

# IMET 2000 PAL

International Medical Education Trust – Palestine

## Facilitating Learning Part II

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# Learning in small groups

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# Definition

Learners work together in a group, interacting with each others to achieve common learning goals

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# Role of small group teaching

- ▶ Development of social and interpersonal skills and communication skills
- ▶ The ability of student to work as a member of a team
- ▶ Engagement on problems solving
- ▶ Innovative thinking
- ▶ Deep learning

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# Advantages

- ▶ Embraces the FAIR principles
- ▶ Engaging and motivating
- ▶ Learning from others

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# Problems with small Grp learning

- ▶ Experience the facilitator role
- ▶ Difficult to manage
- ▶ The need for rooms
- ▶ Time requiring

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# Techniques used

- ▶ Brainstorming
- ▶ Snowballing
- ▶ role-playing
- ▶ Journal club
- ▶ Tutorial/seminar
- ▶ Problem-based learning
- ▶ Clinical teaching

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# The role of the teacher

- ▶ Chair person
- ▶ Consultant
- ▶ Observer
- ▶ Devil's advocate
- ▶ counselor

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# Implementing small group work

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# Before small group activity

- ▶ Decide your approach
- ▶ Determine the number of students and the composition
- ▶ Arrange the venue for the group teaching
- ▶ Create the right learning environment
- ▶ Specify the learning outcomes
- ▶ Plan the necessary resources
- ▶ Brief the students in advance

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# During a small group activity

- ▶ Members should introduce themselves
- ▶ Review the learning outcomes
- ▶ Create a positive atmosphere
- ▶ Focus the group on the task
- ▶ Avoid being the centre or the focus
- ▶ Keep the discussion at the appropriate level
- ▶ Tackle the problems in the group
- ▶ Summarize towards the end

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# After the small group activity

- ▶ Support any follow up actions
- ▶ Plan any further sessions if not needed
- ▶ Complete attendance/ evaluation sheets
- ▶ Students feedback

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# Take home message

- ▶ The advantages of small group teaching outweigh the problems that can arise
- ▶ Conducted appropriately, small group sessions can be successful.
- ▶ The teacher role is a facilitator

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# Teaching in the clinical context

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# Definition

Teaching that focuses on real patient in a clinical setting

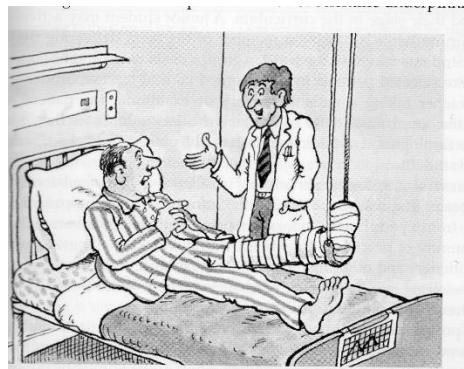
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# Changing the perception of clinical teaching

- ▶ The way it is delivered is ignored
- ▶ Students are attached to experts but:
  1. Lack of scientific education underpinning
  2. Variable levels of training based on the trainer capacities



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# Key players

- ▶ Student
- ▶ Teacher
- ▶ patient

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# Key players- students

- ▶ Role depends on students seniority
- ▶ Numbers 6-10 on a teaching ward round
- ▶ Learning through work alongside experienced workers

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# Key players- teacher

**Table 24.1 Features of the good clinical teacher**

Good clinical teacher	Bad clinical teacher
Plans the clinical teaching with clearly defined learning outcomes	Haphazard approach with no clear plan
Appears enthusiastic with a positive attitude	Disinterested and regards the teaching as an intrusion into other commitments
Serves as a positive role model demonstrating good relationships with patients	Serves as a poor role model lacking aspects of professionalism in practice
Helpful and available to students	Intimidating and teaches by humiliation
Encourages student active participation	Didactic with student's role passive
Patient-orientated with problem solving	Disease-orientated and factual
Observes student examining patient and provides feedback	Listens to or reads students' reports of examination of patient and provides inadequate feedback
Provides students with opportunity to practise their skills	Does not encourage students to practise their skills
Tailors the teaching to the stage of training of the students and to the needs of the individual students	Does not take into consideration the stage of training of the students or their individual needs

Teaching and learning in the clinical con

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# Key players- patients

- ▶ Presenting problems
- ▶ Availability
- ▶ Willingness to cooperate
- ▶ Patient consent

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# Planning and implementing

- ▶ Define learning outcomes
- ▶ Students should be asked to ask qs:
  1. Arousing students interest
  2. Testing the learners knowledge in the subject
  3. Promoting understanding and encourage student reflect on the topic
  4. Relate theory to practice
  5. Comparisons and viewpoints
  6. Consolidating through summarizing

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# Take home message

- ▶ Lack of planning and feedback, coupled with poor supervision often blighted clinical teaching.
- ▶ The student, teacher and patient all have their own roles to play

# E-learning

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# What is e-learning

Learning in which instructions are delivered through a wide range of electronic means including computer and internet enabled learning

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# Examples of e-learning

- ▶ Learning modules available online
- ▶ Online resources
- ▶ Web-based synchronous presentation
- ▶ Asynchronous forums
- ▶ ...

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# Why e-learning

- ▶ Student centered
- ▶ Increased access
- ▶ Continuing education
- ▶ ....

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# E-learning educational features

**C**onvenience

**R**elevance

**I**ndividualization

**S**elf-assessment

**I**nterest

**S**ystematic

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# Take home message

- ▶ *The internet and resources available online have revolutionized medical education*
- ▶ *They can make a significant contribution to your education program*