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?
Learning Outcomes

Learning Approaches

Learning Process

Learning Outcomes

Teacher Characteristics

Learner Characteristics

The learning environment
Models of teaching
Models of teaching
Models of teaching
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

Learner centred

Teacher centred

Lots of time

Little time
Learning Outcomes

Learning Approaches

Learning Process

Learning Outcomes

Teacher Characteristics

Learner Characteristics

The learning environment
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

- Physiological needs
- Safety
- Belonging
- Self esteem
- Self actualisation = learning
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

Metcalf 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)

Concrete experience
DOING

Abstract conceptualization
PLANNING

Active experimentation
TESTING

Reflective observation
THINKING
Kolb’s Learning Cycle - how adults learn best.....

PLAN

ACT

REFLECT
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 if the learning
- Content of the session
- Establish prior knowledge
- Objectives
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!