Some Ideas about ~~Teaching~~ Facilitating Learning

The Learning Cycle

Plan for a future similar Experience	Have a Learning Experience
Make some conclusions	Review and **reflect** on the Experience
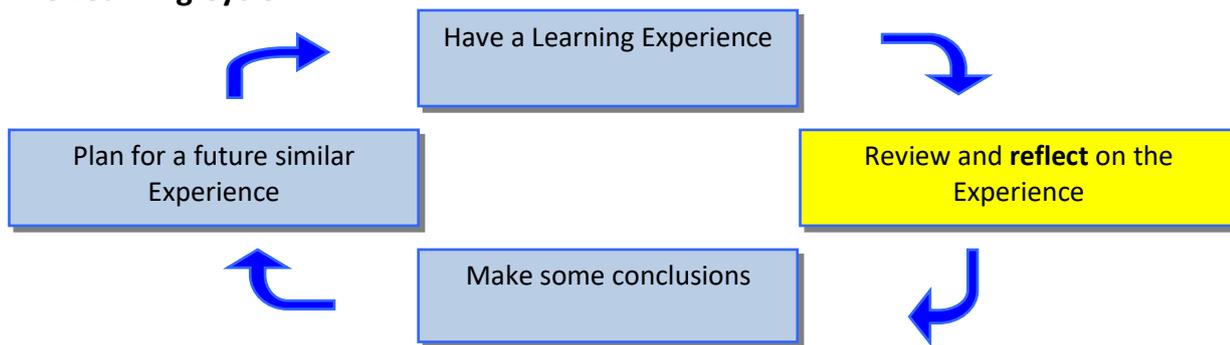
Stages of Cognitive Learning
1. **Remembers**, recalls information
2. **Understands**, interprets
3. **Applies**, uses information in new situation
4. **Analyses**, separates whole into parts to make relationships clear
5. **Evaluates**, judges usefulness
6. **Creates,** combines to make a new idea

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

Learning and ~~Teaching~~ Facilitating Learning
A model for learning well, from the learner's perspective, and the corresponding behaviours of the facilitator which enhances 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** the learner to **visualise** using new learning in the real world. Encourage learner to report on recent learning; **praise** them

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. Eg, for teaching consultation skills, we can develop this competence by **naming** various parts of the consultation, eg verbal echo, looping, 'crossing the bridge', explaining, safety netting, etc.

Model of Learning a Skill
▶ Stages of developing a skill:

▶ Unconscious incompetence
▶ Conscious incompetence
▶ Conscious competence
▶ Unconscious competence

'Clunky' phase

'Fluent' phase

Name the Skill!
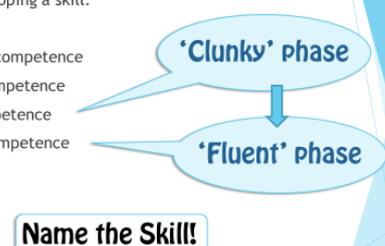
▶ Reflective competence

Careful Detailed Observation of Learners

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

As facilitators, we need to focus on each aspect of the skill, and help learners to develop the various parts, integrating each small part into the whole. Eg, by changing our focus when observing a Registrar's consultations, we can discern which aspects we could help to develop. It is not enough just to watch 'overall'. Registrars/students/learners can practise a 'skill of the day' to develop fluency. Then choose another skill.

Feedback Language

Feedback is about providing information about performance or behaviour with the aim of:

1. affirming what the learner is doing well
2. helping the learner develop in areas they are doing less well

Pendleton: learners wait for the **'but'**, and do not always remember the good things said about their performance. We can just avoid using the word 'but', and instead use 'and', or two separate sentences.

Agenda led feedback: go straight to what is important for the learner. Link feedback comments to the previously expressed goal of the learner, saying how the behaviour we observed is either **effective** or **ineffective** in achieving the desired outcome, eg *"You said you were trying to achieve good rapport and I thought your smile, nudging and eye contact were effective at doing this. Later, when you were looking at the computer while the patient was talking, this seemed ineffective at maintaining your rapport."*

'Should' implies wrong, promotes defensiveness, dependence on the teacher, and implies a 'right' way.
'Could' offers opportunities, possibilities, variety of options, helps learner search for her own solutions.

'Why…?' often induces a defensive justification of what happened.
'What reason…?' usually encourages a genuine exploration of reasons. Eg *'What were your reasons for…'*

Other Ideas about Teaching

- Positive language and reinforcement of good consulting behaviours makes learning more effective. Learners often do not know they have used a good technique. Tell them!
- Write a personal 'ideal consultation', read before and after a consultation, reflect how close the real consultation was to the 'ideal', and practise a specific phrase before next consultation.
- To help with language issues, including local dialects, encourage to speak English in their household, ask colleagues to use colloquial language and share/correct phrases, listen to TV or radio soaps, etc.
- **Visualisation** of new learning, eg visualise using the microskill 'verbal echo' while consulting: the brain uses the same neural circuits as when doing for real, so this starts 'doing' the new learning.

Effective Traits of Educators working with Learners

- **Focus** on the learner's goals and needs
- **Be Positive** in attitude and words
- **Think Laterally** to help the learner overcome learning blocks

My plans for developing my teaching facilitator of learning skills:

I will use today's learning in these ways…

1

2

3

Billywig propeller
ELEVATED FRAME OF MIND
Be Positive

Wrackspurt Siphons
REMOVE DISTRACTIONS
Keep Focussed

Dirigible Plum
ACCEPT THE EXTRAORDINARY
Think Laterally