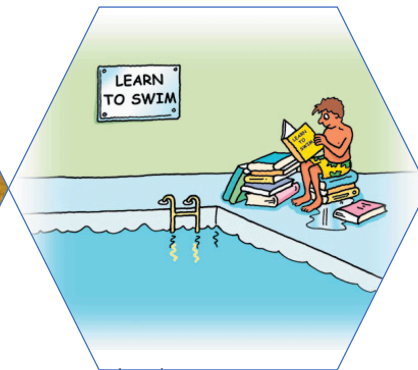


GREAT

Dr Louise Younie, m.l.a.Younie@qmul.ac.uk

Dr Will Spiring r.w.spiring@qmul.ac.uk

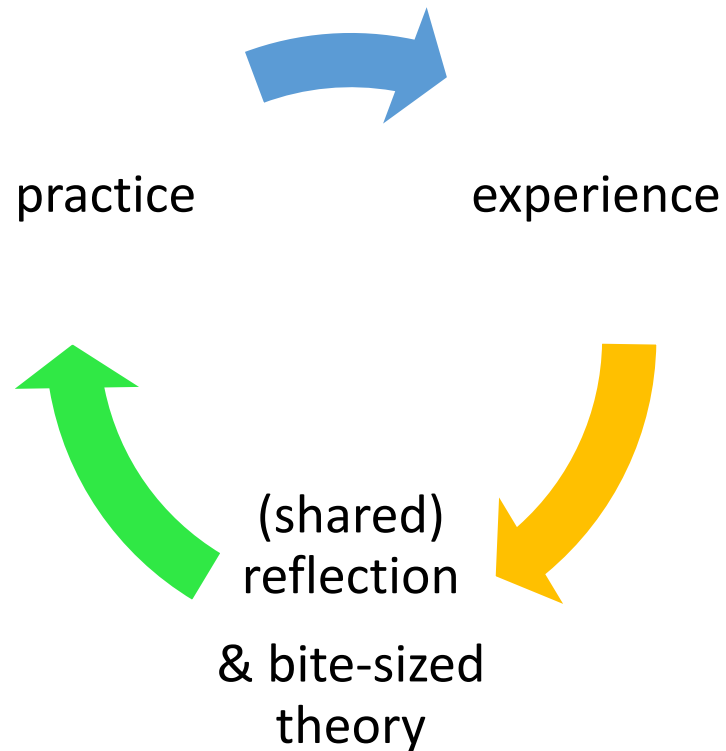


Aims

- Promote learner led models of teaching
- Build confidence as student-centered educator
- Develop educational ambassadors within primary care

Overview

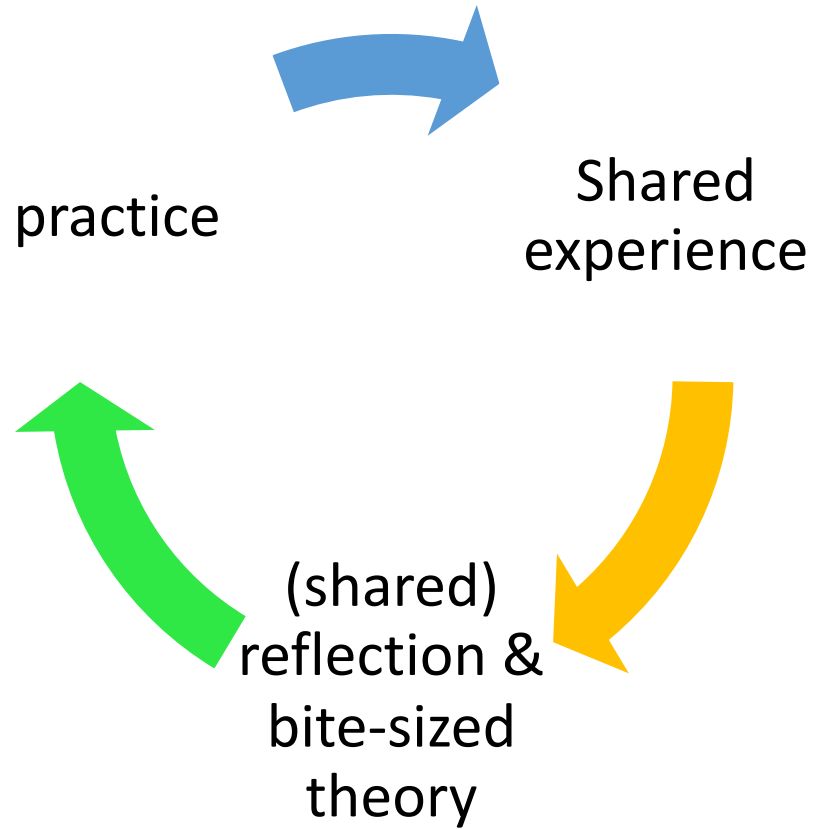
Process – practitioner development



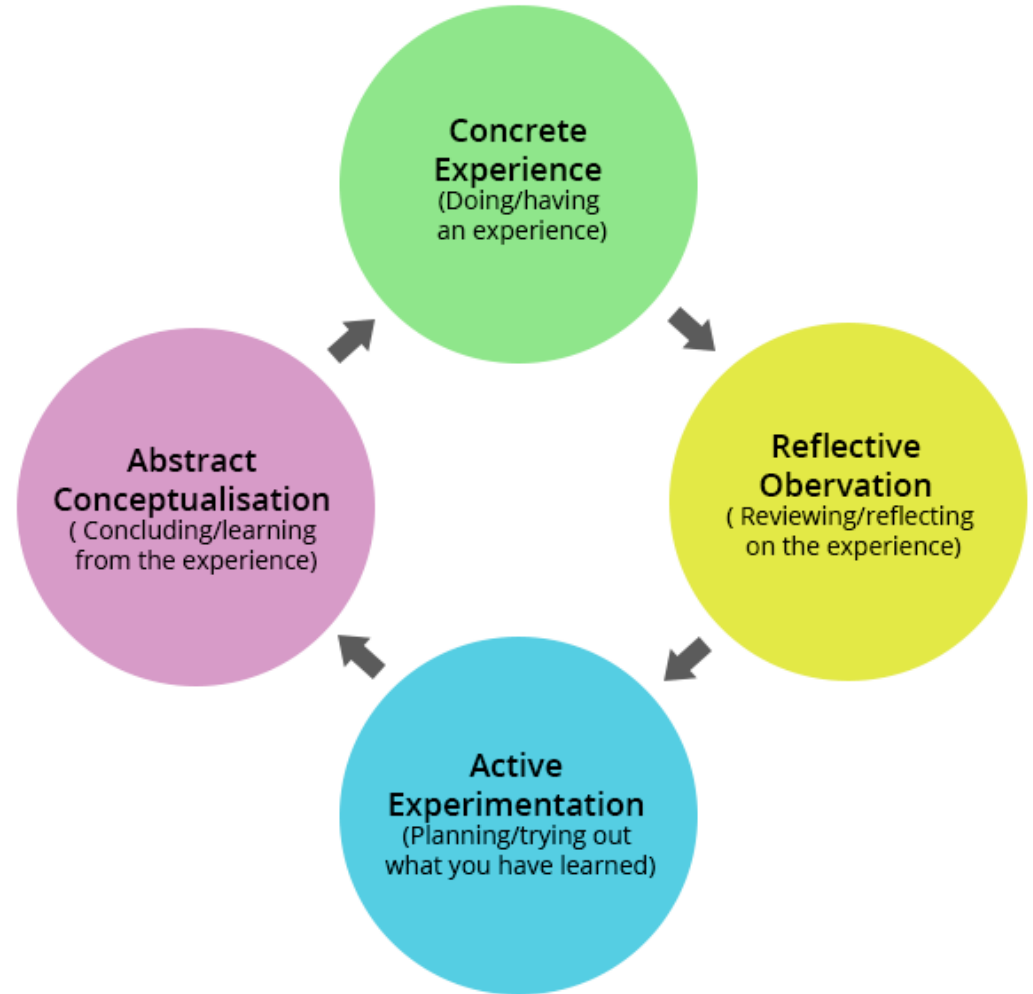
Methods

- Shared reflection F2F/whatsapp
- Sharing best practice
- Small group
- Large group
- Role play with each other
- Role play with students
- Bitesize: educational theory
- Reading/sharing educator resources

Bite-sized



Kolb

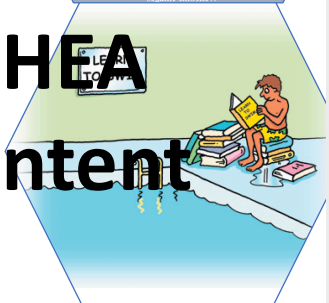


AFHEA Content



A1: Designing and planning learning

- Conducting a learning needs analysis
- Lesson planning
- Making sense of aims and learning outcomes
- Managing small group teaching
- Creating teaching materials (BMJ)



A2: Teaching and supporting learning

- Learning and teaching with patients
- Understanding teaching and learning styles
- Student centred learning
- Teaching small groups (BMJ)
- Learning and teaching in the clinical environment (BMJ)
- Problem-based learning (BMJ)



A3: Assessment and giving feedback

- Evaluation (BMJ)
- Work-based assessment (BMJ)
- Written assessment (BMJ)
- Skill based assessment (BMJ)



A4: Developing an effective learning environment and providing student support

- Creating a positive culture of teaching and learning in the practice
- Setting ground rules
- Role modelling in medical education
- One to one teaching and feedback (BMJ)
- Educational environment (BMJ)



A5: Evaluating your own educational practice, research and scholarship

- Applying educational theory to practice (BMJ)
- Curriculum design (BMJ)

The start- your experience so far.....

- In 2's or 3's:
- Think of a teacher who at some point in your life really inspired you?
- What about them or their teaching left a lasting impression?
- Are you carrying any 'baggage' (may be less positive experiences) from your own teaching or learning
- Introductions and sharing of ideas

INSPIRING

- Sticking with it
- Challenges
- Praise (when did well)
- Find out about your needs
- Well prepared
- Human dimension
 - 2 way "umbilical cord"
 - Exposes self / vulnerability
 - Honesty
 - Passion / Enthusiastic
- Sense of Humour
- Mutual respect
- Sensitive in critique
 - feel safe
- role model / lead by example
- Simplicity

Student voice

Look at student nominations:

- What themes do you see (2017/2018)?
- What behaviours do you want to show yourselves?

What themes Students like

Structure

Feedback

Planning

Interactive

Enthusiastic

Good Clinically

Exam fit

Listens

Relevant / knows curriculum / nearness

Time

Autonomy (in learning)

Learning needs analysis

- What developmental needs would you like to be addressing as educators to support your work with students?



Student induction

(into practice/session)

- 2 mins as individual to write down what you will do with first meeting with students (induction into practice or into session).
- How will you:
 - set the tone?
 - set the practice scene?
 - prepare students for being in general practice?

Learn names

Biscuits + Tea

Weak areas

How do they learn?

Ground rules 'what would you expect from your doctor'

Something about you/na
Full is your cup

Who to contact

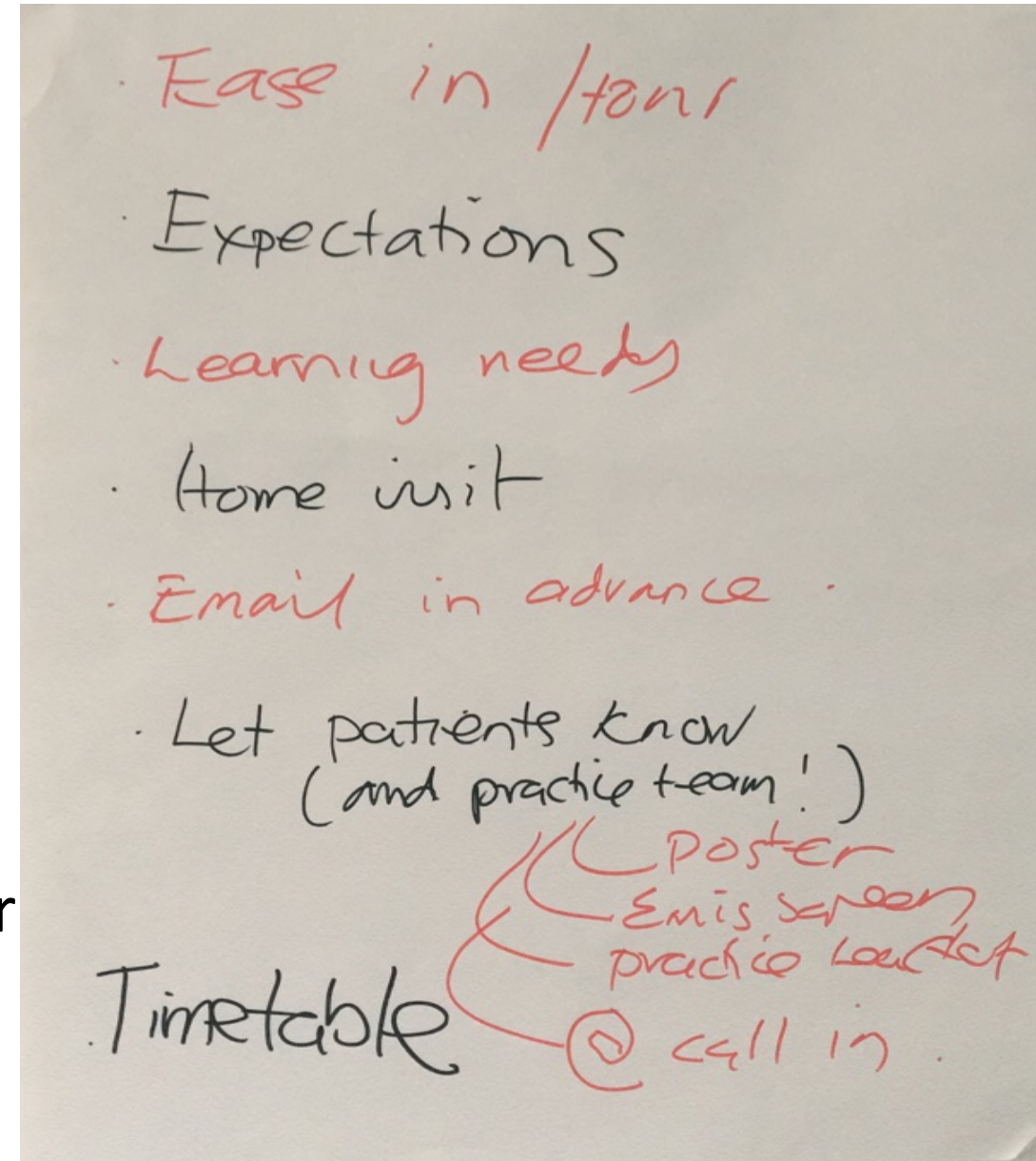
House keeping (Bridge/water)

Student induction

(into practice/session)

- 2 mins as individual to write down what you will do with first meeting with students (induction into practice or into session).
- How will you:
 - set the tone?
 - set the practice scene?
 - prepare students for being in general practice?
- Pair up and address preparation of either
 - Student
 - Patient
 - Practice

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Placements that students love

Student tweet

Blown away by Day 1 of paediatrics placement. In the first hour we were told by consultant:

1. We want to get to know you + support you as individuals
2. Never apologise for showing emotion. Always an open door if you want to talk
3. Each of you is a valuable member of the team

Imagine you have your first meeting with a student

- How do begin to understand their learning needs?

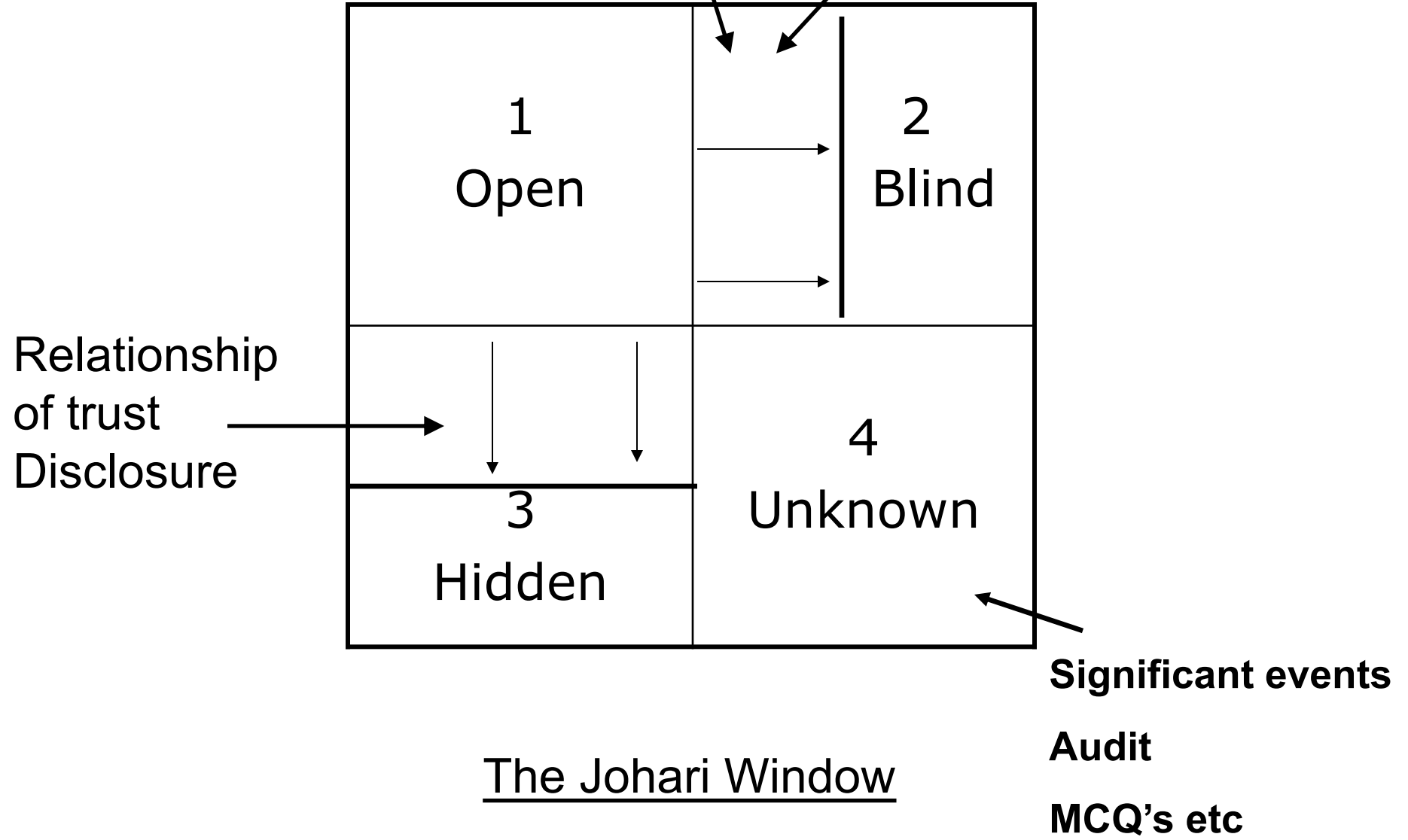


Commonly used Learning needs tools



Socratic question triggers
new understanding

Feedback



Knowles' 4 principles of Adult Learners

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.
(Kearsley, 2010)

Knowles' 5 Assumptions Of Adult Learners

- **Self-Concept**
As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being.
- **Adult Learner Experience**
As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
- **Readiness to Learn**
As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
- **Orientation to Learning**
As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.
- **Motivation to Learn**
As a person matures the motivation to learn is internal (**Knowles 1984:12**).

Which years are you teaching?

- www.gptutorbartsandthelondon.org

Educator resources

- BMJ educator series
- Australian Teaching on the Run series
<https://www.nwpgmd.nhs.uk/resources/teaching-run-tips-series>
- Bradfordvts <https://www.bradfordvts.co.uk/teaching-learning/trainers-tool-kit/>
- Journals <https://qmplus.qmul.ac.uk/mod/page/view.php?id=794092>
- Twitter

- ...He always finds enough patients for us to visit in pairs, plus back-ups in case of any dropouts. He makes itineraries for each day, and always sends us an email a few days before, highlighting the learning objectives, topics for our individual presentations, and what he hopes we will get out of the day...If we have any questions/ queries/ concerns, he is able to answer them the majority of the time, but he also does not cover up that he does not know the answer to particular questions. He is also very open to discussion that's not necessarily on the topic of the day, if he feels it will be beneficial to our wellbeing and/or education. He is also very open to feedback and every week asks us to tell him 'what went well' and what 'could be improved', and this feedback is always taken into consideration...we really feel listened to....Every day I have spent at the GP practice, I have come away feeling educated and inspired...

