• Welcome
• KLOs: ‘Learning Outcomes’
  • Concept of blended learning
  • Approaches that can be used
  • Learning from peers
  • Clinical applications of blended learning
  • Linking to Empowering the Educator

Group ‘discussion’

Reflect on one’s background and own experiences: of teaching and learning

Outcomes
*discuss learning, types of learning environments

• Traditional approach
• Advent of group work for assignments and in-class experience
• Infiltration of TV to video, to YouTube
• Other learning approaches?

* In this context: ‘classroom’ = learning environment
This is an introductory session to the many varied ways we can learn, share, teach.

Often deciding on the end product (outcome) helps guide the plan for the learning.
Developing our resources

So much technology

So much to develop

Are we getting it right?

OR can I adapt/use from elsewhere?

Locating, using, adapting, scaffolding resources

Issues for nursing and midwifery educators in clinical areas / Research, Education, Development roles?

How do you at your level (and beyond) develop the required education and training to meet the needs of the organisation?

Currently:
- Prof Development
  - Mandatory learning
  - Formal courses: tertiary, vocational
  - Inservice
  - Reading journal articles/journal club
  - Accessing HETI Online non-mandatory courses
  - Simulation
  - What else have you used?

- How do we utilise technology in the development of inservice, guideline and policy updates – impacts upon service delivery and modules and training programs?

- What technology and learning programs are currently used in the organisation? What cannot be used because of firewalls/other issues?

- Consider:
  - limitations
  - How is workplace education and training requirements directed by mandatory/required training restrictions?
Knowing what is out there is a little like accessing the internet for the first time..., but in 2016, rather than in 1996 – it can be overwhelming...UNLESS you are able to:

- define what you want to learn, and
- narrow down the search, before
- choosing to widen it!
“WE MUST MOVE FROM SOLELY LINEAR MODES OF TEACHING AND LEARNING TO THE INCLUSION OF NONLINEAR MODES, AS OUR STUDENTS ARE NOW ACCUSTOMED IN THEIR INFORMAL LEARNING.”

(Bhattacharya, Mach & Moallem (2011 p.129).

Reform of education models...these take into account:
• technological
• social
• economic
• political
developments that life in the 21st century has brought to us.
Know your audience – technology is not just for the young and sometimes some technology doesn’t resonate with your audience!
Bill Pelz explains technoheutagogy

https://www.youtube.com/watch?v=AJhzeoS7MtQ

1:41 minute YouTube explanation that identifies pedagogy / androgy and now heutogogy!!!

(AKA child learning, adult learning and self-learning)
Review the table for different processes that may be relevant to what you are facilitating in the clinical or theoretical arena.
Word Cloud – Wordle

Not a mind map - but a way of displaying elements of what you wish to present in a fun, visual manner.
When considering the information you wish to share/facilitate or alter; consider how best to construct the learning environment.

This will impact upon HOW the message (key learning outcomes) is received and learnt – and how this can be built upon in the future.
Think of a situation where the person may have understood a process by doing it....but upon repeat of the process, crucial elements are forgotten.

What lies beneath the forgotten elements?  
Was the learner motivated to get it right?  
Were they aware of consequences - and did these matter to the learner?  

What other elements are imperative in the learning construct to achieve a reliable (consistent) result?
Then to now: moving away from traditional desks in rows to computer labs to agile learning spaces;

Adapting this to the clinical arena.....

Photos from left to right
Top:
• University of Rochester, School of Nursing, 1928
• St Vincent’s Hospital, Sydney, RNs in the Operating Theatre – mock surgery ~ 1940 (personal photo from presenter)

Mid and bottom left: Google images – free stock
Bottom Right: NSW Health photo
There has been a rapid change in ehealth technologies
There is a need to ensure educators and clinicians have updated skills and knowledge
Changing paradigms around clinical care, treatments, diagnoses, interpretation and use of health technologies impacts upon the nurse/midwife educator.

Focus on learners
- provide new learning, teaching and assessment for current and future health contexts
- focus on educators - professional development
- focus on profession /industry bodies that accredit curriculum
- accreditation and certification to include specific competencies
- focus on employers - human resource implications and support for professional staff
- focus on policy makers - look at long term goals.

(Gray et al 2014,p.99)
Online delivery
- undertake learning activities and assessments via the online forum

NOT the panacea of learning processes.

How do you meld this into your clinical arena?
21st Century contemporary teaching and learning practice

Activity: Video

Connected learning:

Ways to connect learning requires that a facilitator of learning takes a student-centred approach to developing learning experiences and courses...that are relevant and engaging.
A different way of seeing things.....
Ask learners to consider current and emerging technologies.
• Social Media
• Mobile Learning
• Blended learning and flipped classrooms
• Augmented reality

Technology and its use does not make learning happen, but it is a helpful facilitator to enhance learning and the learning environment.

Capturing the successes and reviewing what doesn’t work well, puts the educational institution in a much stronger place to deal with changes.

Consider ‘Massive open online courses (MOOCS)’ : great interest now in ways to provide higher education.
• Flipped classroom – next webinar
• MOOCs – I can afford University...if I just have Google (Google Loon) and a PC/phone
• Apps
• Gamification – Rural Generalist Nurse program: Comprehensive Assessment
• 3-D printing: separation of Siamese twins

So, how then can you as an educator use this to make learning:
Memorable,
Powerful
Pertinent
???

• Who is in your group of learners?
• What do THEY want?
• What can they ‘teach’ you
• What do they need to learn?
• What do they WANT to learn?
• How to do the learning?
• How to assess that learning took place?
• Was it what you thought they would be learning....or something else/extra?
Take a POLL:
How many clinicians have used:

- Wearable technology (AF vs SVT)
- Real time translation (instant translate - English to and from French, German, Italian, Portuguese, Russian and Spanish)
- Virtual and remote laboratories
- Crowdfunding: honey from bees with no stings
- None of those...yet!

Developments in technology and communication will provide significant changes and opportunities for new ways of teaching and learning.


Johnson, Adams Becker, Estrada, & Freeman 2014, list over fifty key emerging technologies changing education. The use of social media has become the norm for many people sharing video and photographs and connecting through YouTube and Facebook.
Summer School at Harvard/MIT – in Sydney!
- **Flipped classrooms**
- **Tools for technology**
  [https://www.smore.com/8bju](https://www.smore.com/8bju)

Google these phrases
Check out options you may never have heard of

When will you use some/many in the clinical arena
Structured, curriculum driven, role based, informal learning and self directed learning are some options.

Using a range of programs and devices (tablets, mobile technology apps, learning portals, webinars and numerous learning platforms)

Access can be restrictive for some workplaces and/or for rural and remote sector.

Effective learning must be student led, with focus on stimulating the motivation, creativity and passions of the students through interest based learning.

Students must be connected with learning through a framework of communication and problem solving skills with students as active participants in their learning as they are challenged with problem and inquiry based learning (Prensky 2011, p. 7-17).

Facilitator/teacher role is to equip learners with new literacies, competencies for productive use of information technology, sufficient disciplinary-specific bases of conceptual knowledge. This requires changes toward learner-centred practices.
Discuss with group different theories of learning
As our audience is the NSW Nurse/Midwife educators/managers and other interested parties; consider theories of how we learn in different contexts i.e. workplace learning

Consider Jennings (2013) approach - to how we learn in the workplace

70% of it is learning on the job
20% through people networks and asking work colleagues
10% by formal learning

This needs consideration when developing programs – establish how best to develop the resource with the right fit for the audience.

So:
**Who do you ask when you are a learner in a new ward/environment?**
**How do they answer?**
**Who is the facilitator?**
**Planned learning vs Unplanned learning?**
‘Education is not the filling of a pail, but the lighting of a fire.’
William Butler Yeats

Teachers are the spark. 
Mike Lazaridis

Teachers that inspire you?
‘Call the Midwife’ and related increase in enrolment into Midwifery University Courses.

Facilitators who share?

Why have I put up photos from the following TV series (these were not visible in the original webinar 😊):

• ER
  • When it first aired this program had a direct impact (and cost) to NSW Health; as many medical officers ordered blood tests in the way they were ordered on the program – sometimes beyond the needs of the patient and their treatment team
  • Patients, family and carers watched the program and this impacted upon their expectations when in hospital

2. Nurse Jackie
  • Loved or loathed by nurses, this program challenged the clinician and its audience. Mentoring of students was depicted

Consider when a TV program has had an effect upon you/learners/consumers:
What from this experience can you use and adapt into your facilitation?
Successful changes in pedagogy and educational approaches, requires
• integration of professional development, and
• professional communities of practice (Guthrie 2010 pp.13).

**Professional development and professional networks that build facilitator capabilities in blended and online learning are critical for quality teaching and learning and efficient business.**

Prensky (2011) believes that learning must be learner led, motivating through interest based learning. Connecting learners with learning through a framework of communication and problem solving skills with learners as active participants in problem and inquiry based learning (pp.7).
Q. How many of these elements impacts upon your delivery of a learning session?

Q. What works well and what could be improved (in these aspects) for your next session?


Educational leadership and infrastructure are vital for the integration of technology into learning through flipped class rooms and blended models of learning. Blended learning combines the support of classroom learning with the flexibility of eLearning. Blended learning facilitates and provides independent and collaborative activities for learners in a number of different situations.
WHAT DOES THIS LOOK LIKE FOR A CLINICAL NURSE/MIDWIFERY EDUCATOR?

- Orientation to the Ward/Unit
- Inservice Program
- Mandatory Education
- Update on Guidelines/Policies/Procedures
Match this up with a concept and the reality of a clinical ward/lab.

Check out who is in the group – their experiences, what they bring to the table

What can you use

What should you use

TEST

Evaluate

Re-do
Ancient in terms of the data!!!!

By 2016 - this has increased exponentially.
Work WITH learners (not for them) to achieve a learning goal

- Access to technology and resources
- Confidence and capability with new pedagogies
- Update and upkeep of technology
- Learning design
- Assessments
- Evaluation
- Movement from group learning to individualised learning pathways
Leadership needs to be good and purposeful, but in the end it is students or learner-centred outcomes that should be the driver (Mularczyk, 2014).

Preparing learners for the world of work and lifelong learning, means embracing and utilising all forms of technology-based learning, and finding the most appropriate model for delivery and assessment.
The grass on the slides??

Represents:
growth and change
green and sustainable
Q. Is the grass always greener?

Thank you.

- Empowering the Educator, DH
- Recording of this session available soon at the above URL
- Next Webinar: “The Flipped Classroom” on Wednesday 23 March 2016, 11:30 – 12:30hrs
- Certificate
- In-Room exit survey
- THANK YOU again.