



DOC17/4231

Health Education and Training Institute

Connected Teaching and Learning Webinars Series II

Objectives or Outcomes?

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Target audience



- Clinical Nurse / Clinical Midwifery educators
- Educators updating facilitation techniques
- Educators networking
 - seeking support from HETI
 - support from colleagues
- Experienced educators checking in...

Our Webinars to date



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

Webcast 'Leadership in Action'

Review at:

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

Underpinned by District HETIs 'Empowering the Educator'

Key Learning Outcomes (is that a give-away?)

What I thought...

- What is an objective
- What is an outcome
- Why do I need one or both
- How does this help me
- How does this help the learner
- How does this help the Patient
- How does it help the employer

- What you said:
- Is there a need to define learning outcomes to direct learning?
- Explore options for student-determined objectives
- How do we know what students want to learn?
- Define Aims/Objectives; often considered the same
- Outcomes and objectives used interchangeably; what is the difference?
- How many objectives/outcomes should you aim for?
- Realistic objectives/outcomes in 1 hour
- How do I encourage uptake of information?
- Writing objectives to meet learner & organisation needs, not CNE/CME needs
- Should you tell staff the objectives at beginning of session?

At the end of this session...

Nurses/Midwives who teach clinically will:

- 1. Identify why a learning session should have a stated goal**
- 2. Explore three reasons why the intended audience should be involved in planning the learning session**
- 3. Analyse two changes in health care delivery that have moved learning from focusing upon behavioural objectives to behavioural outcomes**
- 4. Identify two outcomes in the exit survey you have achieved by participating in this session**

Let's do a quick Poll



1. Do you mentally outline a bedside teaching session?
2. Do you check-in first with the 'target' to understand what they want to learn?
3. Do you have to teach content you disagree with?
4. Do you teach content chosen mainly by
 - a. you
 - b. other clinicians
 - c. NUM/NM/NE/CNC

Results from Feed Forward



N = 46 registrants

Monday 27 March 2017

- I always write lesson/presentation objectives
- I write session outcomes to guide content
- Learning Objectives/Outcomes are difficult to write as I'm not responsible for what the learner learns

Results

- 33% do
- 48% write them
- 85% disagree!

What does the literature say?



- Its confusing - some papers directly contradict each other!!
- Two 'good' papers:
 - Wittman-Price RA & Fasolka BJ. 2010. Objectives and outcomes: The fundamental difference. *Nursing Education Perspectives*. 31(4):233-236.
 - And <http://tll.mit.edu/help/intended-learning-outcomes>

History:

- Tyler 1946: objectives inform students of clear expectations
- Teachers need these to frame their teaching



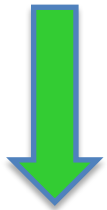
- **Bloom (1956)** – action verbs describe achievements
- Domains:
 - Cognitive
 - Psychomotor
 - Affective
- Logical organised session
- Criteria for evaluation



A little more theory....



- Knowledge / Skills / Attitude...progressed to
- Critical thinking that can't be taught by simple methods



‘Metacognition’ – reflection, concept mapping

Health Care - influenced by patient safety, quality of care, evidence



Outcomes became important

(outcomes – based education too!)

Verdict?



- Intended goals
- Outcomes achieved
- Evaluation now possible
- **Difference:**
- Outcomes reflect the student's performance in relation to the objectives (the teacher's 'outcomes')

Oh no!!!! You need both!



How should you write an objective for teaching and an outcome for learning?

- **YES** and make them **measurable**
- **Condition** – given x / without y
- **Performance** – the learner will
- **Standard** – accuracy; quality, quantity, time frame

My checklist

1. Is it specific?

- Who or what will change/benefit
- What or how much change or benefit is expected
- Where will the change occur?
- When will the change occur or completion date

2. Is it observable and measurable

3. Is it achievable?

4. Is it meaningful and important?

SMART

Specific / Measurable / Achievable / Realistic / Time-bound



Fox News....some people say



- An objective is short, sharp and can be for a single 'lesson' or unit of study
- Objectives move from specific to more complex approaches
- Five or six to a lesson
- Outcomes are similar but in more broad terms
- **Do you agree?** (because the literature doesn't!)

How many is enough?



- Enough that you have described:
 - The behaviours
 - Expected
 - Upon completion of activity

- That are meaningful / measurable / specific
- Can be evaluated
- That are student-centred

Which leads to the Lesson Plan



Method 1 Creating the Basic Structure

- Know your goal
- State your objectives/learner objectives
- Outline the session
- GTK the students
- Identify learning objectives
- Outline learning outcomes
- Plan your timeline
- Use multiple student interaction patterns
- Address a variety of learning styles.
- Evaluation process

And



- 1. Warm up**
- 2. Introduction**
- 3. Practice**
- 4. Production – student material**
- 5. Review**



Partners: BOTH Learn and Facilitate

- Captain America and Ironman
- Danny Glover and Mel Gibson
- Han Solo and Chewbacca
- Anna and Elsa
- Cagney and Lacey (not many female partners!!)



Facilitator and Learner = Guide on the side

So, who 'owns' the learning?



What impact does this have on:

- **Your role and responsibilities**
- **A planned approach to facilitation**
- **What the ward needs**
- **What the learner needs**
- **The ultimate outcome: the patient**
- **Your job satisfaction**

What would be your lesson plan?

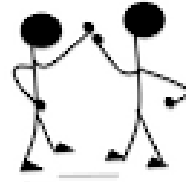


ACTIVITY

- List elements required to teach from the last facilitation exercise you did
- Draw up a plan
- Check it with a colleague
- Did it meet the needs of your learners?
- How did you know?
- Share to: maureen.winn@health.nsw.gov.au
- I will share mine and add to this PPT on the HETI Nursing & Midwifery team webpage



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



- Benjamin Franklin

typical elearning

content focused
efficient for authors
attendance-driven
knowledge delivery
fact testing
one size fits all
one-time events
didactic feedback

SERIOUS eLEARNING

Performance Focused
Meaningful to Learners
Engagement-driven
Authentic Contexts
Realistic Decisions
Individualized Challenges
Spaced Practice
Real-world Consequences



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- **How does this help the Patient?**
- **How does it help the employer?**





Please **Complete the survey**
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Next webinar

26 April 2017

Debriefing skills