Health Education and Training Institute

Connected Teaching and Learning Webinars Series II
2016 - 2017

Learning Styles

Maureen Winn

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Openness
Respect
Empowerment**

Target audience

- Clinical Nurse / Clinical Midwifery educators

- Educators updating facilitation techniques

- Educators networking

  – seeking support from HETI

  – Support from colleagues

- Experienced educators checking in

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Our Webinars to date

• Blended learning	• The flipped class room
• Scaffolded learning	• Engaging the learner
• Simple effective instruction	• Assessing clinicians

Review at:

http://www.heti.nsw.gov.au/Nursing-and-Midwifery/Webinars/

Underpinned by 'Empowering the Educator' (HETI) and now…

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How we learn

- Ever experienced this?

Key Learning Outcomes

Participants in the webinar will:

- **Identify a number of learning styles/preferences**

- **Test their own learning preference**

- **Reflect on how this alters their own learning**

- **Identify ways to include learning style preferences**

- **Identify ways to help learning – regardless of learning styles**

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Is there a learning style?

the 7 learning styles

visual
solitary
aural
social
verbal
logical
physical

MyColorMusic.com

- Hippocrates
  - Sanguine (happy) Orange
  - Choleric (bit angry) Green
  - Phlegmatic (stable) Blue
  - Melancholy (introspective) Gold
- Jung: behaviour is a pattern
- Keirsey / Lowry: Colour

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Popular concepts

- Kolb's experiential learning

- Briggs-Myer personality
  - Is anyone trained?
  - Were you intrigued to dig deeper?

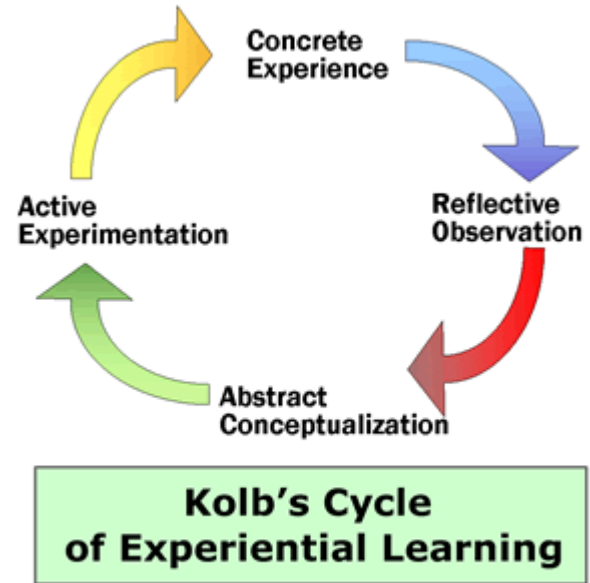- VAK (Visual Auditory Kinetic)

ACTION: Person next to you (or you)

Think about a recent 'lesson'

How were these approaches used?

Concrete Experience

Reflective Observation

Abstract Conceptualization

Active Experimentation

Kolb's Cycle of Experiential Learning

image by Karin Kirk

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Or…which colour are you?

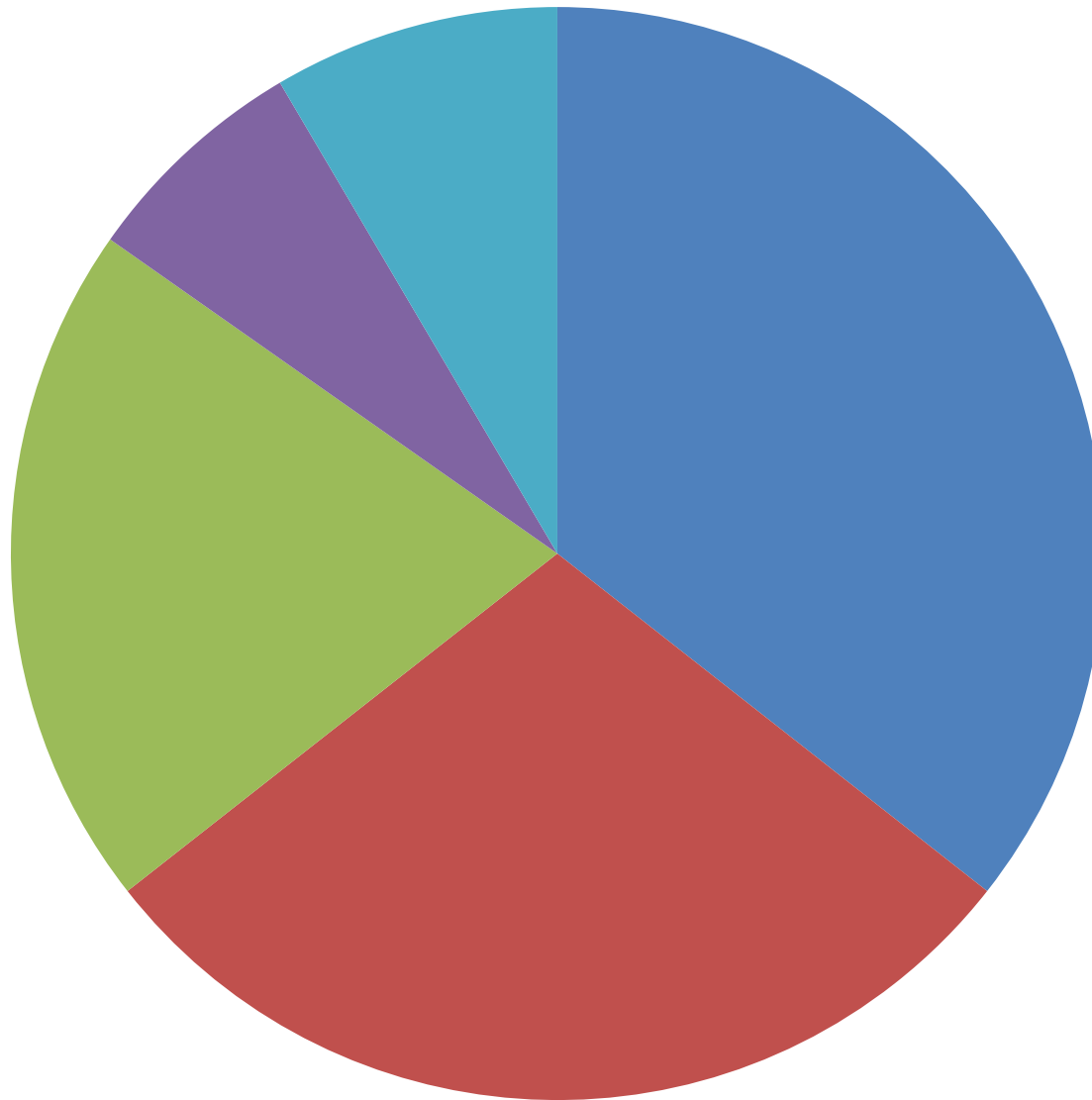- [Discovering our personality styles through True Colors](#)

Paper

- [Understanding the learning personalities of successful online students](#)

- So, why are there so many iterations?

Generational Learners

- **Vets (1925 -1945)**
  - cooperative, respectful, classroom approach, tech with support

- **Baby Boomers (1946 - 1964)**
  - Is the info' useful? partner in learning, teamwork, discussion, life-learning (self-made)

- **Gen X (1965 – 1981)**
  - Change is OK, hands-on, role-play, tables, graphics

- **Gen Y (1982 – 2000)**
  - Flexible, creative, doing, immediate feedback

- **Millenials (2001 – 2020)**
  - ?

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You said……

Facilitator
Physical
Pictures
Journal
Abstain

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Imagine a learning session

Stand alone techniques

- Speaking to you (Anyone, Anyone?)

- Smartboard writing - copy

- Small group discussion

- Demonstration

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The argument AGAINST

- [TEDx Learning styles and critical self-reflection](#)

- NEWS ABC *'Students are not hard-wired to learn in different ways'* 6 Sep 2016

- [The Myth of Learning Styles](#)

Evidence Base

Study

- 89 medical residents and students in 2 schools
- Complementary Medicine module, 2 approaches:
  - active vs reflective questions
- Factorial, randomised, controlled, cross-over, post-test only trial
- Matched/Mismatched to question style
- No difference in scores
- **Cognitive + Learning styles had no effect on learning outcomes**

(Cook, Gelula, Dupras, Schwartz 2007)

So:
engaging with learners

- We can explore 4 key ways to engage with learners

- But not just yet …..

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Time for a ...

and a

and to the Poll questions!

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Chat Box Questions

1. I have attended 'Connected Teaching and Learning' Webinars

    a. **Only once**

    b. **Two or more times**

    c. **I have reviewed previous webinars at the HETI Nursing & Midwifery team webpage**

    d. **I have downloaded the PowerPoint presentations from the webpage**

2. When I registered to attend this event, I used the supplied link to review my own learning style

    ☐ **Yes / No / I didn't register – I am participating in a group.**

3. My current concept of 'learning styles' is

    a. **It's important to identify learning styles preferences before the session occurs**

    b. **I mainly do a 'hands on' approach**

    c. **My main technique is a lecture format as it addresses content need**

    d. **I try to flip the classroom, so as the session can include verbal and kinetic techniques**

    e. **I include different techniques when teaching but it is generalised not specific to learning styles**

4. Based on this presentation to time, I would in the future

    a. **Continue to do what I usually do – it works**

    b. **Meet with learners to identify learning style, content need and outcome required**

    c. **Get learners to change my session, to meet their own learning styles – then share with similar learners**

    d. **Only change when there are identified patient care issues in the ward/unit/community area**

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So, what do we do now?

- For those who use MULTIPLE TECHNIQUES
- For those who mix-it up a bit
- For those who rely on their passion for the subject

- **Well Done!**

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Guide on the Side approach

HOW DO WE LEARN?

ACTION LEARNING
- Participate In Activity — 100%
- Simulate The Activity — 90%
- Teach The Activity — 70%

VISUAL LEARNING
- Watch Demonstration — 50%
- Watch Moving Pictures — 40%
- View Pictures — 30%

VERBAL LEARNING
- Hear Words — 20%
- Read — 10%

HOW MUCH DO WE REMEMBER?

Tell me and I forget. Teach me and I remember. Involve me and I learn.

- Benjamin Franklin

http://elta.pk/index.php?option=com_content&view=article&id=104&Itemid=219

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Is it scaffolded?

➤ Active participation

➤ Able to create their own learning (no hand holding)

➤ Meaning is made from the experience (guide on side)

➤ Use:

- **Behaviour**
- **Reflection**
- **Review**
- **Discussion**
- **Amalgamation**

✦ **Mature**   **Maturing**
✦ **Self-confident**   **Over-confident**
✦ **Autonomous**   **Dependent**
✦ **Self-directed**   **Needs direction**
✦ **Close-minded**   **Will copy a 'leader'**
✦ **Won't change**   **'Evidence-based mantra'**

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4 new ways to engage

- You logged in to a facilitation webinar

- Checked out how you learnt

- Re-thought ideas an learning styles

- Didn't change your approach

OR
- First three from above

- AND

- Discovered 4 (or more) new ways to engage

Which would work better for you?

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The Desire Method

1. Headline

- a promise
- how will it benefit them?

2. Hooks:

- Demonstrate the pain of not knowing
  - How does NOT knowing the content ultimately hurt **their** (concept of) success

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3. Preview Strategy

- A taste of what is involved

- Grabs attention

- Anticipation

- Like the movie trailer

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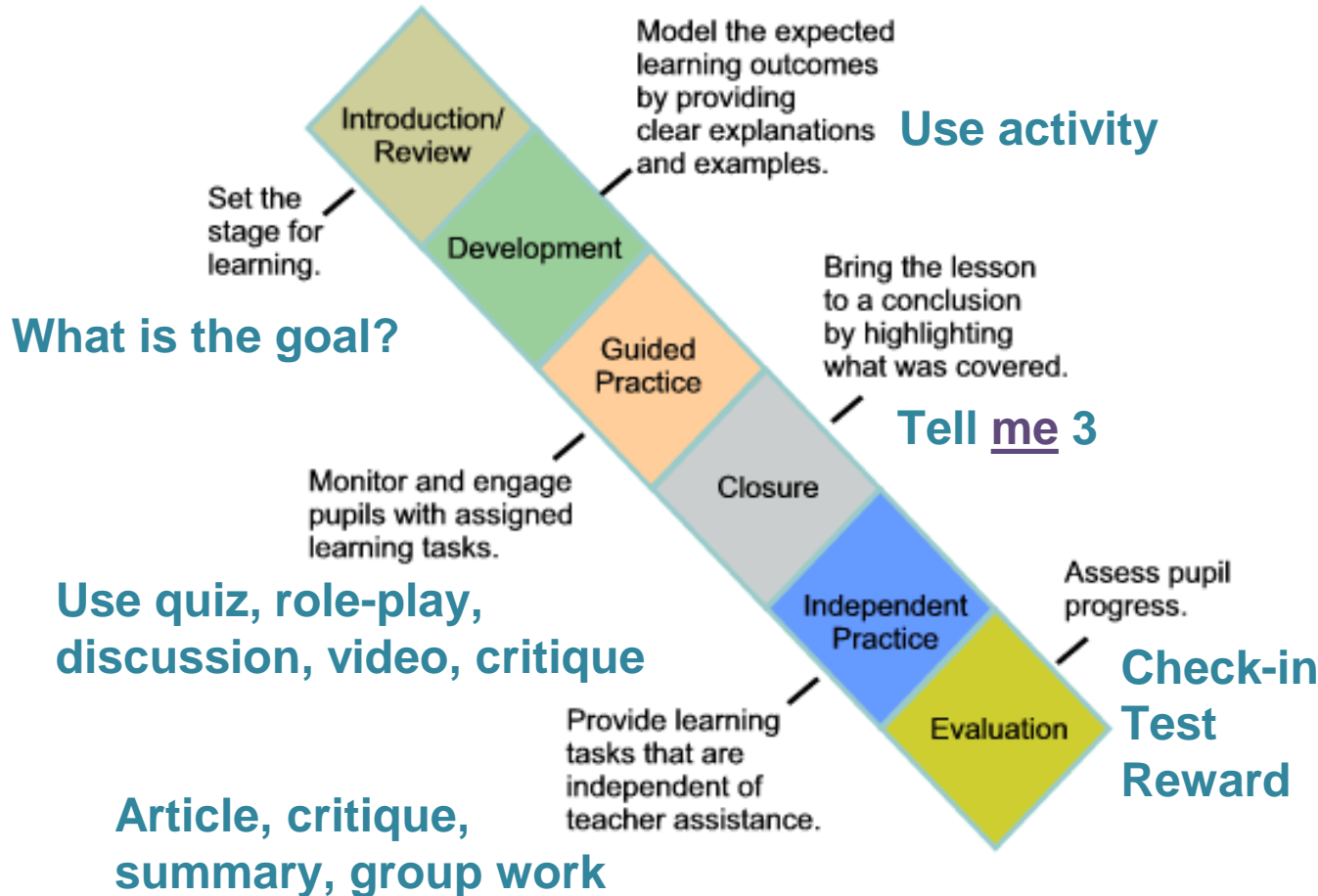TRAINING INSTITUTE

4. VAK it

- Visual

- Auditory

- Kinetic

- NOT from the facilitator - **from the LEARNER**

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Simple Effective Instruction

Direct Instruction

Introduction/Review

Set the stage for learning.

What is the goal?

Model the expected learning outcomes by providing clear explanations and examples.

Use activity

Development

Guided Practice

Bring the lesson to a conclusion by highlighting what was covered.

Tell me 3

Monitor and engage pupils with assigned learning tasks.

Use quiz, role-play, discussion, video, critique

Closure

Independent Practice

Assess pupil progress.

Check-in Test Reward

Provide learning tasks that are independent of teacher assistance.

Article, critique, summary, group work

Evaluation

Step 1
Have fun

Step 2
Ask (engage) a motivating question '*what's wrong with this picture?*'

Step 3
Let the learner lead: ASK and EMPOWER

Step 4
Use a range of blended learning techniques with a scaffolded approach

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How does this fit with assessment?

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socrative.com

- Create quizzes

- Group work

- 'Space Race'

- 'Competitive' - "Exit Ticket"

BYOD - with care

- Find a YouTube

- Rate it

- Explore it

- Change it

- Film it

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A resource to peruse…

- http://www.teindia.nic.in/files/teacher_trg_module/8_creative_facilitation_techniques.pdf

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Social Media Journal Club

- Ferguson UTS 18 Oct 2016

- Re-invigorating Journal Club

- Change from traditional to Social Media approach

- Twitter comments

- LinkedIn

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They have done the reading: Yippee

- **Is it essential?**

- **Demonstrate why its necessary:**

    - **most important point the author makes is…**

- **Turn in a Question**

    - **one question facilitator has to answer re the reading**

- **Students to identify what requires explanation**

- **In-class activities to BUILD UPON (not re-hash)**

MOTIVATION

1. **ASK** – what do you need / want in relation to this assessment?
2. Make learning **useful, relevant, immediate**
3. **Use**

> problem-solving
>
> mind maps
>
> case studies (stories)
>
> practice-runs
>
> thought bubbles
>
> test - quiz, practical

4. Learners finish with a meaningful summation/**message**
5. 80/20 rule: concentrate on the willing; you are not Houdini

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Time to share!

- Who has used something different / new recently?

- Did it work?

- Did it require practice?

- Would you recommend it?

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Feed forward

- Prep for next session
- Use 'anticipation'
- Ask re gaps, needs, goals
- Feed forward is NOW
- Feed forward is positive
- Learner gets a say
- Facilitator is the support

Marshall Goldsmith – Feed Forward

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FF:

What is one thing you need to know about **'leadership'** and the role of the CNE/CME?

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So, what has resonated with you today?

Teach back
- 3 things that struck you as important

In-Room Survey

What have you learnt?
What will you share?

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30 November 2016
Leadership in Action
a panel discussion with Q and A
OPEN TO ALL

Please *complete the survey* to receive your *Certificate* of Participation

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