

Putting The Learner First: “It’s not me, it’s you”

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Learning Objectives

- Convince you that putting the learner first means engaging with them and that this is the teacher’s responsibility
- Help you recognize when you are failing to put them first and discuss several reasons why this happens
- Provide and discuss a simple rubric to assure learner-centered teaching

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SLIDE 1

What does it mean to 'teach' in medicine?

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So...all you have to do is deliver something that is memorable, contextual, accessible, convincing & correct!

Engaging the learner (and keeping them engaged) is on us

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Why is engagement my responsibility?

- This isn't a new concept
- Good evidence it works and we control the room
- Think about your substrate!

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SLIDE 5

Engagement is an old idea

“...modern medicine, like all scientific teaching, is characterized by activity. The student no longer merely watches, listens, memorizes...the student cannot effectively know, unless he knows how.”

- Abraham Flexner, 1910

There is strong evidence for engagement

- Bonwell & Eison, “Active learning”
 - Similar mastery of material, superior thinking and contextual use of knowledge
- Kolb & Kolb, “Experiential Learning Theory”
 - Learning is a process
 - All learning is relearning
 - Learning requires resolution of conflict
 - It is a process of adaptation
 - It is the process of creating knowledge

Think about your substrate

- Who we teach?
 - Medical students
 - Residents
 - Fellows

How do I know if I'm not putting the learner first?



What does it look like when learners come second?

- “I know we’re almost out of time, but let’s just get through these last 12 slides.”
- “Actually...hang on...let’s just skip the next few slides, they’re not that important anyway.”
 - The title slide says, “ACCP 2008”
- “There’s a lot of material to cover so I don’t think we’ll have time for questions - just see me after class or email me if something doesn’t make sense.”

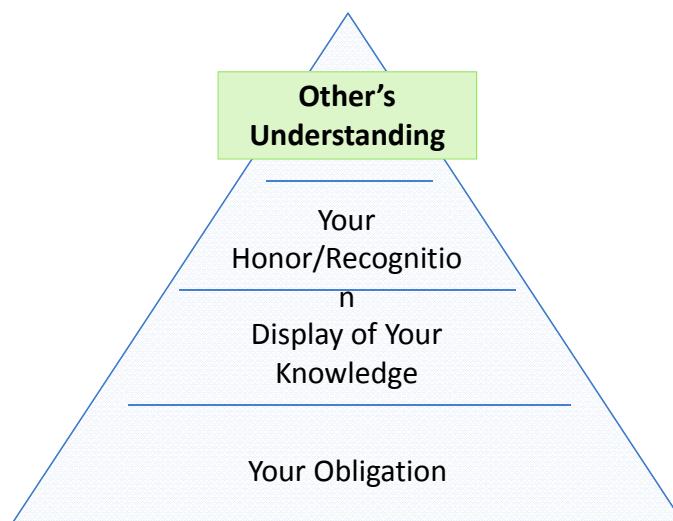
What does it look like when learners come second?

- 1) When you pause to ask for questions, you don’t get any.
- 2) You find yourself getting upset when the students are not paying attention or don’t seem to get what you are saying.
- 3) You know you’re supposed to so after finishing your talk, you add a slide for ‘learning objectives’.

I'm a good person, why do I put them second?

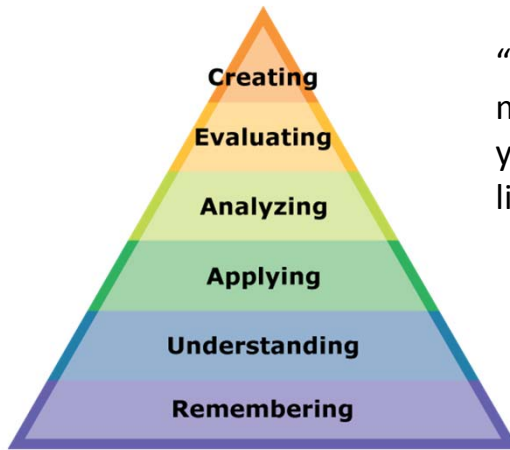
- Putting the learner first requires more of our most precious commodity

Why we talk may not be why they are listening



Easy to confuse what we teach with how we teach

Bloom's Revised Taxonomy of Educational Objectives



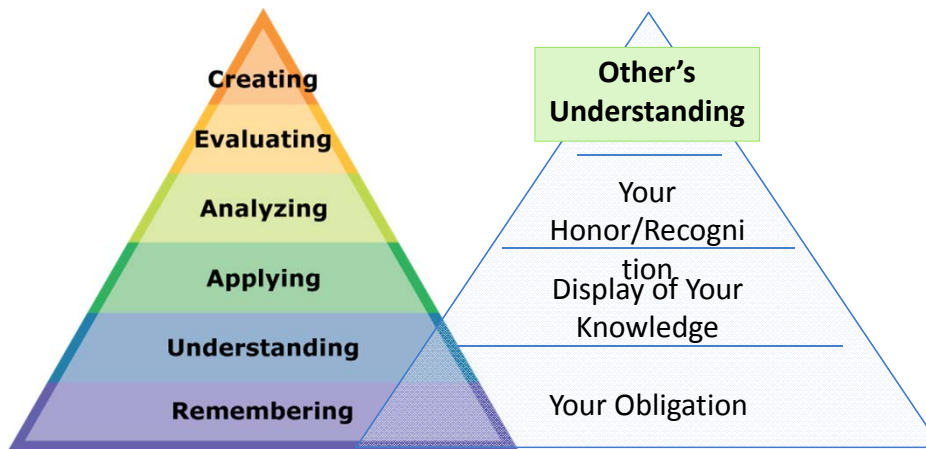
“Your goals and objectives may lie at the bottom but your actions should always live at the top.”

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SLIDE 14


The answer: ‘Teach to the Top’



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SLIDE 15

How to Improve Engagement: The Three A's

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AIM

- Knowing your students
- Crafting learning objectives
- Allowing for interaction

AUDIENCE

- Charlatan vs. Bore
- Temperature taking

Knowledge
e

ATTITUDE

- Appreciating uniqueness
- Advanced organizers

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Conclusion

- Putting your learner first is an active process
- Beware the warning signs of disengagement
- Always 'teach to the top'
- Remember the 'three A's'
 - Aim
 - Audience
 - Attitude