



- 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'

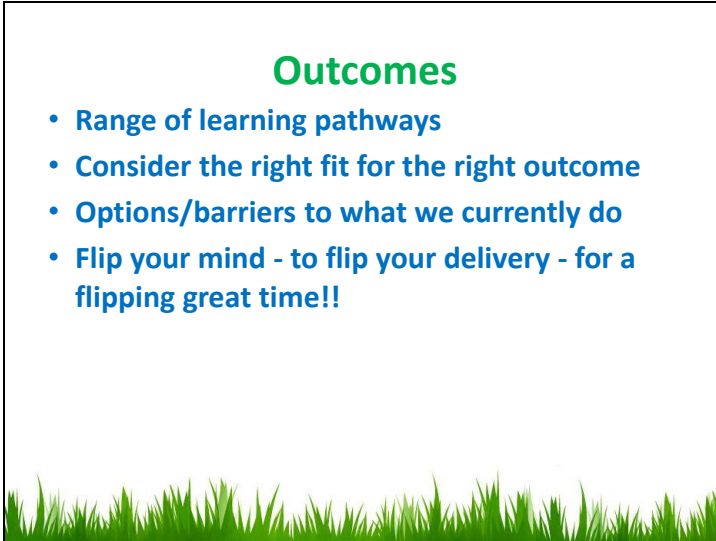
Reflect on one's background and own experiences: of teaching and learning

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



### Outcomes

- Range of learning pathways
- Consider the right fit for the right outcome
- Options/barriers to what we currently do
- Flip your mind - to flip your delivery - for a flipping great time!!

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.



Issues for nursing and midwifery educators in clinical areas /in 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?

Slide 4



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:

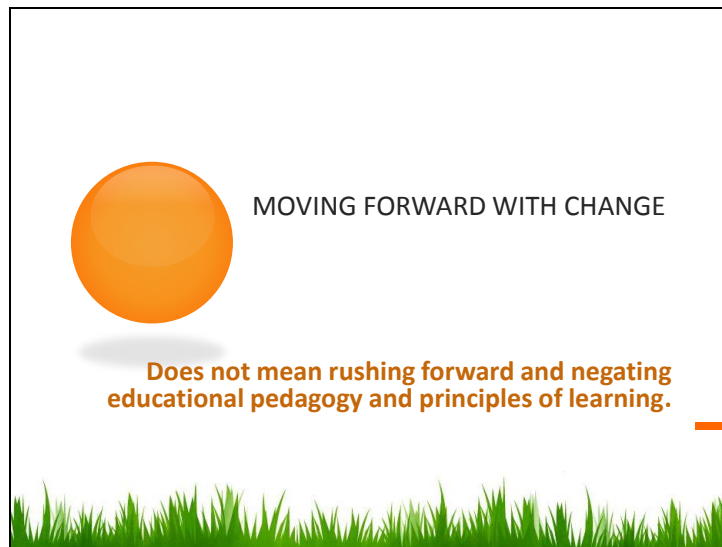
- define what you want to learn, and
- narrow down the search, before
- choosing to widen it!



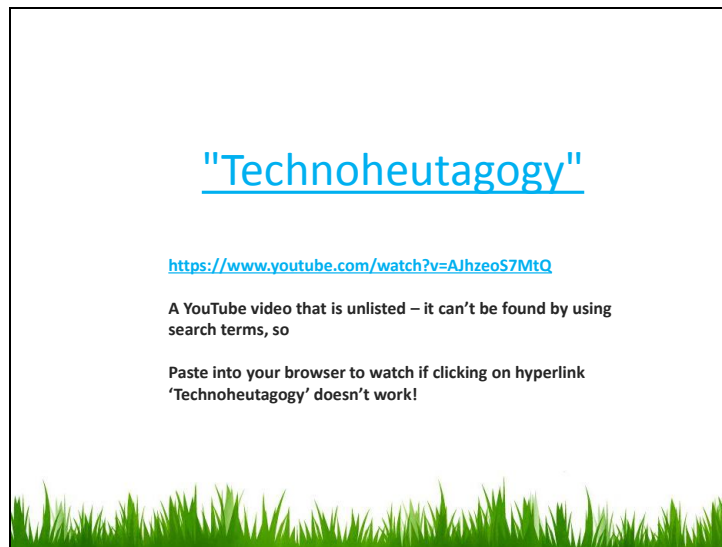
Reform of education models...these take into account:

- 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 / androgogy and now heutogogy!!!**


**(AKA child learning, adult learning and self-learning)**

How to remember??

	<b>Pedagogy</b> <b>Children's learning</b>	<b>Andragogy</b> <b>Adults learning</b>	<b>Heutagogy</b> <b>Self-directed learning</b>
<b>Dependence</b>	The learner is a dependent personality. Teacher determines what, how and when anything is learned.	Adults are independent. They strive for autonomy and self-direction in learning.	Learners are interdependent. They identify the potential to learn from novel experiences as a matter of course. They are able to manage their own learning.
<b>Resources for learning</b>	The learner has few resources – the teacher serves transmission techniques to store knowledge in the learner's mind.	Adults use their own and other's experience.	Teacher provides some resources but the learner decides the path by negotiating the learning.
<b>Reasons for learning</b>	Learn in order to advance to the next stage.	Adults learn when they experience a need to know or to perform more effectively.	Learning is not necessarily planned or linear. Learning is not necessarily based on need but on the identification of the potential to learn in novel situations.
<b>Focus of learning</b>	Learning is subject centred, focused on prescribed curriculum and planned sequences according to the logic of the subject matter.	Adult learning is task or problem centred.	Learners can go beyond problem solving by enabling pro-activity. Learners use their own and others' experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behaviours.
<b>Motivation</b>	Motivation comes from external sources – usually parents, teachers and a sense of competition.	Motivation stems from internal sources – the increased self-esteem, confidence and recognition that come from successful performance.	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others.
<b>Role of the teacher</b>	Designs the learning process, imposes material, is assumed to know best.	Enabler or facilitator, climate of collaboration, respect and openness.	Develop the learner's capability. Capable people: <ul style="list-style-type: none"> <li>• Know how to learn</li> <li>• Are creative</li> <li>• Have a high degree of self-efficacy</li> <li>• Apply competencies in novel as well as familiar situations</li> <li>• Can work well with others.</li> </ul>

**Pedagogy, Andragogy, Heutagogy compared.**

**Heutagogy: The management of self-managed learners**



Review the table for different processes that may be relevant to what you are facilitating in the clinical or theoretical arena.





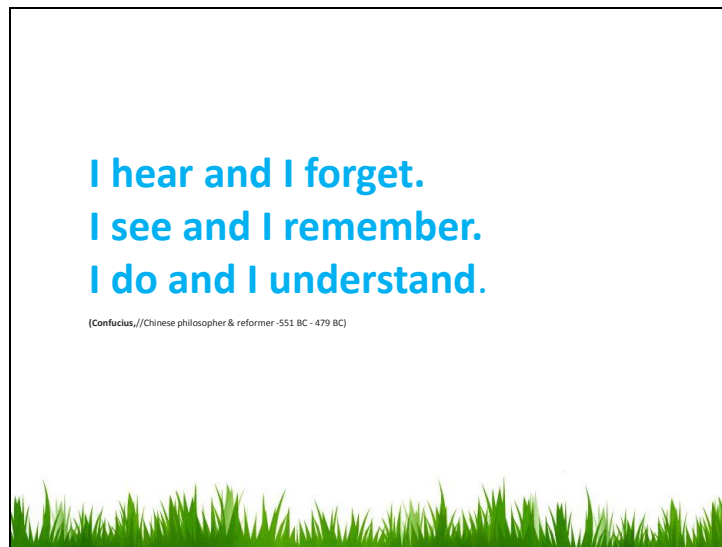
#### Word Cloud – Wordle

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**  
Cottage to **Enterprise**

Then to now: moving away from traditional desks in rows to computer labs to agile learning spaces;

Adapting this to the clinical arena.....

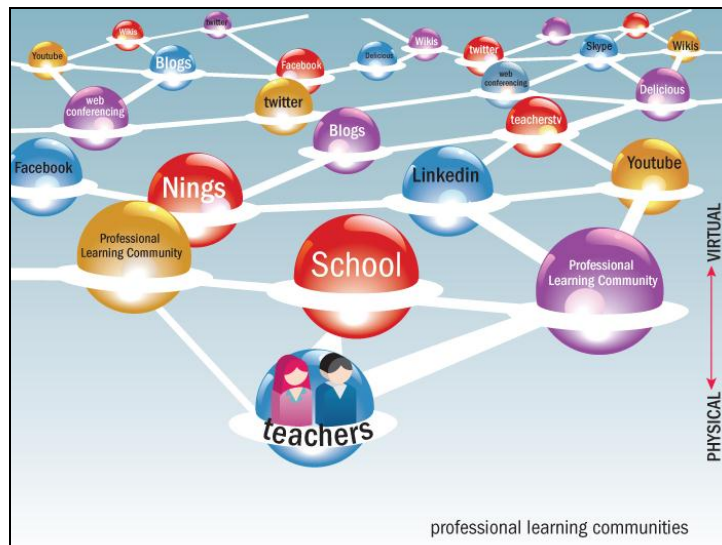
Photos from left to right

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)

## Slide 14



- mixing of different learning environments and techniques
- working together to improve quality of learning/teaching
- opportunities for learners and teachers to make learning:
  - independent
  - useful
  - sustainable
  - engaging
  - collaborative
- Interaction can be anytime and anywhere


- a 'good' mix of technologies and interactions, resulting in a socially supported, constructive, creative and collaborative, learning experience.

### 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?



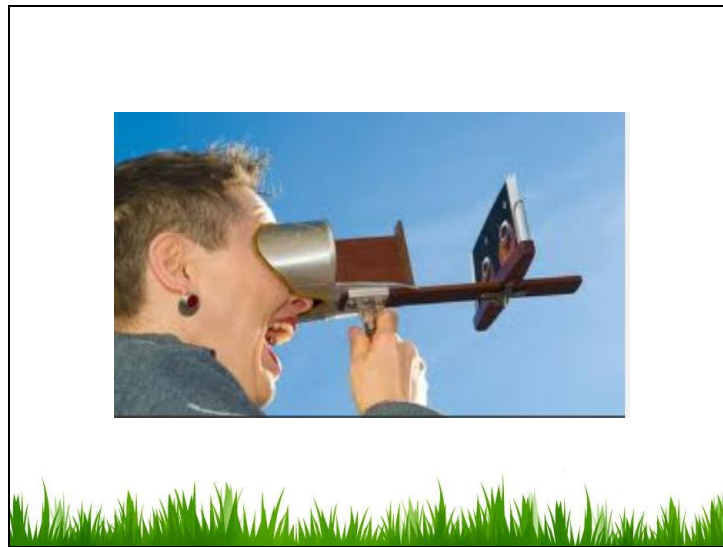
21st Century contemporary  
teaching and learning  
practice

**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.



Emerging models and technologies

- social media
- mobile learning
- online learning
- flipped classroom
- learning analytics
- Massive Open Online Courses (MOOCs)
- tablet computing
- games/gamification
- learning analytics
- 3-D printing
- wearable technologies.

(Johnson, Adams Becker, Estrada, & Freeman 2014 p.35).



- 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!

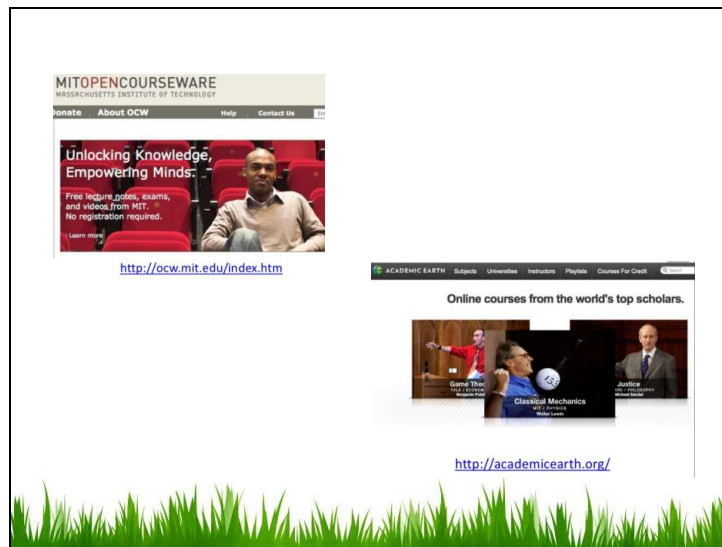
Developments in technology and communication will provide significant changes and opportunities for new ways of teaching and learning.

IMAGE Johnson, L., Adams Becker, S., Estrada, V., Freeman, A. (2014). NMC Horizon Report: 2014 Higher Education Edition. Austin, Texas: The New Media Consortium, (p.35). Retrieved February 25, 2014, from <http://www.nmc.org/pdf/2014-nmc-horizon-report-he-EN.pdf>

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.

Slide 19



Summer School at Harvard/MIT – in Sydney!

- **[Flipped classrooms](#)**

([http://www.slideshare.net/GreyDigital1/adobe-learning-series?from\\_search=43](http://www.slideshare.net/GreyDigital1/adobe-learning-series?from_search=43))

- **[Tools for technology](#)**

(<https://www.smore.com/8bjv>)

**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 /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?**



Teachers that inspire you?

'Call the Midwife' and related increase in enrolment into Midwifery University Courses.

Facilitators who share?

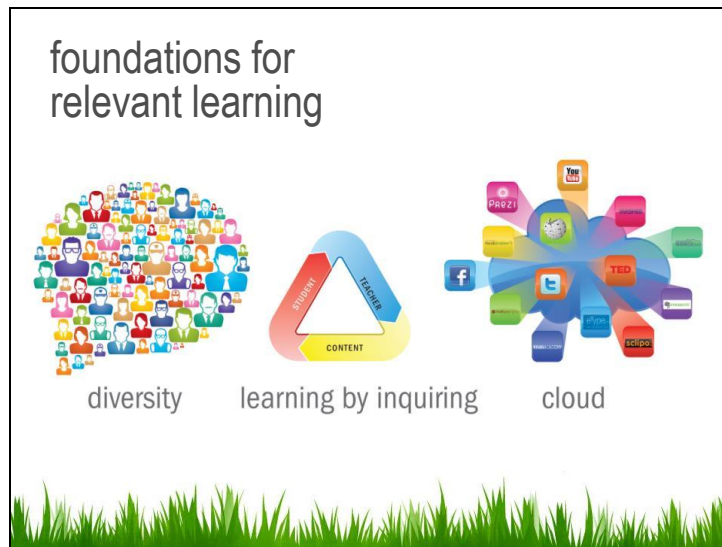
Why have I put up photos from the following TV series (these were not visible in the original webinar ☺):

- 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?



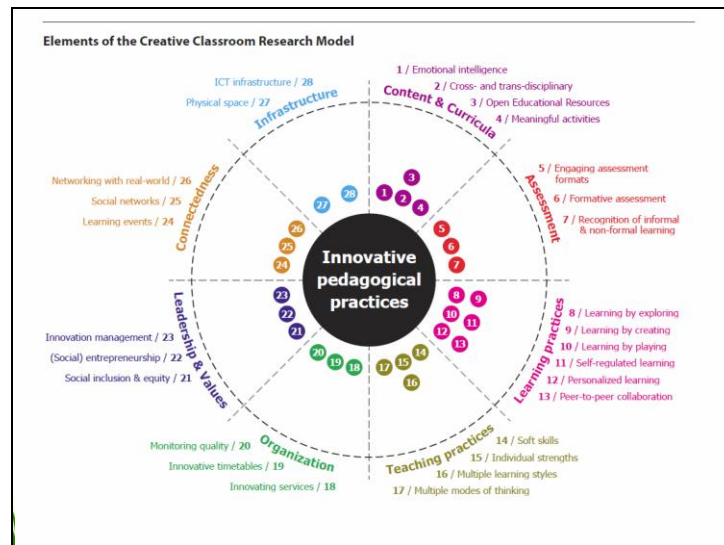
Successful changes in pedagogy and educational approaches, requires

- 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?**

IMAGE Johnson, L., Adams Becker, S., Estrada, V., Freeman, A. (2014). NMC Horizon Report: 2014 Higher Education Edition. Austin, Texas: The New Media Consortium, (p.4). Retrieved February 25, 2014, from <http://www.nmc.org/pdf/2014-nmc-horizon-report-he-EN.pdf>

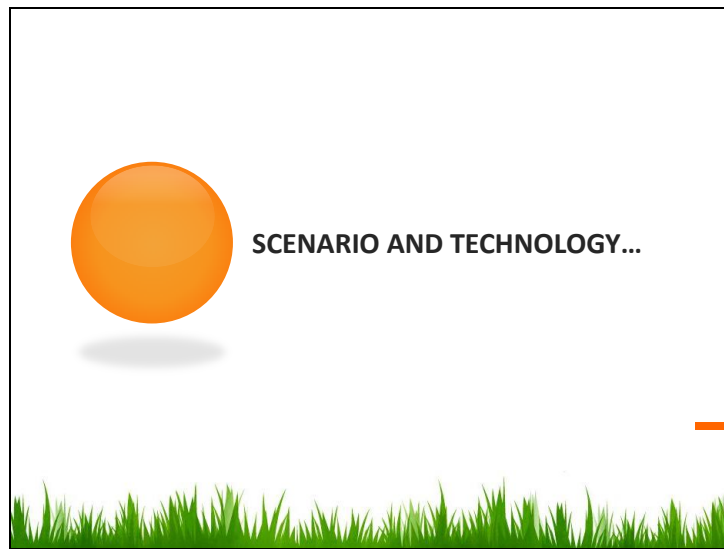
Educational leadership and infrastructure are vital for the integration of technology into learning through flipped class rooms and blended models of learning. Blended learning combines the support of classroom learning with the flexibility of eLearning. Blended learning facilitates and provides independent 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

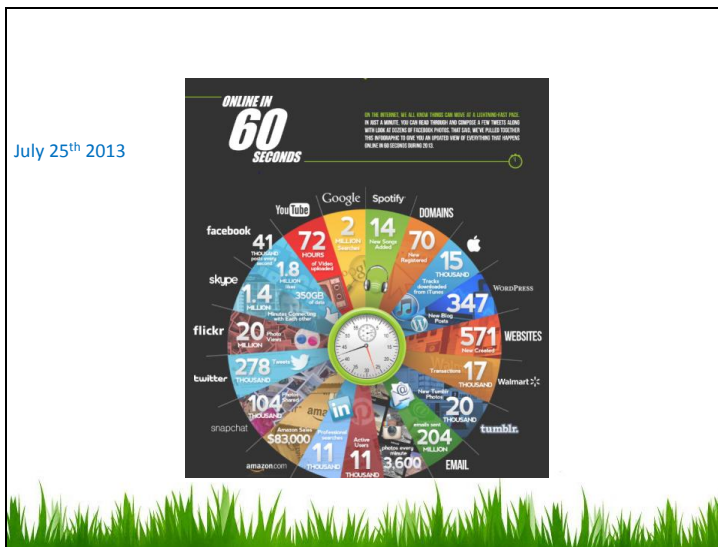
What should you use

TEST

Evaluate

Re-do

## Slide 28



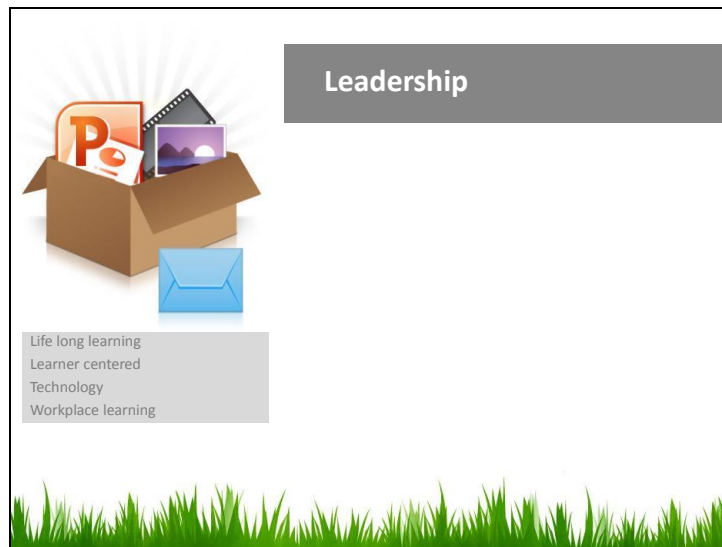
Ancient in terms of the data!!!!

By 2016 - this has increased exponentially.

Work WITH learners (not for them) to  
achieve a learning goal

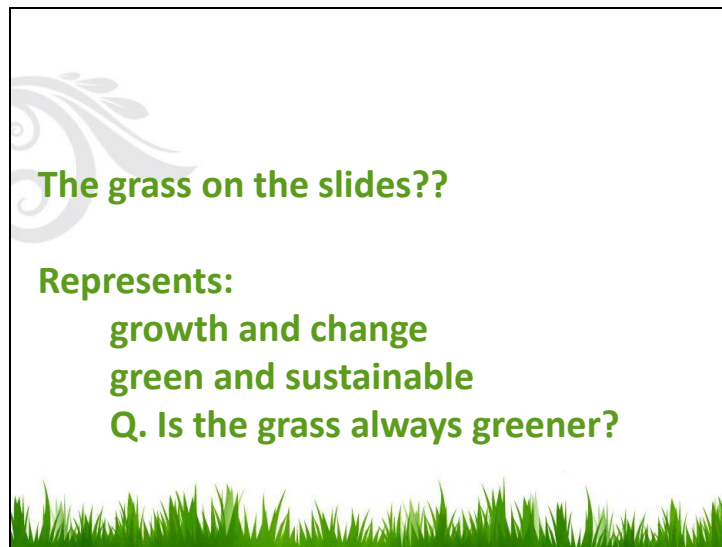
- Access to technology and resources
- Confidence and capability with new pedagogies
- Update and upkeep of technology
- Learning design
- Assessments
- Evaluation
- Movement from group learning to individualised learning pathways





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.



Thank you.

- Empowering the Educator, DH
- HETI Nursing and Midwifery Page: <http://www.heti.nsw.gov.au/Nursing-and-Midwifery/>
- 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.