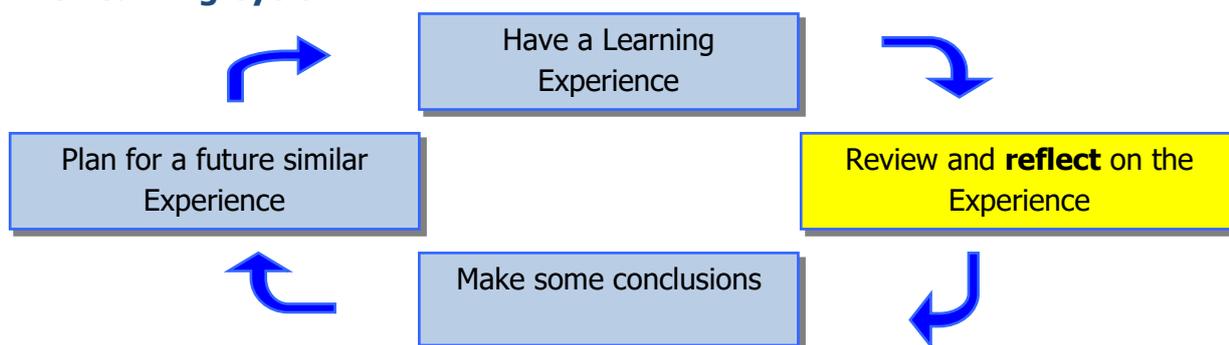


How People Learn: some brief notes

The Learning Cycle



Stages of Cognitive Learning

1. **Remembers**, recalls information
2. **Understands**, interprets
3. **Applies**, uses information in new situation
4. **Analyses**, separates whole into parts to make relationships clear
5. **Evaluates**, judges usefulness
6. **Creates**, combines to make a new idea

Skills Learning Ladder

1. **Observes**, tries to copy
2. Performs under instruction
3. **Performs** independently
4. Combines with other skills
5. Performs **fluently**

Model of Learning and Teaching

Stages of becoming aware of, and developing a skill:

1. Unconscious incompetence
2. Conscious incompetence
3. Conscious competence
4. Unconscious competence

'Clunky' phase

'Fluent' phase

5. **Reflective competence** – useful when teaching (ie ability to **explain** the details)

The learning model, 'conscious competence' etc has 4 stages which describe the development of a personal skill. By encouraging the learners to acknowledge the 'clunky' stage when they try out a new technique, we can help them feel confident to try something new.

A fifth stage of '**reflective competence**' enables us to **teach** the component parts of the skill. For example, when teaching consultation skills, we can develop this competence by **naming** various parts of the consultation, eg opening silence, active listening, open question, closed question, verbal echo, 'looping', 'crossing the bridge', explaining, safety netting, etc. When teaching a physical skill, eg examining the knee, we can name the various components, and get the learner to name them, eg position patient, explain, palpate, flex leg, etc.

Learning and Teaching Facilitating Learning

Learner needs to ...	Facilitator of Learning can help by ...
Want to learn	Inspiring , showing the value of the learning to the learner
Feel they can learn	Showing positive regard, making positive comments
Know how to learn	Explaining and Demonstrating the new skill
Do the learning	Encouraging learner to practise
Use new learning for real	Helping learner to visualise using new learning in real world Encourage learner to report on recent learning; praise them

Careful Detailed Observation of Learners

Dumbledore: "You see what you expect to see".

As facilitators, we need to focus on different aspects of what the learner is currently learning. For example, when facilitating learning about consulting, we can consider specific aspects in isolation and then as part of a whole consultation. It is not enough just to watch 'overall' but we need to consider each aspect of the consultation individually so that we can help the learner with specific skills, which are then integrated into the whole.

Other Ideas about Teaching Facilitating Learning

- Positive language makes learning more effective. Compare:
"Should" implies wrong, promotes defensiveness, dependence on teacher, and implies a 'right' way.
"**Could**" offers opportunities, possibilities, variety of options, learner searching for her own solutions.
- Writing a personal 'ideal consultation' to discuss with tutor, read before and after consultations, reflect how close the real consultation was to ideal, and practise a specific phrase before next consultation.
- Help learners with language issues, including local dialects: eg speak English in household, chat with receptionists, ask colleagues to use colloquial language and share/correct phrases, TV or radio soaps, etc.
- **Visualisation** of new learning, eg using 'statement as a question' during consulting. Visualisation uses the same brain circuits as when doing the action for real, so this starts 'doing' the new learning in a safe, private place.

Personal Notes

My plans for developing my teaching facilitation of learning

I will use today's learning in these ways ...

1

2

3