward goals

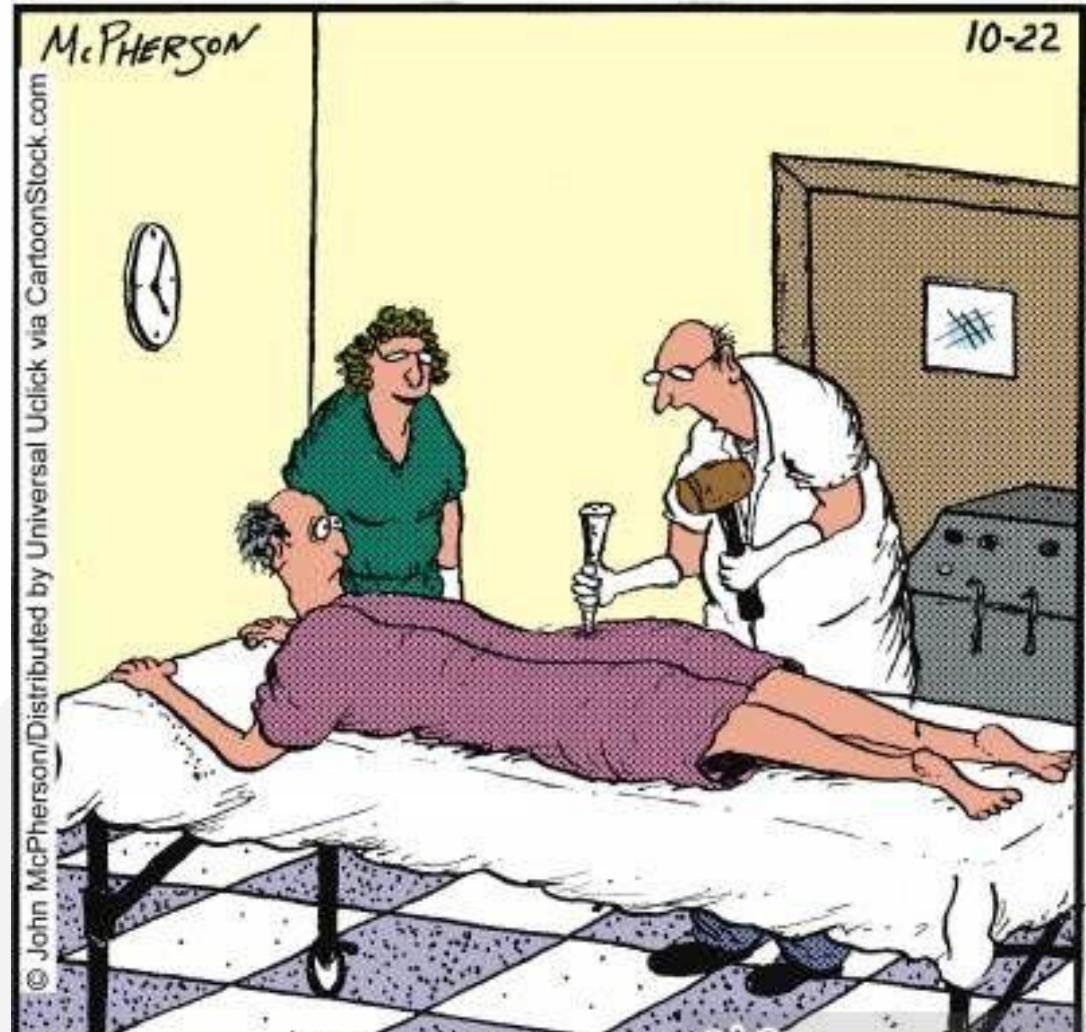
METHODS

Based upon:

- Objectives
- Learning styles
- Available resources

Examples:

- Small group teaching
- Traditional lecture
- Modeling
- Observation and feedback



“When it comes to bustin’ a kidney stone,
the old methods are still the best.”

EVALUATIONS

- Have the objectives been reached?
- Is the learner closer to the goal?

I am
independent.

I can
make
cookies





Think of something
that can be taught in
less than 5 minutes.



DELIBERATE PRACTICE

Let's go through the steps of teaching this...

- Goals
- Needs Assessment
- Objectives
- Methods
- Evaluation

