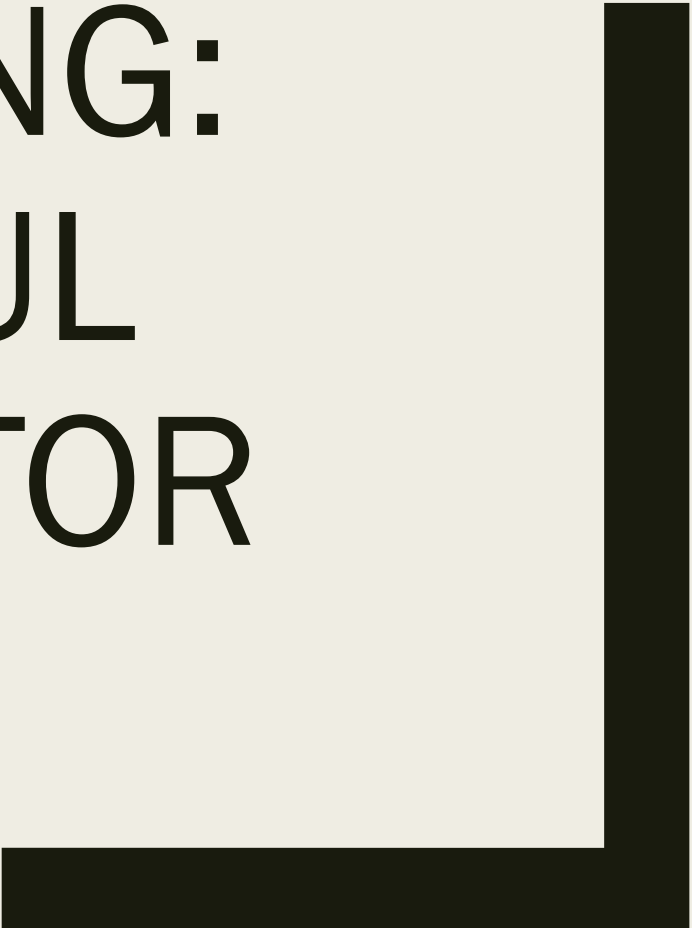


# P2P LEARNING: SUCCESSFUL MEDICAL TUTOR

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# Session Objectives

- Analyze the teacher's role
- Introduce learning styles
- Discuss teaching techniques for a varying number of learners
- Discuss feedback techniques
- Describe a positive learning environment

THE TEACHER



Do you have previous experience as a teachers/tutors?

Yes

No

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Which characteristics, you believe, describe a successful tutor?

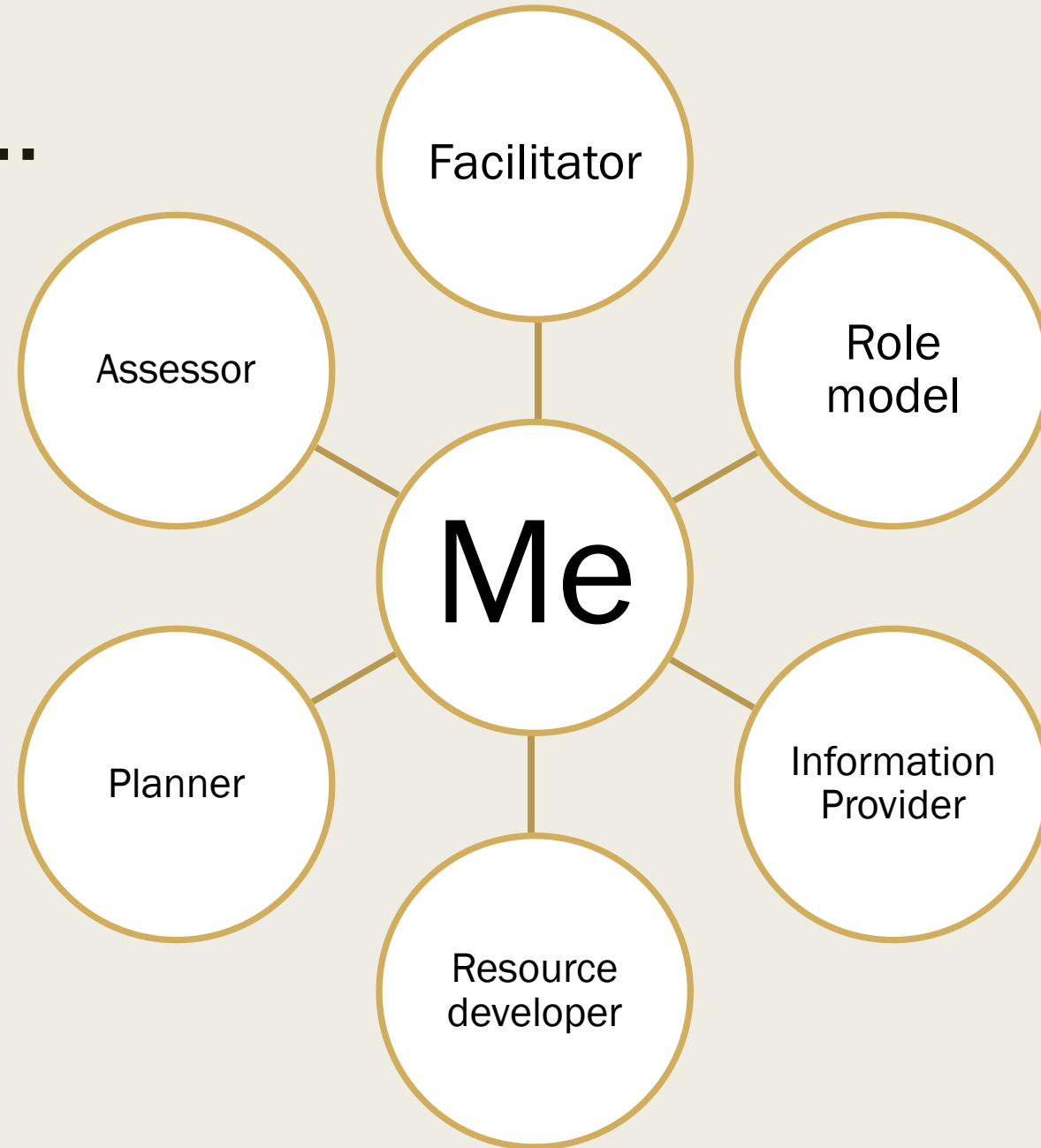


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# Teacher...



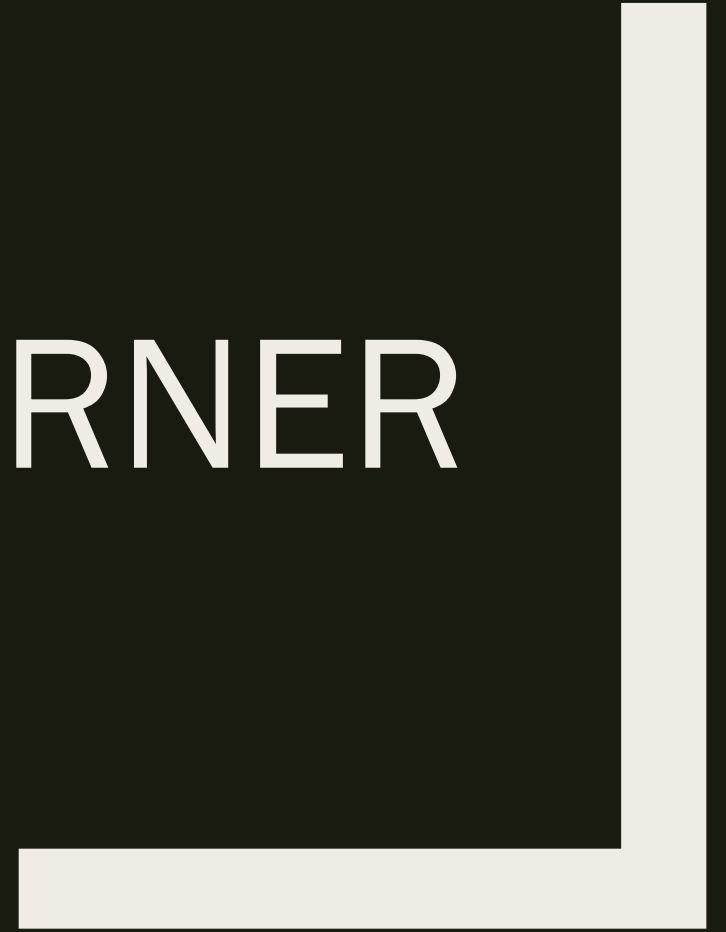
Which of the following you will be performing as a tutor?



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THE LEARNER





Big Ideas - Learning is:	Westberg & Jason, 1993	Ambrose et al, 2011	Cooke, Irby, O'Brien, 2010	Friedlander et al, 2011	Learning Theory/ Theorists
<b>1 Progressive &amp; Developmental</b>		6. The learner's current level of development interacts with the social, emotional, and intellectual climate of the program to impact learning.	Learning is progressive and developmental	Repetition and revisiting	Jean Piaget; John Dewey Hubert and Stuart Dreyfus; Jerome Bruner (Spiral curriculum)
<b>2 Structured</b>	Clear expectations and use of a learning plan is helpful	2. How learners organize knowledge influences how they learn and apply what they know		Sufficient rest to allow "replay" and consolidate new learning into long term memory;	Scaffolding – Lev Vygotsky, Jerome Bruner Advance Organizers – Ausebel; Cognitive maps - Tolman; Cognitive load theory
<b>3 Participatory</b>	Teaching should be collaborative and learner-centered	4. To develop mastery, learners must acquire component skills, practice integrating them, and know when to apply what they have learned	Learning is participatory	Active involvement, & engagement; Visualization and mental rehearsal	Social Learning Theory (Bandura; Vygotsky) John Dewey Constructivist theory
<b>4 Impacted by Prior Knowledge &amp; Experience &amp; by the learning environment</b>	Should consider learner's entry level skills/knowledge /attitudes and prior experiences; deal with misconceptions	1. Prior knowledge can help or hinder and 6. The learner's current level of development interacts with the social, emotional, and intellectual climate of the program to impact learning.	Learning is situated	Stress, fatigue and multi-tasking can interfere	Social Development Theory (Vygotsky), Communities of Practice (Lave & Wenger), Situated Learning Theory (Lave; McLellen) Hidden Curriculum
<b>5 Motivated</b>	Requires a supportive environment; provide timely and data-based feedback	3. Learners' motivation determines, directs and sustains what they do to learn. 5. Goal-directed practice coupled with targeted feedback enhances the quality of learning.		Reward and reinforcement	Self-Determination Theory; ARCS Model of Motivation (Keller) Carl Rogers, Malcolm Knowles; Rashmi Kusrkar
<b>6 Distributed</b>	Encourage peers to teach each other		Learning is distributed		Distributed Cognition (Hutchins)
<b>7 Lifelong</b>	Encourage ownership, self-reflection and self-assessment	7. To become a self-directed learner, you must learn to monitor and adjust your approaches to learning.		Use of multimodal convergent learning strategies	Individual learning styles (Kolb) VARK, lifelong learning Schön (reflective practice)

# Peer to Peer learning

- Effective learning
  - Interactive
  - Positive learning environment
  - Relate
  - Additional resource or support
- Tutor:
    - *Teaching as a learning tool*
    - *Teaching skills developed*
    - *Mentoring skills developed*
    - *Career plan*

# Learning styles

- Methods of gathering, processing, interpreting, organizing and thinking
- Four major subdivisions
  - *Personality models*
  - *Information-processing models*
  - *Social interaction models*
  - *Instructional preference models*

# Learning Styles:

## Instructional preference models

- <http://vark-learn.com/the-vark-questionnaire/>
- Good resource to identify information gathering modes to optimize learning
- Visual: best with graph, flow charts, videos
- Aural: hearing tapes, discussions, in-person tutorials
- Read/write: write and re-write, read
- Kinesthetic: practice, experience, relevant correlations
- Multimodal: may use more than one

# Student-Centered Approach

- “Personally, I am always ready to learn, although I do not always like to be taught” – W. Churchill
- Provides responsibility and control
- Clarify expected learning outcomes
- Assess KS on the topics
- Work on a study plan
- Advise on learning resources
- Provide formal instruction if needed

# Principles of Effective Learning (FAIR)

## Feedback

- Clarify Goals
- Reinforce good performance
- Provide correction of mistakes
- Be specific, timely

## Activity

- Actively engage the learner
- Better incorporated in long term memory

# Principles of Effective Learning

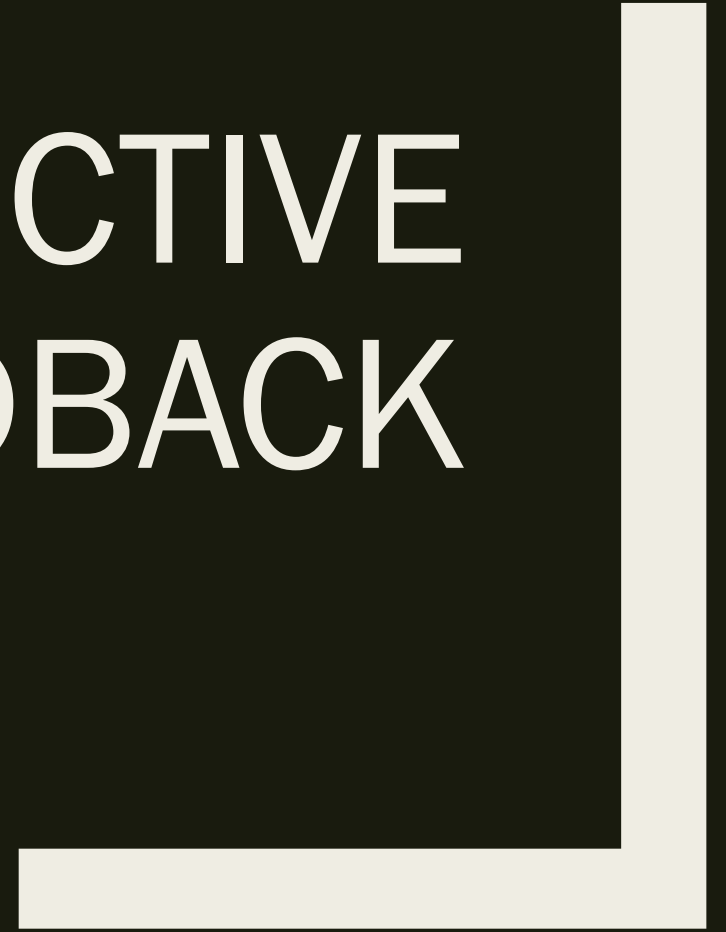
## Individualized

- Assess capabilities
- Motivation
- Goals and aspirations
- Learning styles

## Relevance

- Make it relevant
- Apply theory to practice
  - *Vertical integration*
  - *Problem based*

# CONSTRUCTIVE FEEDBACK





# Feedback

- Defined as “ information communicated to the learner that is intended to modify his or her thinking or behavior in order to improve learning”
- Praise the good
- Do not be judgmental
- Focus on the process rather than result
- Identify areas of improvement: Be SMART
  - *Be Specific*
  - *Measurable*
  - *Actionable*
  - *Relevant*
  - *Timely*

# Feedback

## Ask-tell-ask-act

- Ask- learner self-assessment
- Tell- provide smart feedback
- Ask- for confirmation
- Act- plan for improvement and f/u

## Sandwich Technique

- Positive
- Formative/stretching
- Positive

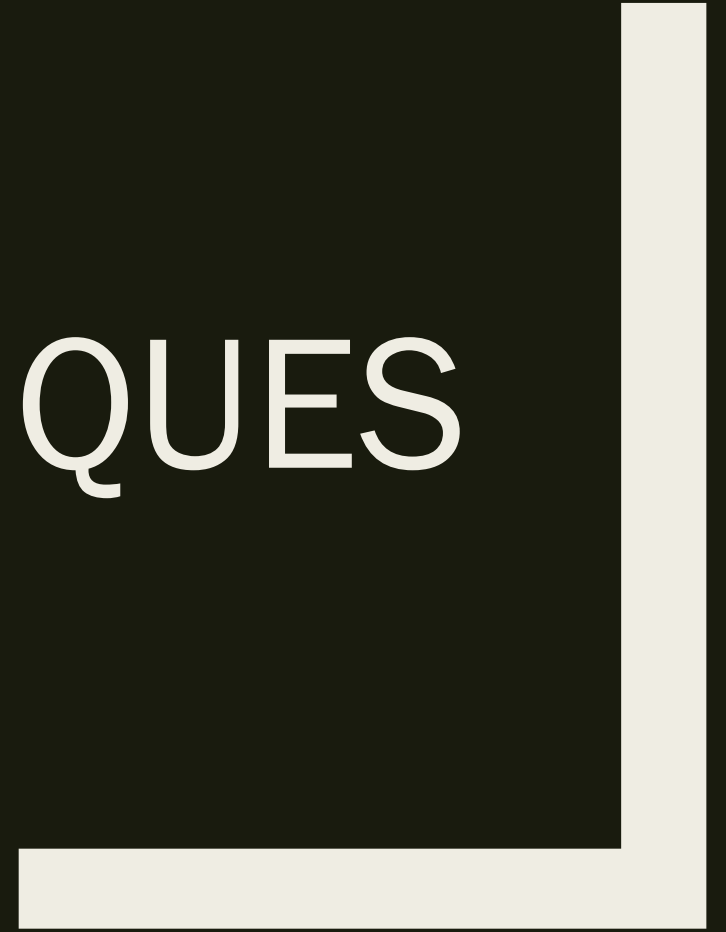
## Giving Effective Feedback

### *EXAMPLE*

Speak clearly, and loud enough for the entire team to hear during rounds.



# TEACHING TECHNIQUES



# Classroom Teaching Techniques

## Attention Grabbers

- Openers
- Video Clips
- Brainstorming
- Closer

## Skill builders

- Formal Presentation
- Independent study
- Expanded and focused cases
- Role play (SP or learner)
- Simulation

# Classroom Teaching Techniques

## Catalysts

- Progressive disclosure cases
- Quiz, games, polls
- Small group activities
- Think pair share

## Intensifiers

- Learner presentation
- Debrief
- Facilitation
- Problem based tutorials
- Reflective writing

# What will you do?

- One to One
- Small groups
- Large Group Discussions
- First things, first!
  - *Assess your learner*
  - *Establish goals*

# One to one

- Individualized approach
  - Focus on the learner's goals or difficulties
  - Continuous feedback
  - Better assess learning deficiencies
- Remember
    - *It may be intimidating*
    - *Must assess learning styles*
    - *Focus on goals*
    - *Time consuming*



## Which of the following benefits from one to one?

Visuals

Aurals

Write/read

Aesthetics

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on a teaching technique that you may use in one to one teaching se



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# Small groups

- Active learning
  - P2P
  - Topic oriented mini-lectures
  - Clear learning goals
  - Clear interaction rules
  - Plan for resources
  - Brief in advance for independent study material
  - Summarize and Follow up
- Helps develop
    - *Listening skills*
    - *Leadership*
    - *Teamwork*
    - *Critical thinking*
    - *Complete understanding*

## Which of the following best benefits from small groups?

Visual

Aural

Read/Write

Kinesthetic


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# Large groups

- Lectures
- Large group discussions
- Time-effective
- Helps introduce complex or controversial topics
- May provide guideline for further study
- Must remain in control
- Provide relevance
- Be well prepared
- Integrate active learning



on teaching techniques that will transform your lecture into a interactive  
session

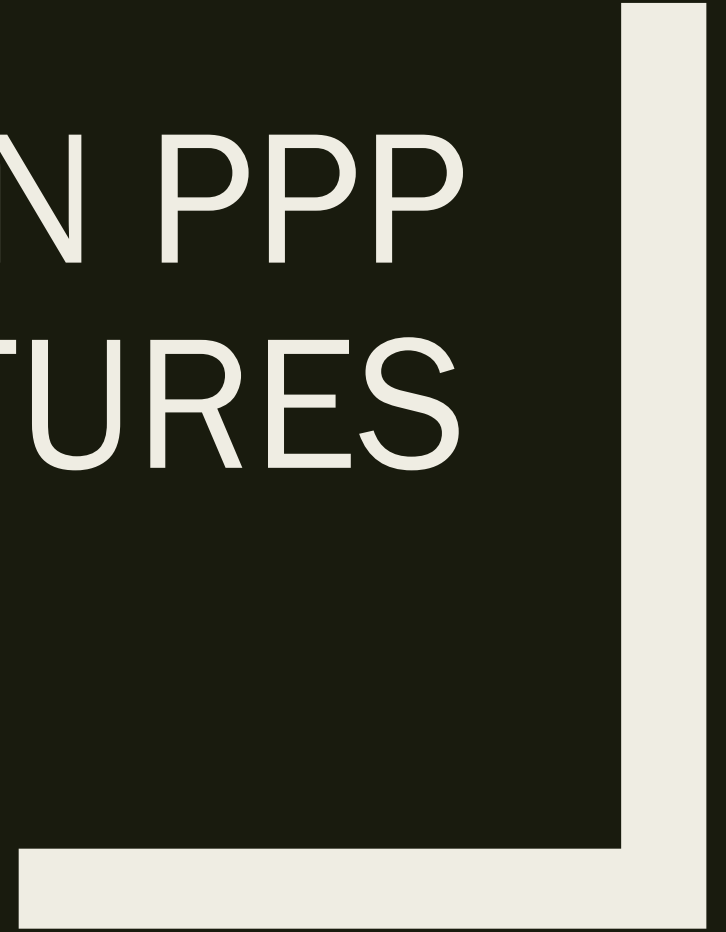


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# EXPANDING ON PPP AND LECTURES



# Effective PPP

- First: assess the audience
  - *Level of learners*
  - *Diversity of learners*
- Select topic/topics
- Identify objectives for the session
  - *Limit to 3*

- Design
  - *Same style and font*
  - *One slide per topic*
  - *Limit colors (<5)*
  - *Limit graph/picture, do meaningful or relevant*
  - *No more than 6 lines per slide*
  - *Font >24*
  - *Mix upper and lower case text*



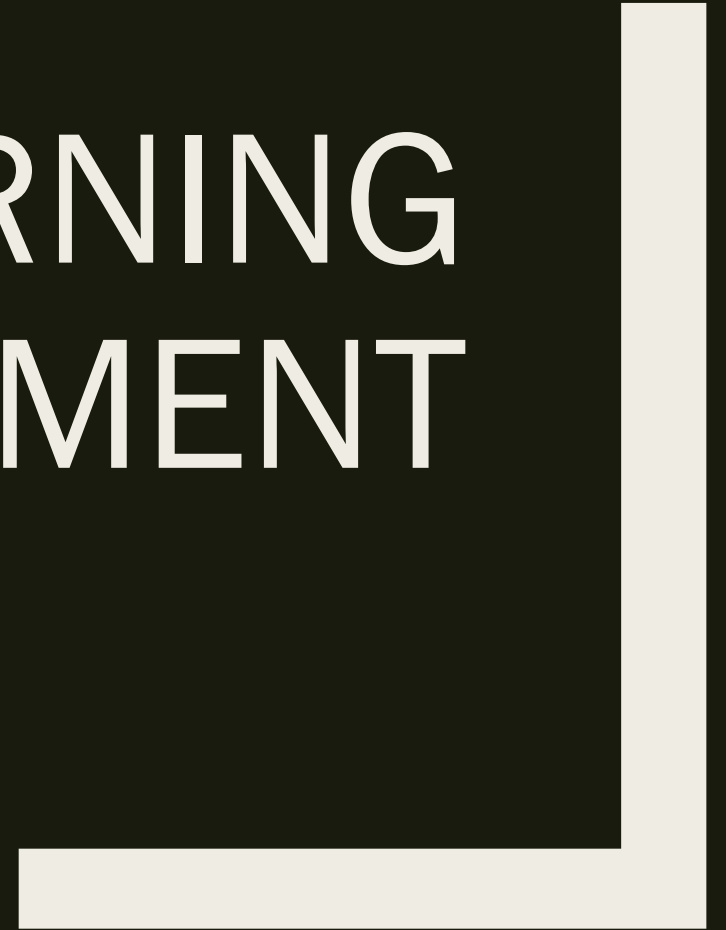
# Effective PPP

- Structure- rule of tell'em
  - *Tell'em what you are going to tell'em = introduction, agenda, guidelines*
  - *Tell it to them = content*
  - *Tell'em what you told them = summarize*
- *Start with your conclusions and built up.*

# Deliver your presentation

- Prepare
  - *Know your presentation*
  - *May use scattered notes but do **not** read*
- Face the audience
- Keep eye contact
- Show enthusiasm
- Move away from the podium
- Speak clearly
- Pace yourself

# LEARNING ENVIRONMENT



# Collaborative Learning Environment

- Provides Support
- Non-judgmental
- Only permits respect
- Encourages inquiry
- Promotes Integration
- Oriented on goals
- Is participatory
- Is dynamic

VOLUNTEERS?



# Session Objectives

- Analyze the teacher's role
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- Describe a positive learning environment.
- Discuss feedback techniques

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