



# Health Education and Training Institute

Connected Teaching and Learning Webinar

## **Engaging the Learner**

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# Our Webinars to date



1. **Blended learning**
2. **The flipped class room**
3. **Scaffolded Learning**

Underpinned by 'Empowering the Educator' (HETI)

AND

## 4. **Engaging the Learner**

- Where the learner is the focus (and the facilitator is the resource)
- Sessions are guided by the learner
- Active participation in a safe, fun and valued environment
- Motivates Adult Learners and works toward achieving life-long learning.

# How to engage the Learner



## 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

# Key Learning Outcomes



**Participants in the webinar** have provided the outline for this discussion (empowered!) and wanted to include:

- intergenerational, cultural (and learning style) differences and how to redefine the focus on the learner
- How to motivate and offset challenging behaviours
- Be able to find common ground and be partners in our learning
- Access busy people on busy wards
- Receive feedback from the learner and use feed forward
- How to stick to the positive and avoid the negative

# Pause and grab a pen...



- What do YOU think are key characteristics of an adult learner?
- *Will learn if they are interested and guided*
- *Must be able to see why a session is relevant TO THEM*
- *Love to share their knowledge*
- *Able to see a problem and address it*

# 8 characteristics of ADULT LEARNERS



- Mature
- Self-confident
- Autonomous
- Solid decision makers
- Multi-taskers
- Purposeful
- Self-directed
- Experienced
- LESS OPEN-MINDED
- LESS OPEN TO CHANGE

<http://eLearningindustry.com/8-important-characteristics-of-adult-learners>

# So, what does that mean for educators?



- Adults make their own decisions
  - *need control over learning*
  - *(except when its mandatory)*

## Techniques

- *Self assessment*
- *Peer – peer relationship*
- *Multiple options*
- *Be a (subtle) support*

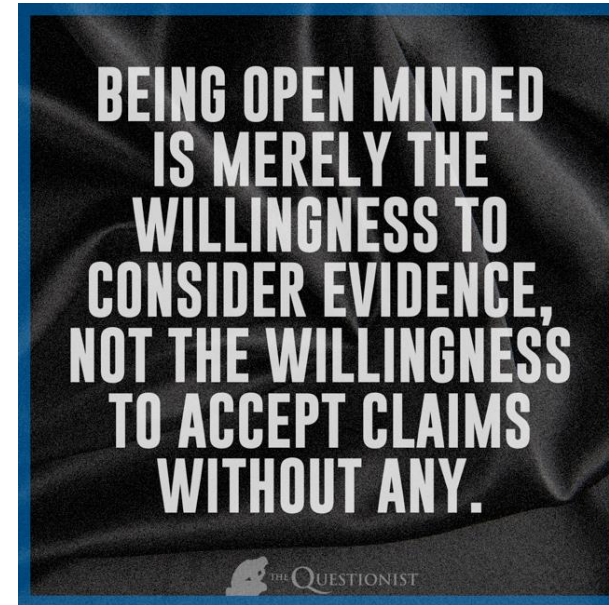
# So, what does that mean for educators?



- Practical and results-orientated
  - *Less theory*
  - *Immediate use of information*
  - *Ask and address needs*

- **LESS open-minded**

- *Maturity, life-experiences can create rigidity*
- *Identify WITH the learner the WHYS behind any changes*
- *Link established ideas with the new*





# So, what does that mean for educators?



- Slower learning BUT greater depth
  - *Provide blended learning methods*
  - *Ask what they like and what works for them*
- Many personal experiences
  - *Validate new learning based on prior learning*
  - *Share and explore with similar life experience levels*
  - *SHARE with less experienced IF valued*

# So, what does that mean for educators?



- Motivation - Intrinsic or Extrinsic
  - *Less theory*
  - *Able to use the information NOW*
  - *Requires asking and addressing needs*
- Multiple responsibilities
  - *Nurses prioritise their time*
  - *Be flexible with learning opportunities*
  - *Respect is a two-way process*

# Is this a tall order for clinical educators?



The first five days after the weekend are always the hardest.



someecards  
user card

That's why educators get to work evenings, nights and weekends too!

# Using this in a clinical

## setting...Think back to your last challenging facilitation session



Useful  
Results driven  
Relevant  
Helpful

Q. Did you ask the learners what they needed to know?

Q. Did you use discussion (what style?) to identify gaps in knowledge

Q. Was the session immediately applicable to the workplace

Q. Was the WHY discussed?

Q. Could everyone relate?

Q. Was it thought provoking?

# MOTIVATION



1. ASK – what do you need / want?
2. Make learning useful, relevant, immediate
3. Use problem-solving, mind maps, case studies (stories), suggestion box, ‘what *not to do* ice-breaker’ – bring in the fun
4. Chunk information
5. Add suspense (keep something important and reveal mid way)

6. Address individual needs –  
use groups, pairs



6. Be provocative: ask thought-provoking questions

7. Let learning occur through mistakes (in simulation)

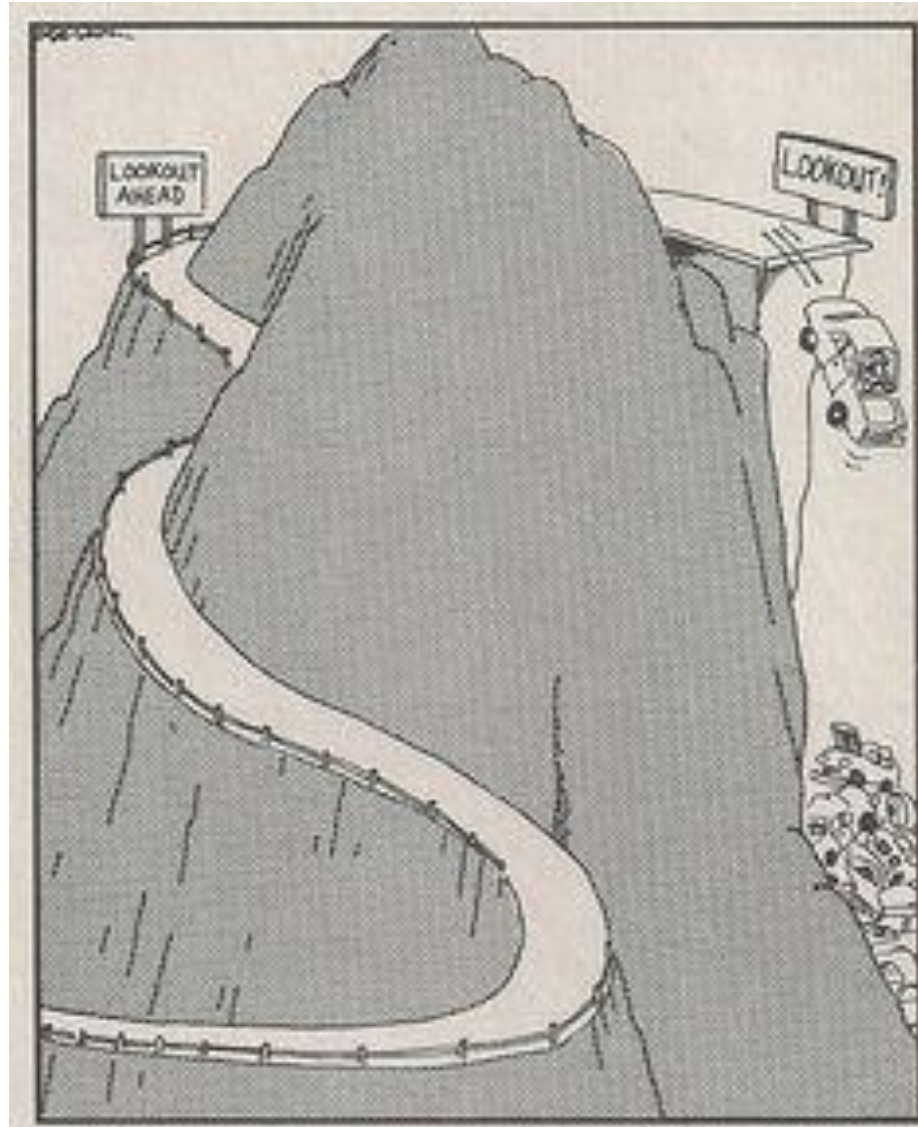
8. Be visual – 83% learn visually

9. Inspire – use real stories

10. Be respectful

11. Ask for feedback

# Surprise



Gary Larson  
'The Far Side'

# Challenges with different learners



- Cultural differences
  - Agree, even though there may be gaps
  - Don't ask questions
  - Eye contact variations
  - Touch may not be appropriate
- If you are a resource, if you are a guide
  - Ask the person
  - Individualise



# Targeting learning to the audience – generation changes



## GENERATION WORKPLACE TRAITS

	TRADITIONALISTS	BABY BOOMERS	GENERATION X	MILLENNIALS (GEN Y)
WORK STYLE	Get the job done, regardless of personal sacrifice.	Likes to process, discuss and collaborate on various work projects or concerns.	More self-reliant, preferring to work solo.	Independent - two way learning.
PERSONAL & PROFESSIONAL DEVELOPMENT	Follow the rules and prove yourself with loyalty.	Flourishes in coaching and mentoring situations.	Independent research and online self-study.	Wants meaningful work.
BOSS EXPECTATIONS	Expects an authority figure.	Respect for authority but not formalized.	Two-way learning experience with their boss.	Respects authority but not automatically given.
RECOGNITION & REWARDS DESIRED	Acknowledgement of a job well done.	Enhance their future security, i.e. promotion, raises and retirement	External recognition, i.e. gift certificates, awards ceremony.	Autonomy and freedom, i.e. flexible work hours, working from home.
LONG WORK HOURS	Required of job. Prudent thing to do.	It will help get ahead, expect more money and bonuses.	Get a life! I decide when, where, and how.	Sure, but not all at work.
GIVE ME MORE...	Essentials	Money	Time	Affirmation

# Aboriginal learning



- Learn through story telling
- Plan and see explicit steps: mind map
- Work non-verbally, self reflection, hands-on
- Use images, metaphors, symbols
- Connect to the land (their discreet land)
- Different ideas together, non-linear
- Work from whole to the parts, watch and do
- Use the community, teams

***Tell a story, make a plan, think and do, Draw it.***

***Take it outside, try a new way,***

***Watch, do, share (rule of 3).***

***8 Aboriginal ways of learning Factsheet: <http://apo.org.au/resource/8-aboriginal-ways-learning>***

# Nurses *a mix of old, mid, new*



- Ask the learner, support those needs
- Use groups of same and then try a mix
- Ask if that works for them
  
- You, as an educator, do not need to know it all, you help with the discovery

# Different cultures

## Varying attitudes



- Mutual respect
- Identify your differences, your preferences
- If something seems unusual: identify that and discuss
- The group needs to be safe – trust established and maintained within the group

# Busy people Busy wards



- Orientation
- Clinical ladders
- Mandatory education
- Essential education for the area
- Guidelines, Policies
- Information bulletins
- New research and changes to practice

*....and my learning sessions*

# Squeezing-in learning



- 6 minutes of intensive training
- 5 slide lesson; flash mob
- Group share
- Feed forward
- Feedback
- Tell me 3



(Targets learner needs, relevant, useful  
IMMEDIATE, practical, effective, ***allowed***)

# Break



- Poll questions



# Electricity: Dynamic YOU



- Positive or negative?
- Shape sessions as a positive
- Use wording that always focus' on positive
  - Don't forget to plug in the LifePak
  - REMEMBER: PLUG IN THE LIFEPAK
- Behaviours that get to you...
  - Reframe
  - 80 / 20 rule
  - Call it as it is (being respectful)
  - BE PREPARED for push back



# Rewards (even without \$\$\$)



- Passive
  - Powerful value of sincere thank you
  - Acknowledgement of effort in attending
  - Great work
- Active
  - CPD log
  - Award or certificate for your portfolio
  - If you attend/do/help; I'll keep the record of it
  - Formal recognition: liaise with managers for the process

# Feedback

I have  
the Blood Group  
with an attitude.  
**B+**

A graphic showing several stylized hands of various colors (blue, green, purple) raised in the air, symbolizing diversity and participation.

- Feedback
  - At the time
  - Safe feedback to a group(s)
  - OK to say we did well here and need to focus more on ‘this’
  - Individual: prepare first, allude to needs, immediate is best then follow-up
  - Remember: B+
  - Latin vs Anglo-Saxon (negative propels, negative demotivates)

# Feed forward

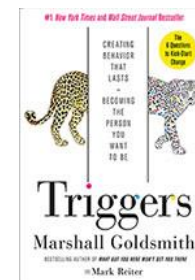


- Prepare the learner before the session, not during or at the end
- Prepare for the future, not what has been done
- Ask the person to tell you what should occur next
  - So, next time what would you prefer to happen? What two ideas do you suggest?
- Ask: This exercise was \_\_\_\_\_ (they fill the blank with a descriptive word)
- Perils of negative feedback can be averted – to an extent
- Feed forward is NOW: not later
- Feed forward is positive
- Empowers by offering options and opportunities
- The facilitator retains the role of support and collegiality



<http://www.metasysteme-coaching.eu/pdfexport.php?nid=1445New>

Marshall Goldsmith – Feed Forward



# So, what has resonated with you today?



- Teach back
  - tell me 3 things you want to do in the next session YOU facilitate
- From these past four sessions
  - Blended learning
  - The flipped classroom
  - Scaffolded learning
  - Engaging the learner
  - **HOW WILL YOU IMPLEMENT THESE INTO EFFECTIVE INSTRUCTION?**

# To watch (they're good)



- <https://www.youtube.com/watch?v=3fMC-z7K0r4>  
TEDx WestVancouver Shelley Wright  
15:44
- <https://www.youtube.com/watch?v=nMxqEkg3wQ0>  
TEDx Melbourne Peter Hutton 15:24

# NEXT Webinar



- Wednesday 22 June 2016, 11:30hrs
- ‘**Simple effective instruction**’
- Please ***complete the survey*** to receive your ***Certificate*** of Participation

