

More Effective Teaching

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Becoming a better teacher

- Be able to recognise factors which contribute to effective learning
- Be able to describe the characteristics of effective teachers
- Be better able to plan and prepare an effective teaching session in any setting



Task 1 : your own experience of learning

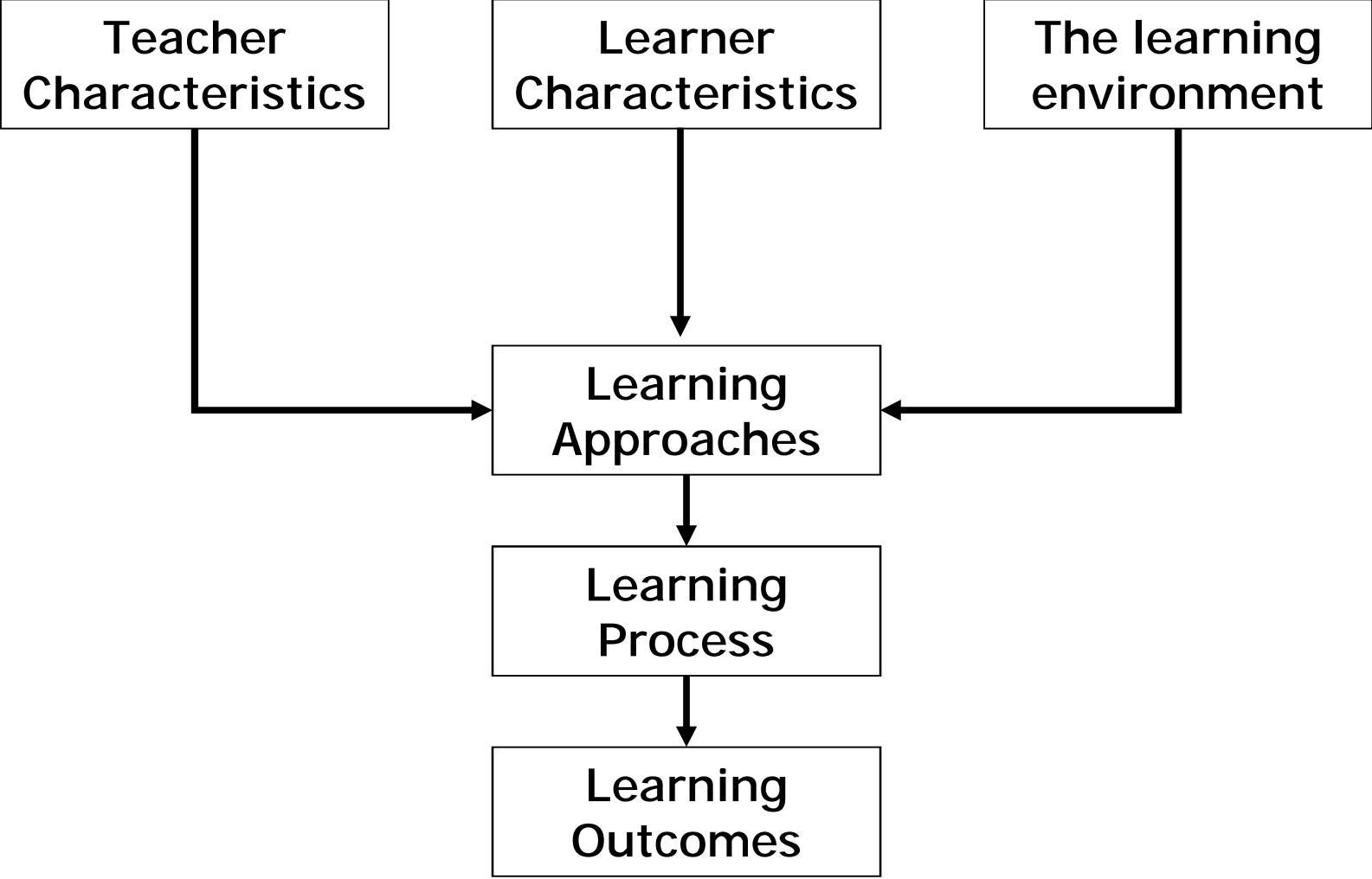
- Think of a time you learned a lot or learned something particularly well.
 - What factors made this learning effective?
- Now think of an experience when you did not learn well at all.
 - What factors made this learning so ineffective?
- Compare your ideas with your neighbour

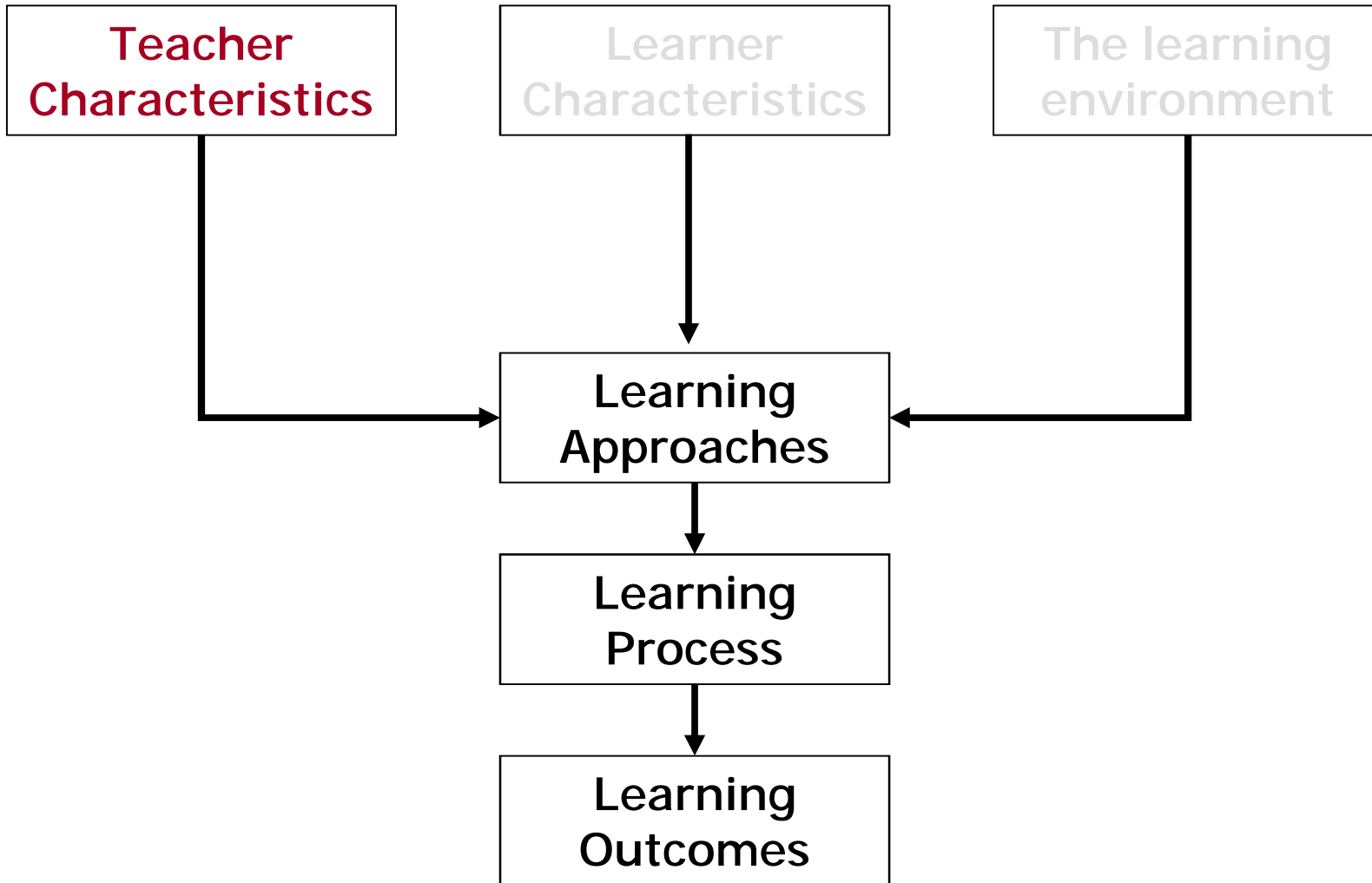
5 mins

So....

We know what makes an effective learning experience....

What stops us from creating effective learning?

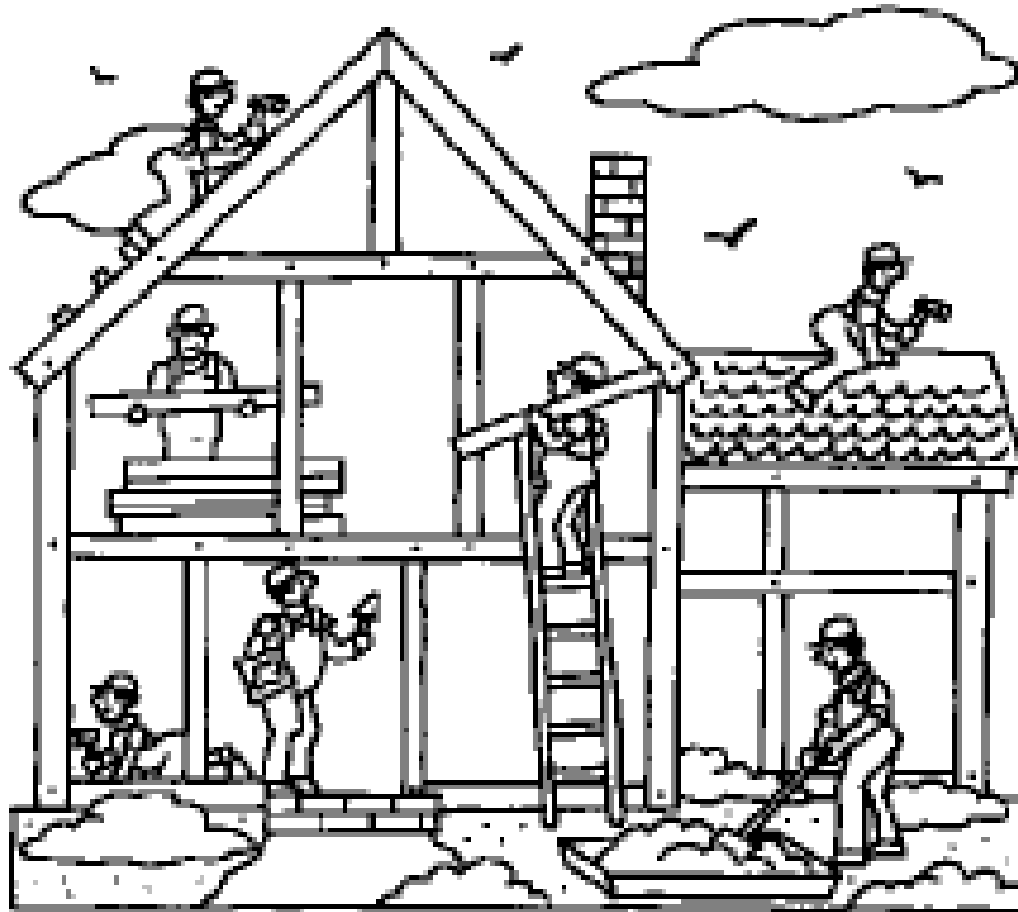




Models of teaching



Models of teaching



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Models of teaching



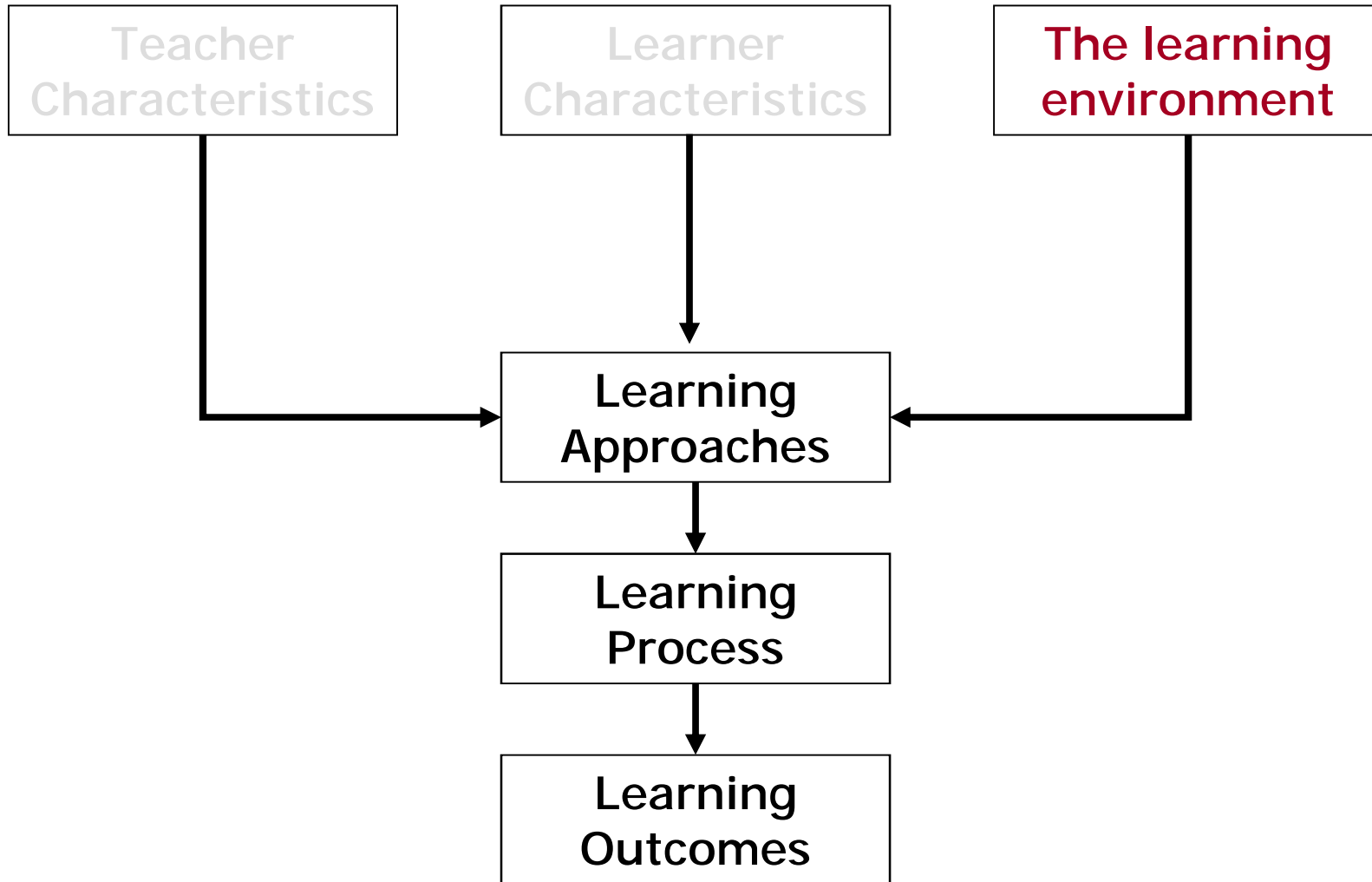
Attributes of an Effective Clinical Teacher

- Share their love of the subject
- make materials interesting and stimulating
- engage with students at their level
- explain materials plainly
- clarify level and purpose of teaching
- encourage student independence
- use valid assessment methods
- focus on key concepts
- give high quality feedback
- continually learn from students

Ramsden 1992

Time Pressures and Teaching Styles

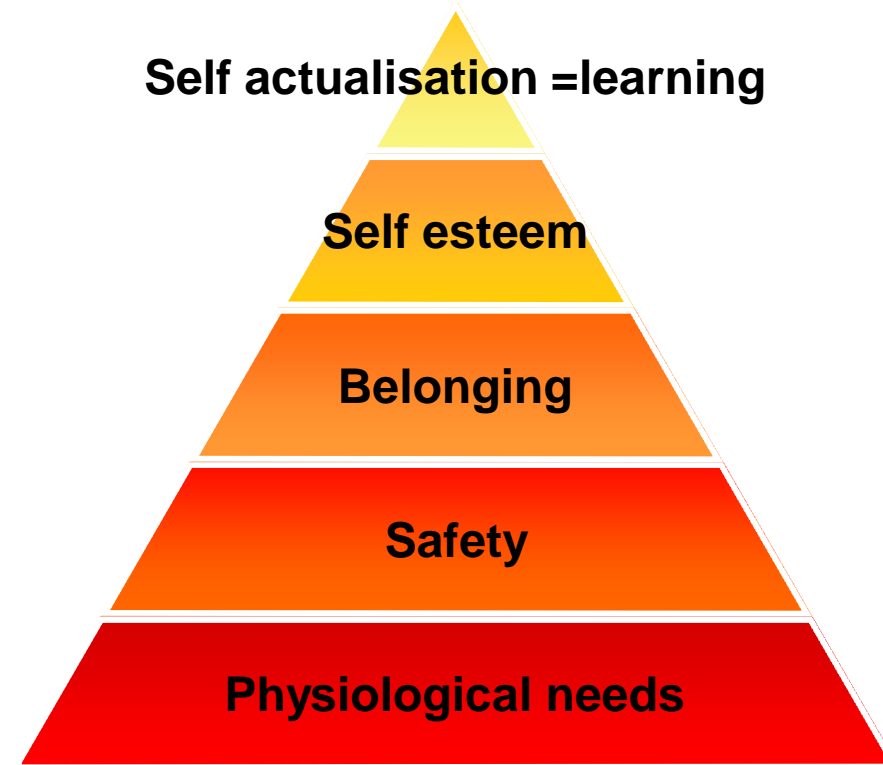




Effective Learning Environments

What effect does the learning environment
(in its broadest meaning) have on learning
outcomes?

The Learning Environment – Maslow's hierarchy of needs



Educational climate



- Physical needs
- Emotional needs
- Intellectual needs

Preparing an effective teaching session

Hit parade

Behaviour of effective teachers

1. Organisation and clarity of presentation
2. Enthusiasm and stimulation
3. Teachers knowledge
4. Group teaching skills
5. Clinical supervision
6. Clinical competence
7. Modelling of professional characteristics

Irby 1978

And more evidence

Factors relating to good and bad teaching

1. Planning and preparation
2. Ability to run a session well
3. Interpersonal behaviour

Metcalfe DH & Matharu M 1995

Before we start...

- A teaching plan needs to take account of the environment and include teacher behaviours that promote learning....
- But this is good moment to consider that we mean by teaching and learning.....

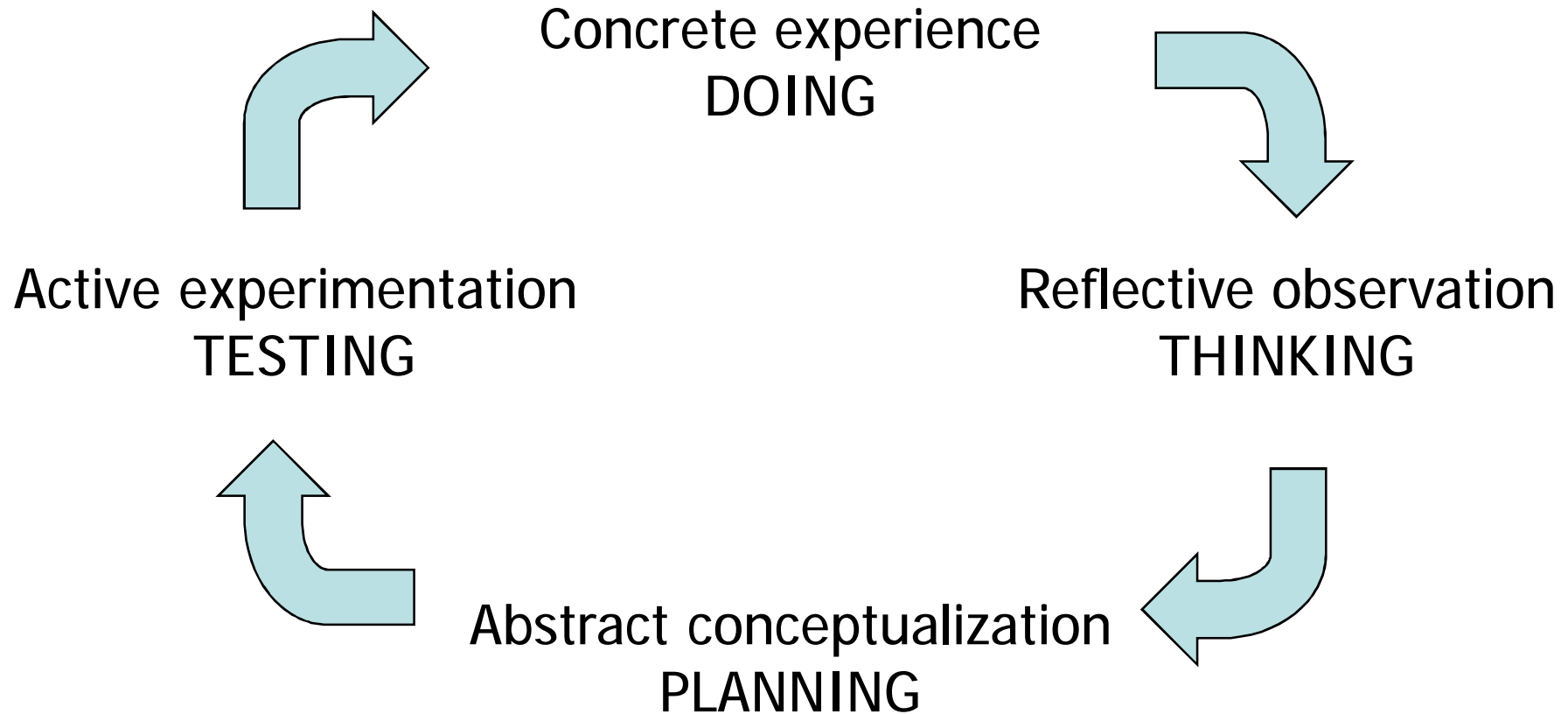
A definition of Learning

learning is about *changing* in thinking,
feeling or behaving

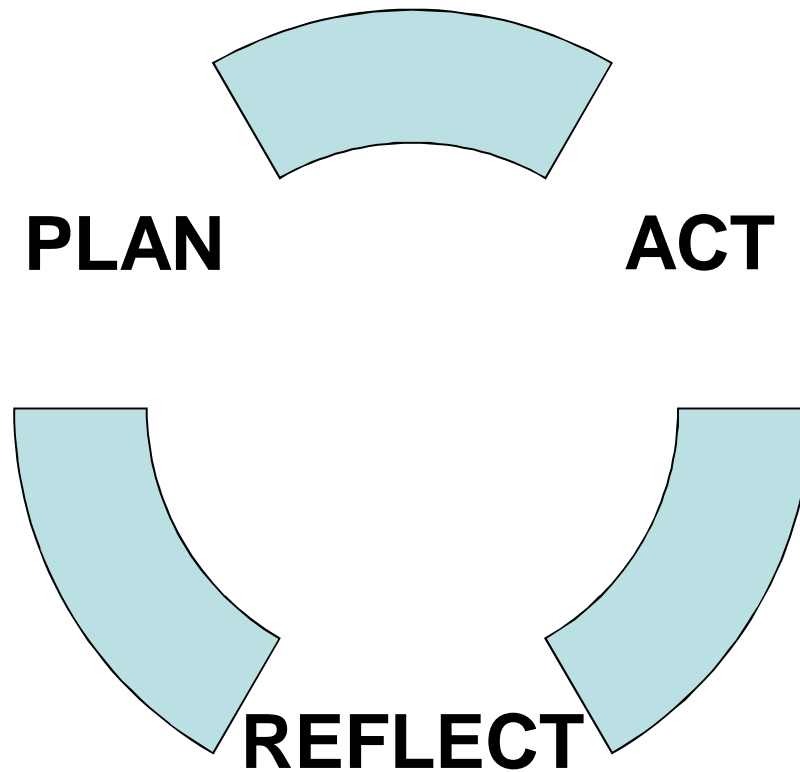
A definition of Teaching

Teaching is the facilitation of that change

Kolb's Learning Cycle (1984)



Kolb's Learning Cycle – how adults learn best.....



Effective teaching session

- Teaching is the facilitation of learning
- Adults seem to learn best by being able to plan, act and reflect
- Therefore a good structure based on this evidence is.....

A good lesson has.....

- A beginning (introduction) (*Plan*)
- A middle (Body) (*Act*)
- An end (Summary) (*Reflect*)

A good lesson

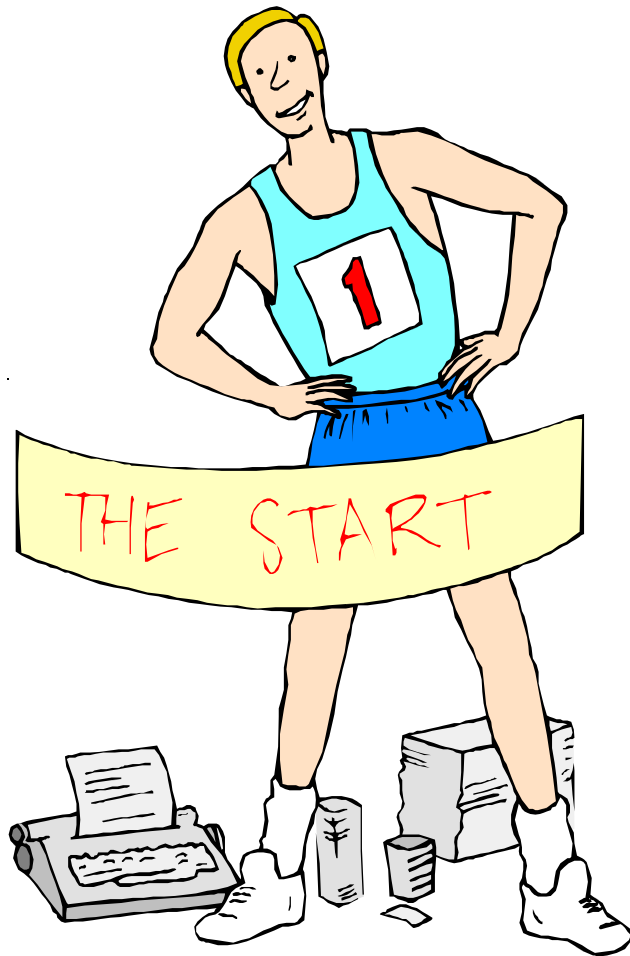
- *Tell 'em what you're going to tell 'em*
- *Tell 'em*
- *Tell 'em what you've told 'em*

A good lesson has.....

- Bong
- Blah
- Bong

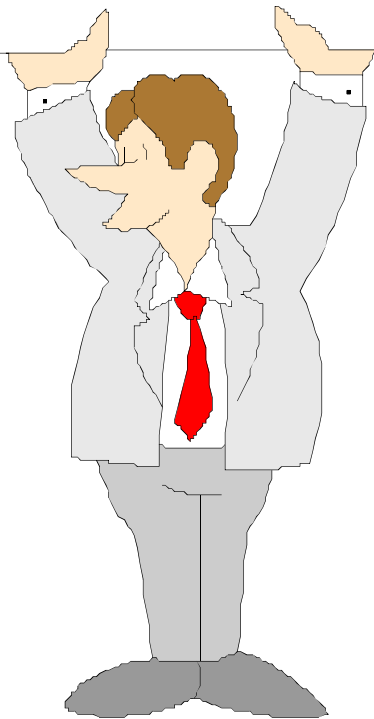


A good introduction



- Motivate the learners
- Attention to mood
- Utility of the learning
- Content of the session
- Establish prior knowledge
- Objectives

QUOTE

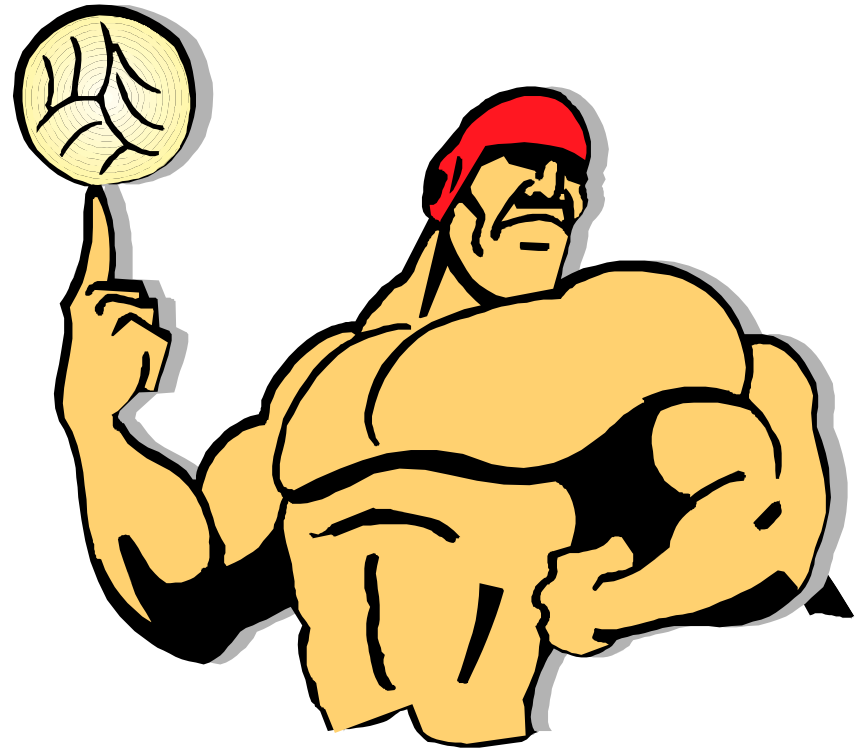


“The most important single factor influencing learning is what the learner already knows. Ascertain this, and teach accordingly”

(Ausubel, 1968)

A good Body

- Vary the stimuli
- Less is more
- particular to the general
- Check learning



A good summary



- Summarise & relate back to the objectives
- Ensure a sense of achievement
- No new material

Summary

- Good learning happens when a learner is ready and motivated to learn, the teacher displays supportive teaching behaviours, the teaching is learner centred and the learning environment has been attended to
- Good teaching doesn't happen by chance; it is planned that way

Homework

- Plan your next teaching session.....
 - Find out what the learners want
 - Find out what they already know
 - Consider environmental factors
- Write down:
 - What you will do in the ‘set’ to get learners ready
 - What your specific learner objectives are
 - How you will vary the stimulus and check learning
 - How you will close
- Try it out...

and wait for the applause!

