Engaging All Learning Styles:

Using Learning Theory To Improve Teaching

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Objectives

- Define (4) major learning theories and (5) modalities for learning styles

- Apply learning theory and styles to specific clinical situations

- Describe 2-3 strategies and skills to accommodate and overcome barriers to learning

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Discussion

- Why would/should we look at learning theory?

- What do you know about learning theory - or how knowledge is built?

Discussion

- What methods do you use to engage learners?
  - How do you decide what to use?

  - What strategies have you used or seen recently to engage learners?

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Deep Versus Surface Learning

Surface learning is a tenuous understanding

The learner:

- Focuses on discrete bits of information
- Memorizes, but cannot explain concepts
- Has difficulty ordering material into an organized presentation (or re-ordering it)
- Has difficulty using the information in new ways

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Deep Versus Surface Learning

Deep learning is real understanding; the learner "owns" the material.

The learner can:

Explain the information	Focus on what is important	Relate the concepts to previous knowledge	Organize the content in meaningful ways	Use the information in new ways

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Learning Theory Brief

Theory
1. Behaviorism
2. Constructivism
3. Social learning
4. Socio-cultural learning

"Learning"
1. Demonstrated change in behavior
2. Integration of new knowledge into what is know
3. Learn by imitating a model behavior
4. Participating in a specific culture in the "correct" way

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Summary

Learning theories include concepts of:

Behavior acquisition through stimulus/response

Observation and modeling the behaviors of others

Acquisition and meaningful use of the professional language

Active integration of new knowledge with old

Adult Learning Theory

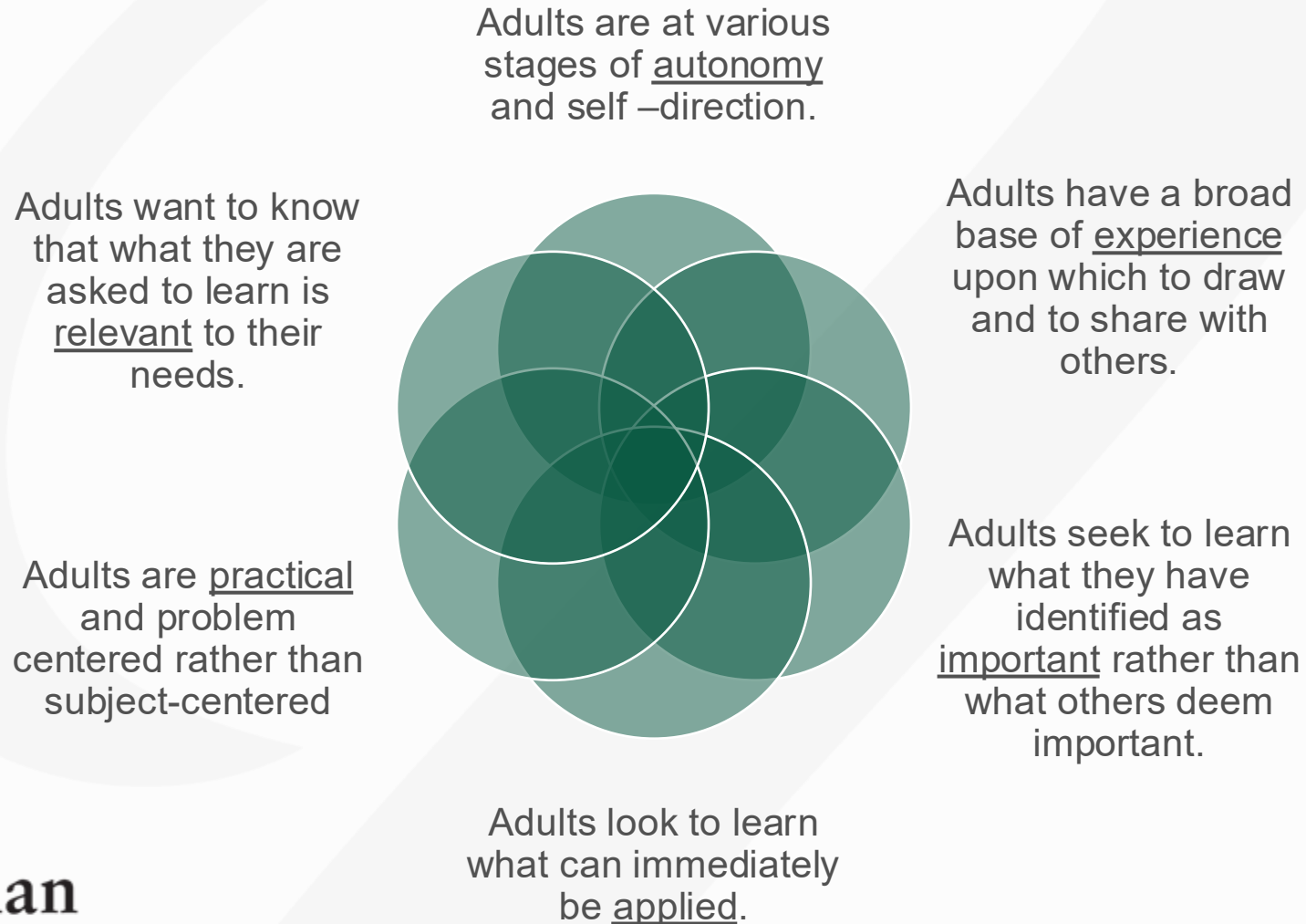- Principles for Educating and Learning

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Adults and Learning

We're all adults – how do you learn best?

What techniques or methods support your learning?

Inhibit your learning?

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Characteristics of Adult Learners

Adults are at various stages of autonomy and self –direction.

Adults want to know that what they are asked to learn is relevant to their needs.

Adults have a broad base of experience upon which to draw and to share with others.

Adults are practical and problem centered rather than subject-centered

Adults seek to learn what they have identified as important rather than what others deem important.

Adults look to learn what can immediately be applied.

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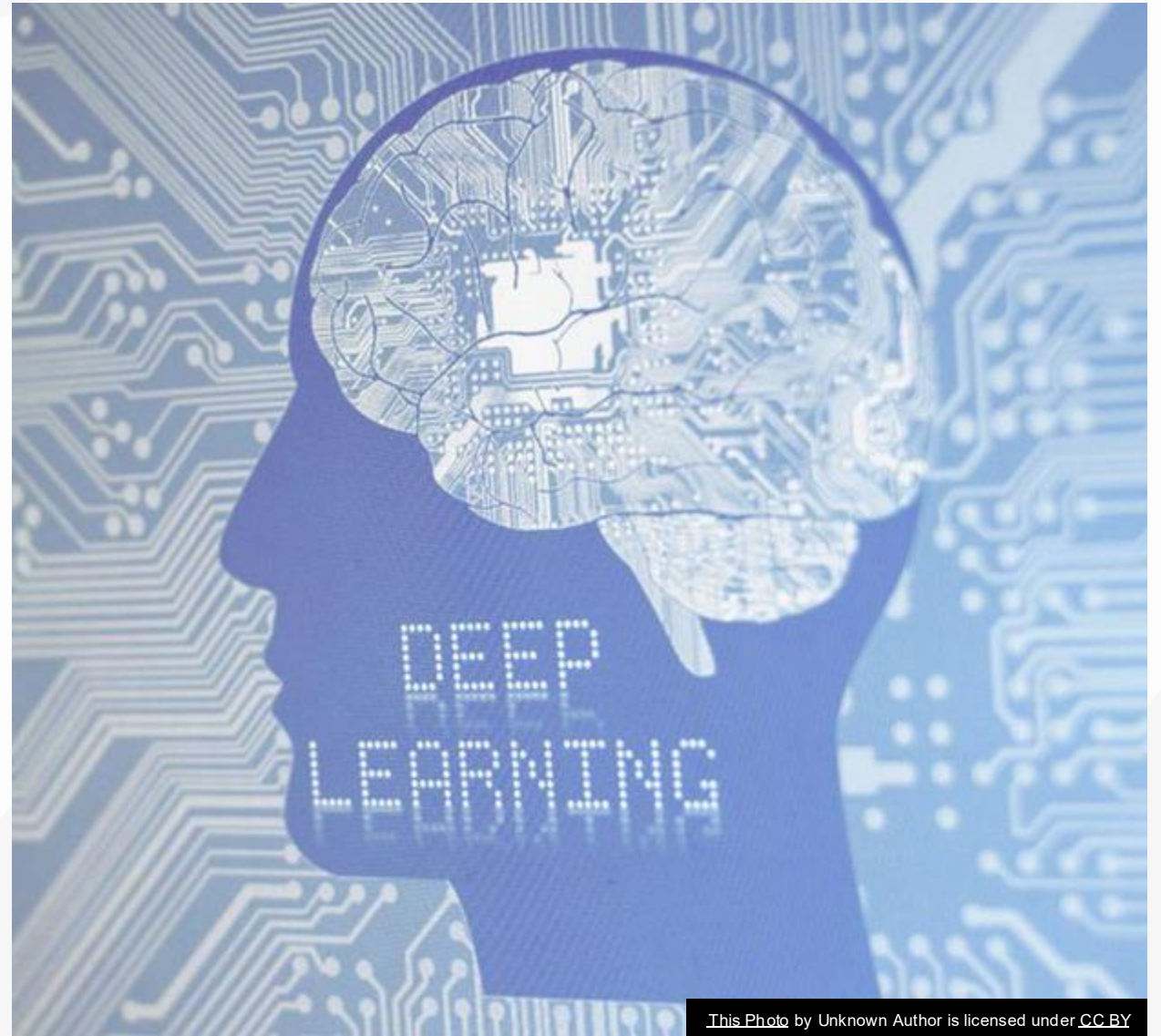This Photo by Unknown Author is licensed under CC BY

Implications for Teaching

Adults look to learn what can immediately be applied.

As clinical teachers, you have a real advantage here - how can/do you do this?

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Summary

1. Learners come with **prior knowledge**

2. Prior knowledge must be **activated** for the connections to happen

3. Learners must **actively construct** new meaning/knowledge

4. Deep learning takes **time**

5. Motivation has a **strong impact** on learning

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Pause Procedure

- What was the mudd[...] lea[...]ar point so far?
- Reflect on your own [...]ng [...] could this presentation be alte[...] im[...]d?

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Facilitating Learning

- Learning Styles and Strategies

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Learning Styles

- Learning theories provide an explanation for <u>how different adults can learn differently</u> and propose different definitions of what learning *is*

- Learning *styles,* however, refer to methods of teaching that align with learners' preferences
  - Though research shows that **all learners** benefit from varying "entry modes" into learning (Kaplan, 2013)

Learning Styles

Input mode: Visual, Auditory or Kinesthetic

Motivation: Extrinsic to Intrinsic

Content: Practical to Conceptual

Social Context: Independent to Interpersonal

Plan: Strategic to Spontaneous

Implications for Teaching

Acknowledge the usefulness of different styles

Help your learner identify his/her preferences

Accommodate your learner when appropriate

Varying the way that you teach will also make you a more flexible teacher

This is relevant for teaching patients as well

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What if they don't get it?

Sometimes we encounter barriers to effective teaching
- Teachback
- Active reflection – you and learner
- Application
- G**N**OM**E** (as a form of assessment)

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Practice

Read each case.

On your own, strategize methods or modalities for engaging learners in the scenarios.

Share and discuss with shoulder partners.

Case: Physical/HT Assessment

- You have been tasked with teaching new learners how to conduct a comprehensive physical/head to toe assessment.

- Pick **three** learning styles and discuss how to incorporate them into your teaching plan for this skill.

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Case: Orientation Redesign

- You've been asked to redesign your clinical site's orientation for new learners. The current approach is a printed packet detailing elements like parking, lockers, the layout of the clinic, etc.

- Discuss **three** impactful changes that can be made.

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Case: Something isn't Clicking

- You have asked your student to see one of your patients with poorly controlled diabetes and hypertension.
- You review the patient's history and discuss potential treatment strategies. The learner doesn't say much and after seeing the patient says they are motivated to make changes in their exercise regimen.
- While this is great, the patient's A1C today was 13.1%, and you feel you need to start insulin. The learner hadn't considered this.
- What are possible ways to engage and teach this learner?

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