

The role of the Educator in Adult Learning

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SIMPO Congress 2023, Brno 5th September 2023

The logo for SIMPO 2023 is located in the bottom left corner of the slide. It consists of the text "SIMPO 2023" in a white, sans-serif font, overlaid on a dark blue background that features a faint, stylized image of a person's hands and arms, possibly in a clinical or educational setting.

SIMPO 2023

No conflict of Interest

Educator on the Teach the Teacher (TTT) course organised by the ESAIC

Educator for the European Resuscitation Council

Objectives

By the end of this presentation you will:

- Learn about andragogy and the characteristics of adult learners
- Use a structured approach to plan and deliver a teaching session
- Demonstrate an ability to reflect on your own practice

In the audience...

1. How many of you do some form of teaching?
2. How many of you received training to improve your teaching skills?
3. How many of you train the trainers?

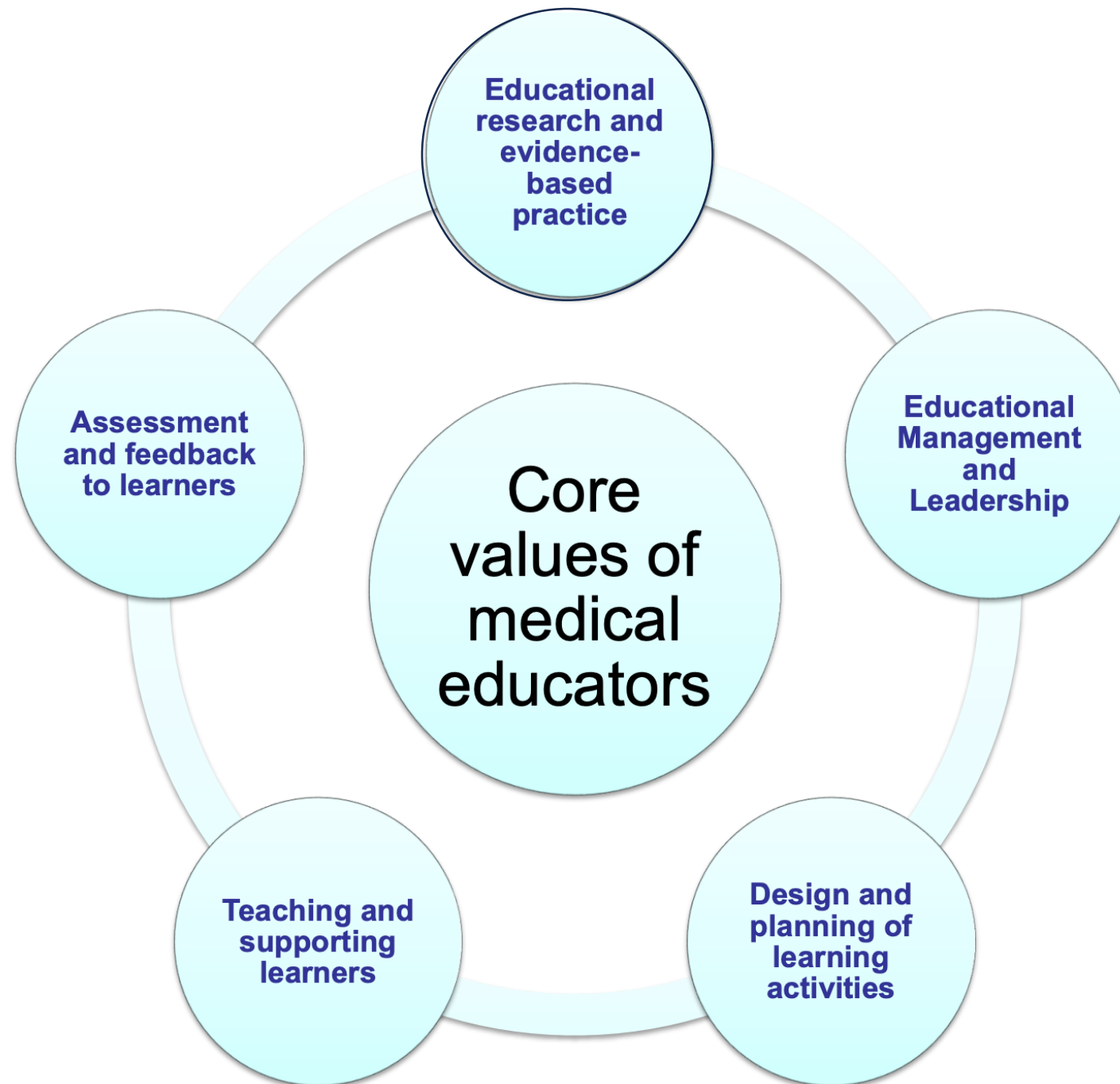
Doctor

From the Latin verb *Docere* = to teach

Assumptions

Healthcare professionals should:

- Know how to teach
- Know how to use different teaching and assessment methods
- Provide mentorship
- Give feedback
- Keep their teaching skills up to date

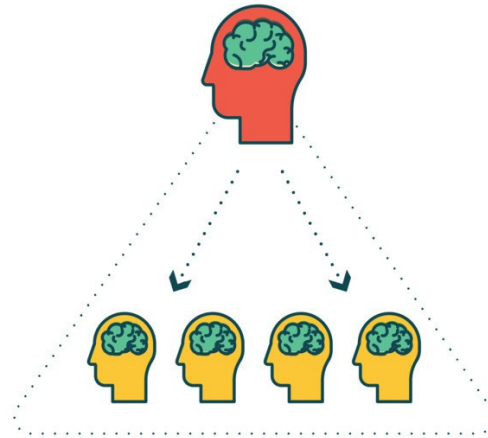


Knowing and understanding our learners is essential:

- Characteristics
- Needs
- Variations

PEDAGOGY

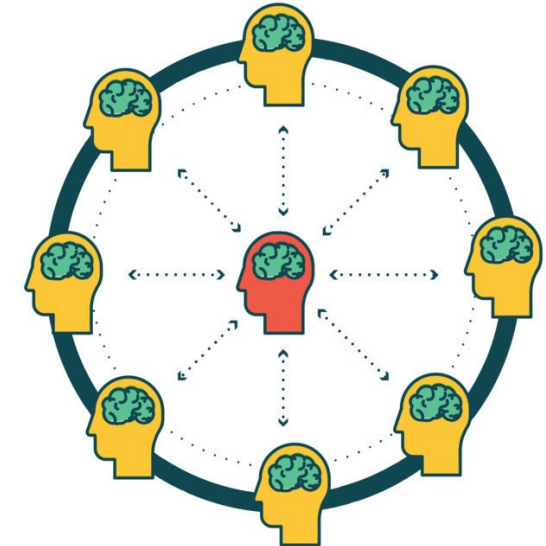
CHILDREN'S LEARNING PROCESS



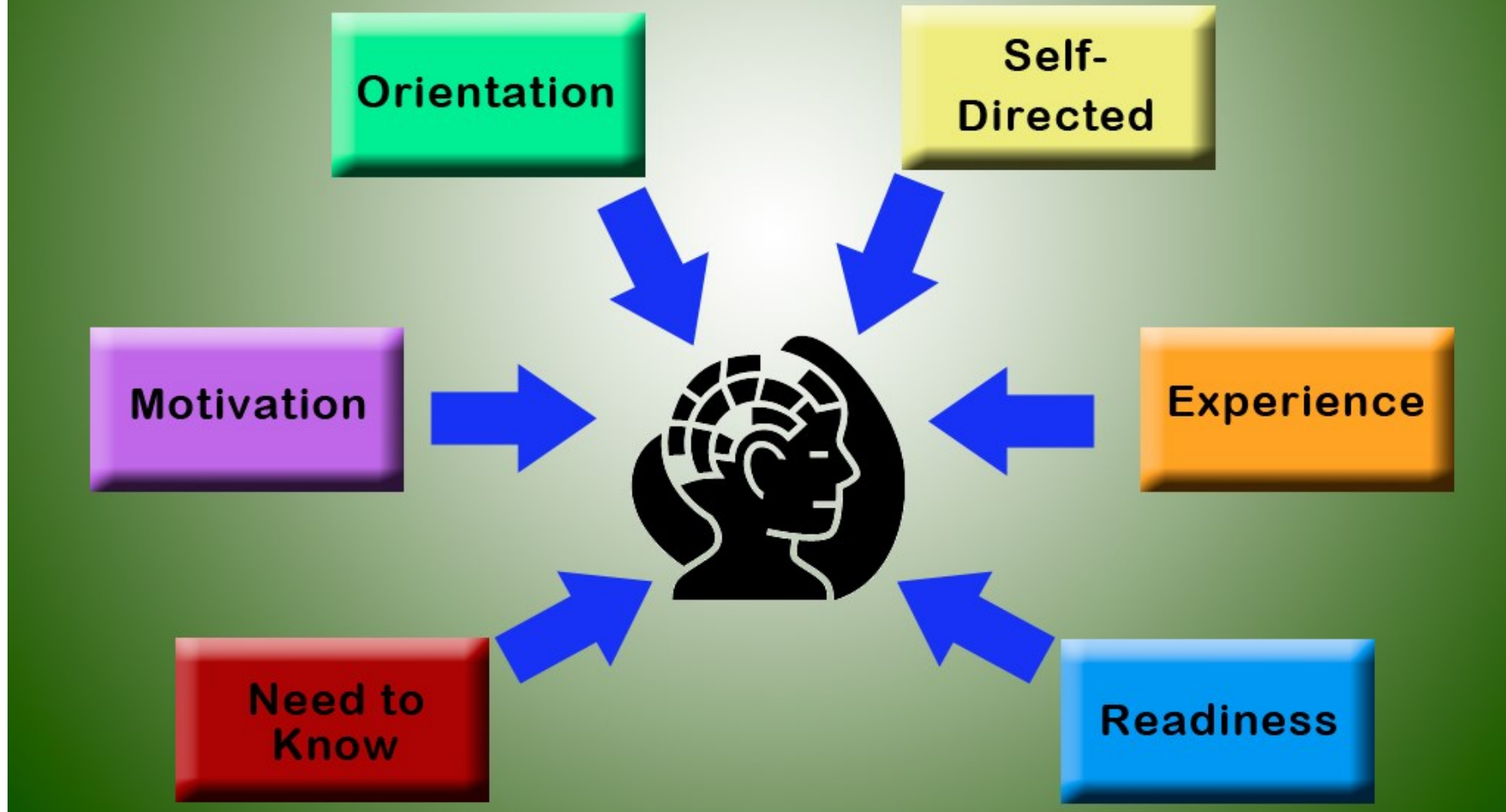
ANDRAGOGY

ADULT LEARNING PROCESS

VS



Andragogy



Malcolm Knowles 1984

Source: <http://facdev.seattlecolleges.edu/adultlearner/andragogypedagogy/>

Andragogy

	Pedagogy	Androgogy
Self concept	Dependency	Self directiveness
Experience	Of little worth	Rich resources for learning
Readiness	Less ready to learn	Learners understand need for new knowledge and skills
Time perspective	Postponed application	Apply immediately
Learning orientation	Subject centered	Problem centered
Motivation	Extrinsic	Intrinsic

What are the needs of our learners?

- Respect
- Fairness – Time and Assessment
- Clear goals and learning objectives
- Relevant Learning
- Active involvement
- Self-direction
- Feedback

The domains of learning

- Cognitive
- Psychomotor
- Affective
- Non-Technical skills

Cognitive

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge



Psychomotor

- Perception
- Guided Response
- Mastery
- Autonomy

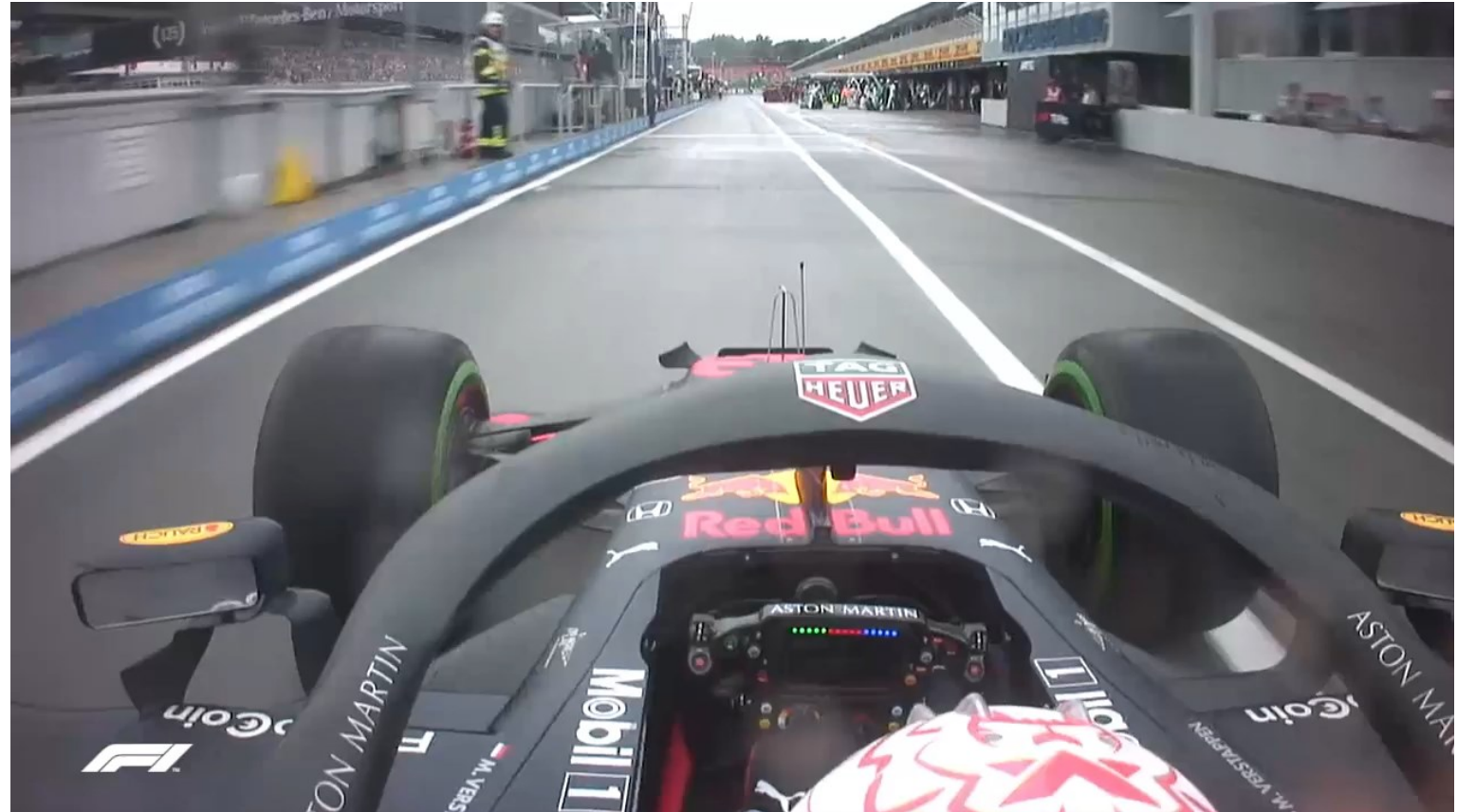


Affective



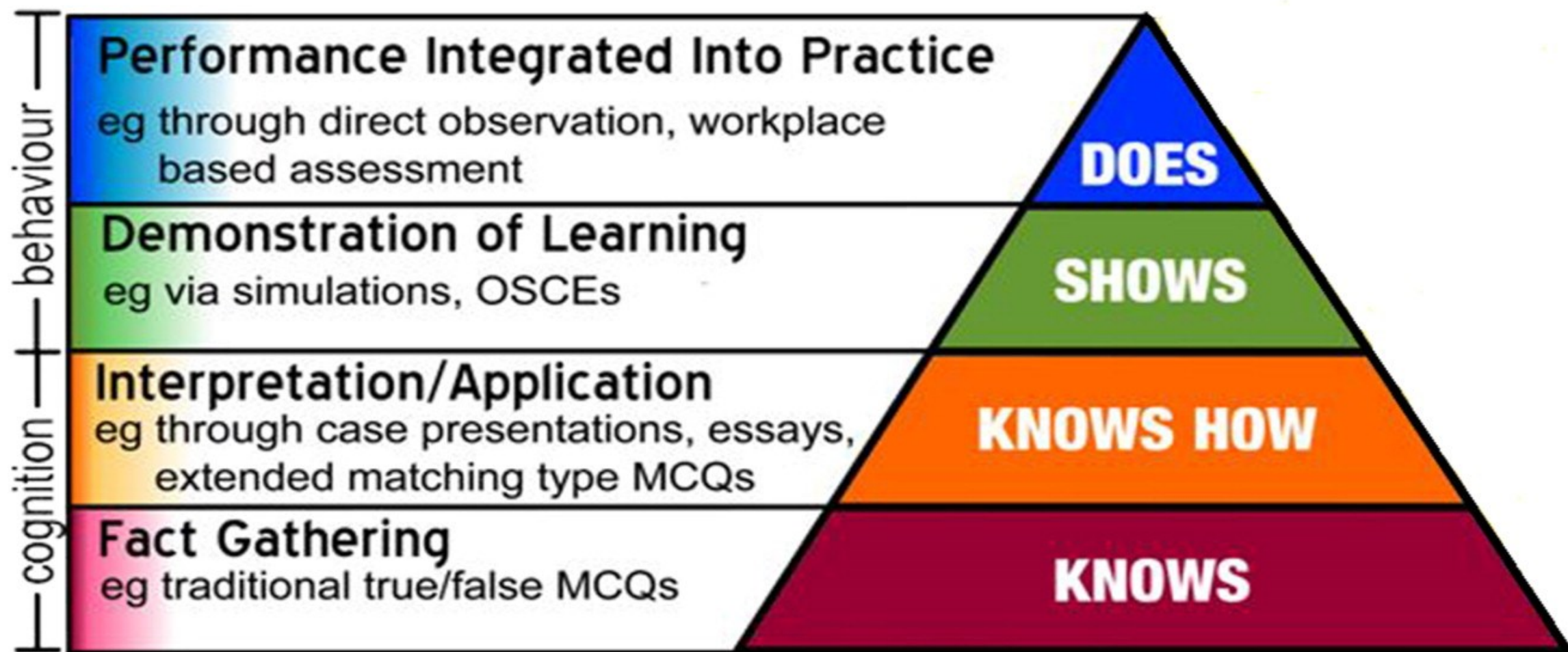
Non-technical skills

- Communication
- Team Leadership
- Team membership
- Decision making
- Task Management
- Situational awareness



A team shows **Commitment, Collaboration** towards a **Common goal** and thereby can overcome **Conflict**

Miller's Pyramid of Competency Evaluation Through Performance



Adapted from Burns and Mehay (2009) Miller' Prism of Clinical Competency

Elements of a teaching session

- Environment
- Set
- Dialogue
- Closure

Environment

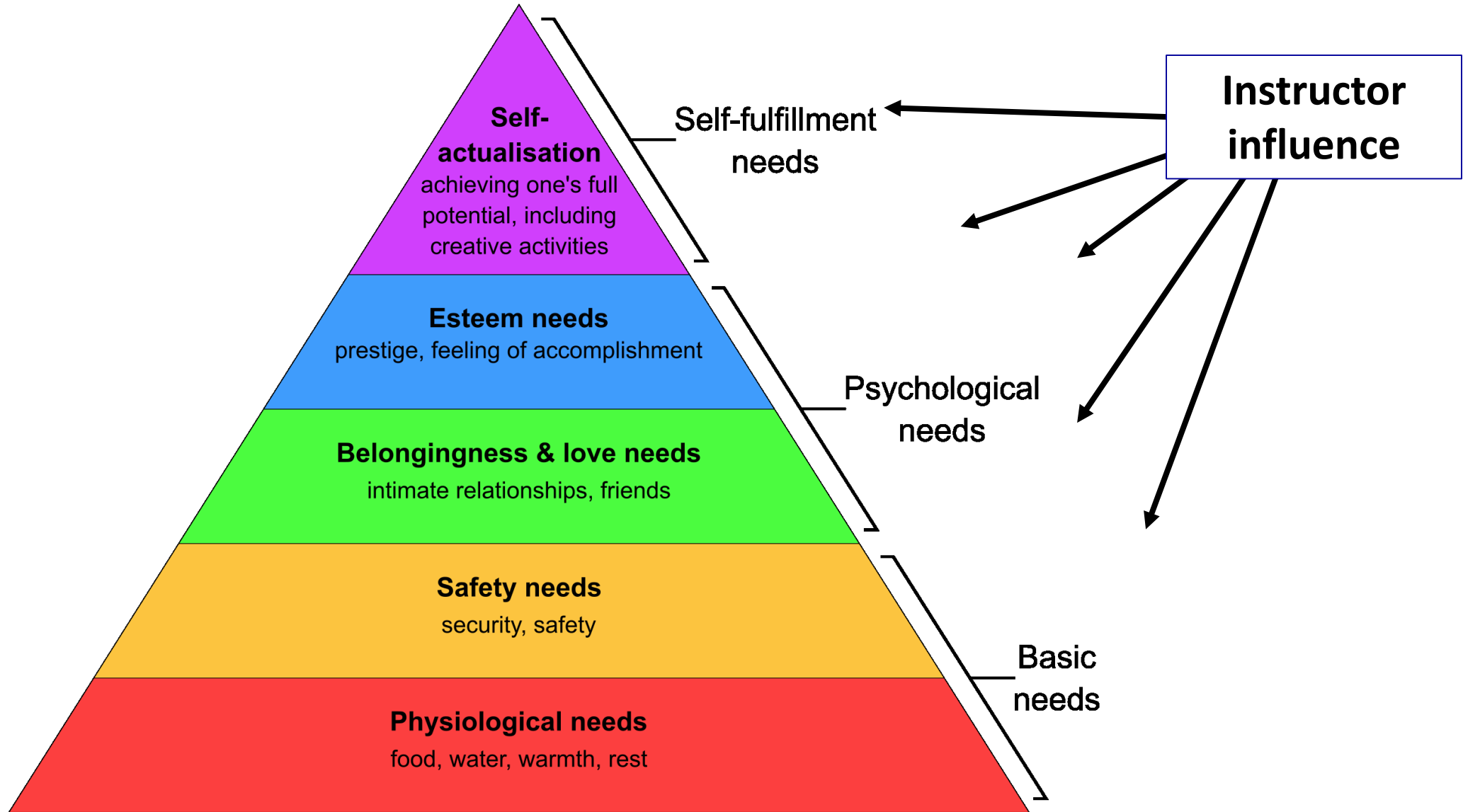
Planned learning experience

5 P's (Proper preparation prevents poor performance)

Preparation for Learners

Preparation for Instructors

Learning Environment (Maslow)

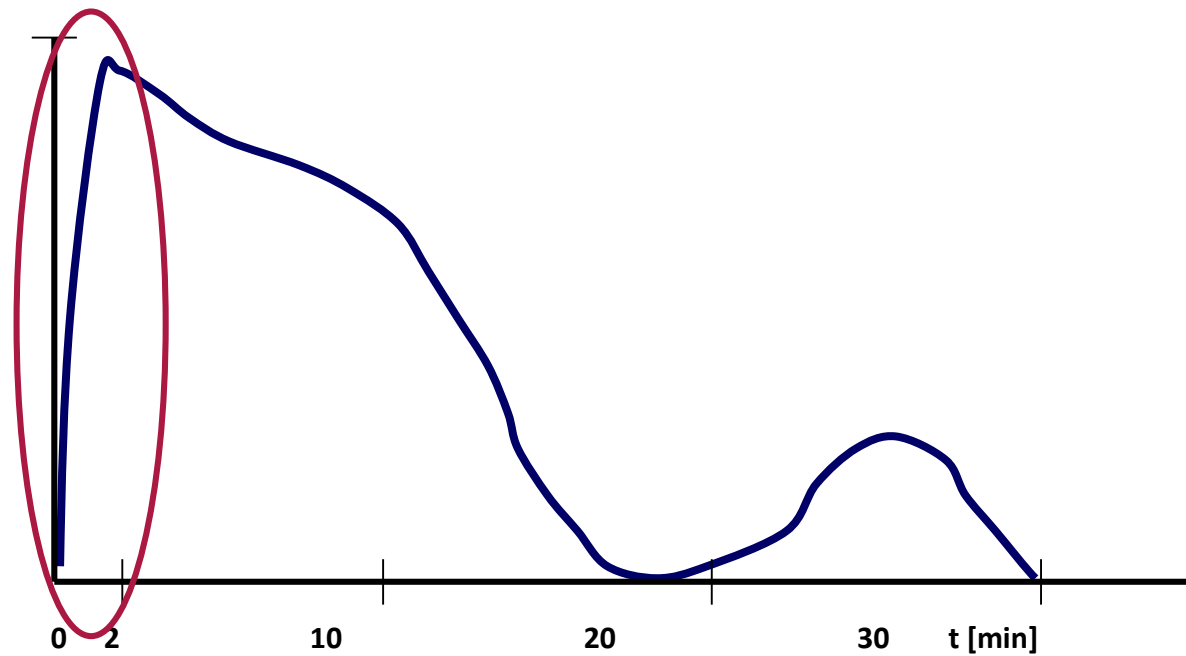


Set

- Introductions
- Atmosphere
- Motivation
- Objectives
- Roles

Prepares the group for learning

Flow of attention



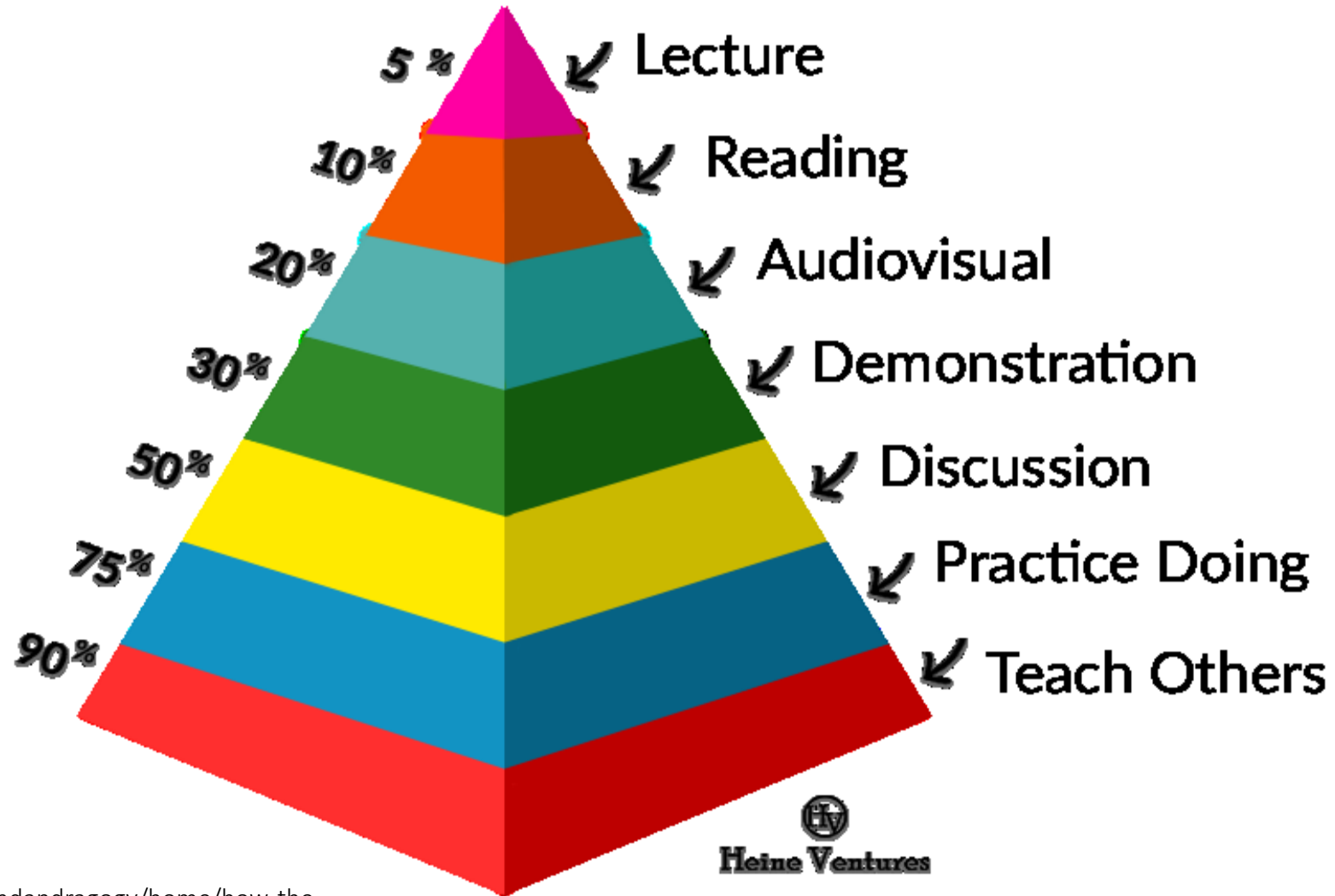
Dialogue

Main part of the planned learning activity

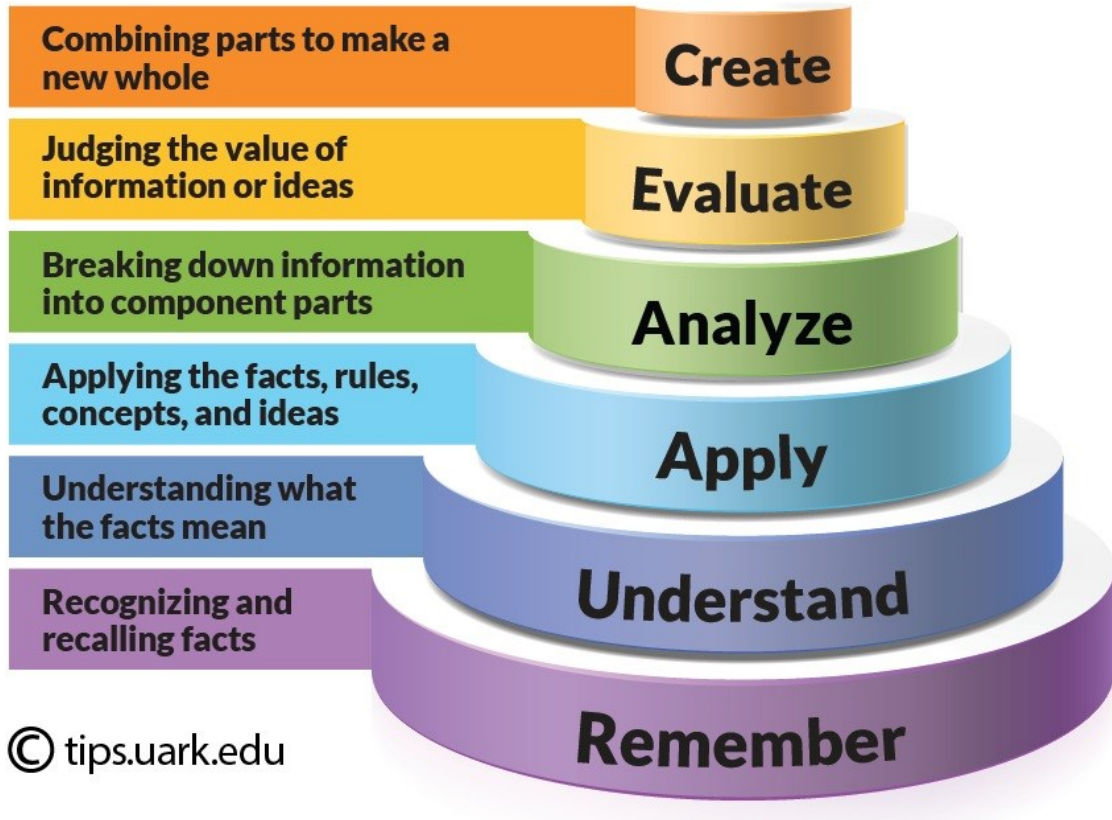
Dialogue between learners and content

- Modality - skill, scenario, discussion, lecture
- Content - clear, logical, level suitable
- Interactions – Questions and/or Feedback

THE LEARNING PYRAMID



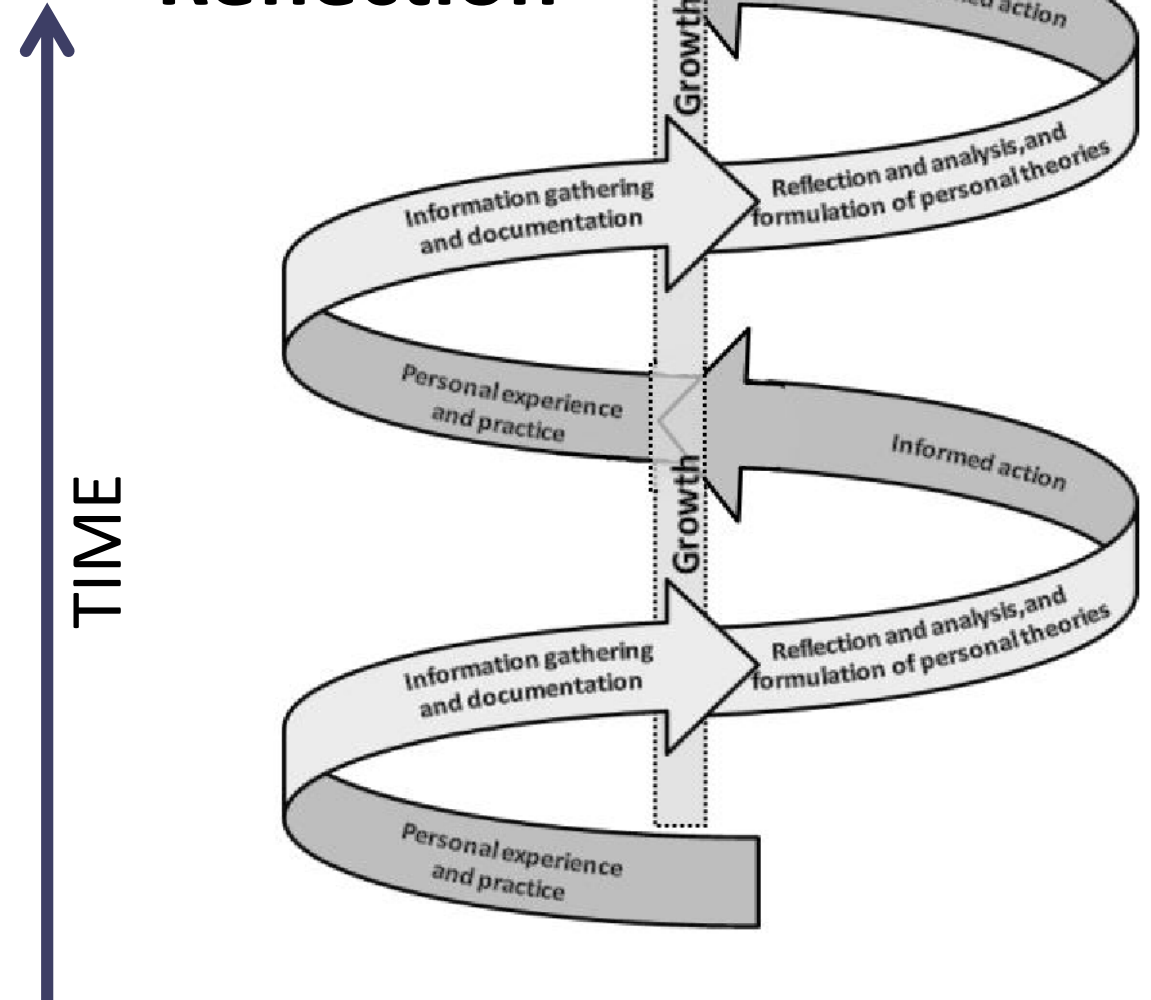
Active Learning



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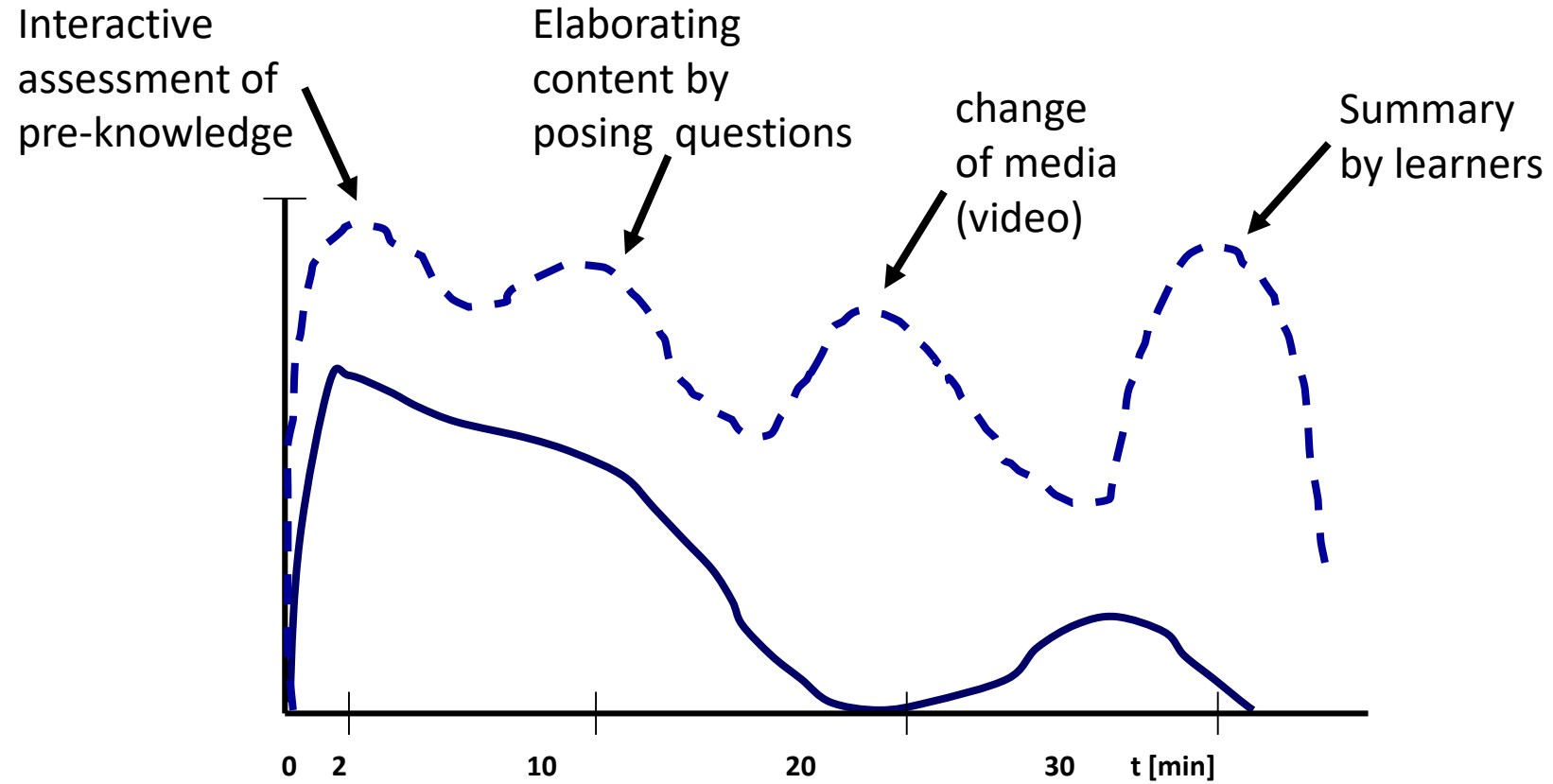
Bloom's Taxonomy of Learning

Reflection



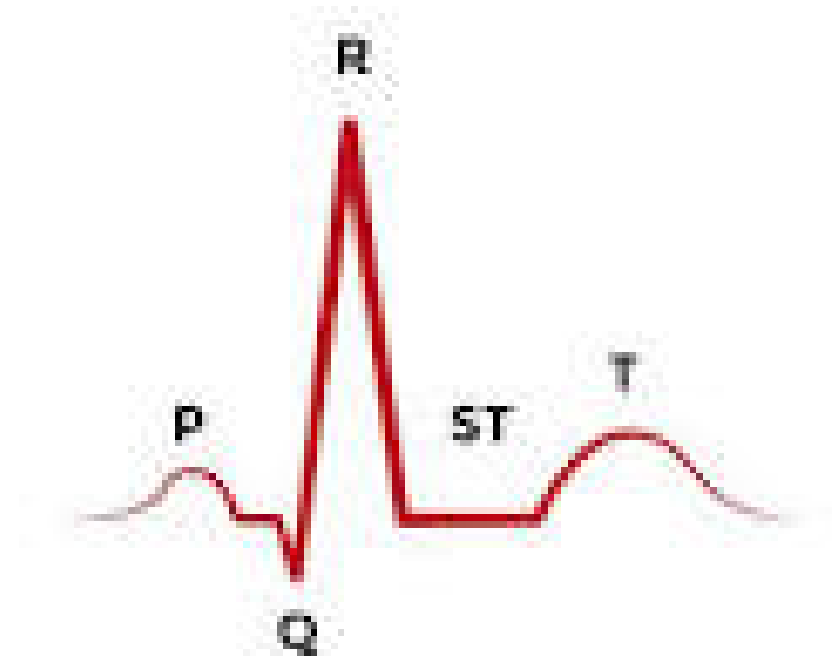
Source: Cyclical and spiral experiential learning framework (based on the model illustrated in Knowles & Cole, 1996). Uploaded by Lily Compton

Flow of attention



Closure

- Questions
- Response
- Summary
- Termination



Summary of all 4 parts

ENVIRONMENT

- Preparation
- Familiarize with the equipment

SET

- Provide learning objectives
- What's in it for the learner
- Motivate

DIALOGUE

- Dialogue between learner and content
- Involve all learners
- Effective interaction and structure

CLOSURE

- Facilitate retention:
- Ask for questions - before
- Summarizing key messages

Let's Play



Menti.com

Code: 45 70 92 5

Our changing role

From educator ...  to ...facilitator, coach, mentor

"I cannot teach anybody anything, I can only make them think"

Socrates

Learner centred approach

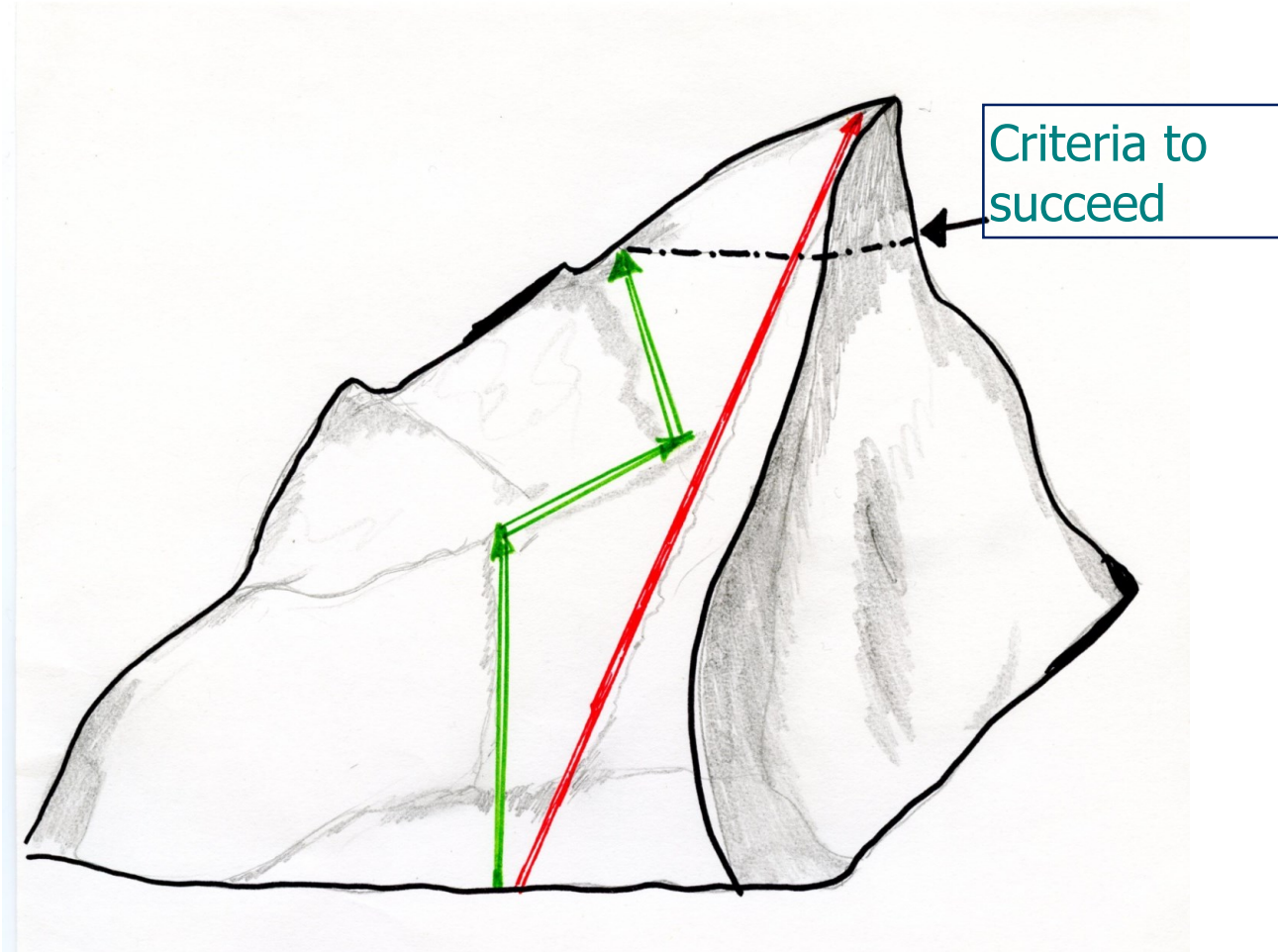
“...to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance...”

Eric Parslow



Source: freepik.com

Variations between learners



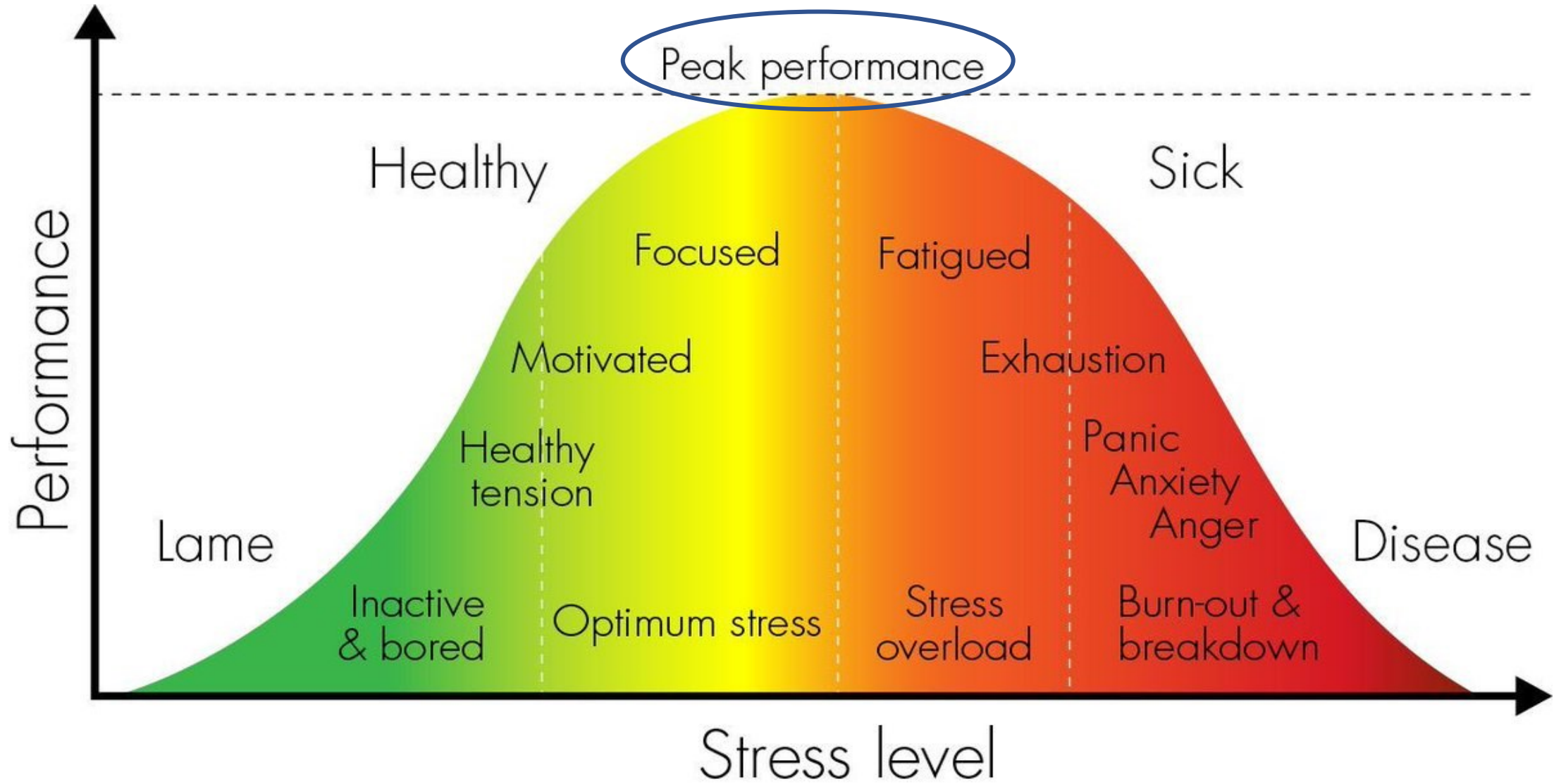
Variations between learners

- Past experience
- Future needs
- Ability
- Motivation - intrinsic/extrinsic
- Learning styles



Source: <https://sites.google.com/a/learnnorthcoast.com/learning-library-for-teachers/adult-learners>

Motivating whilst keeping stress low



Interactive teaching in the classroom

- Physical layout of the room
- Small group discussions – team work
- Technologies available (audio, visual, voting)
- Active involvement
- Explorative, experiential, hands-on
- Edutainment



TTT Materclass 2018

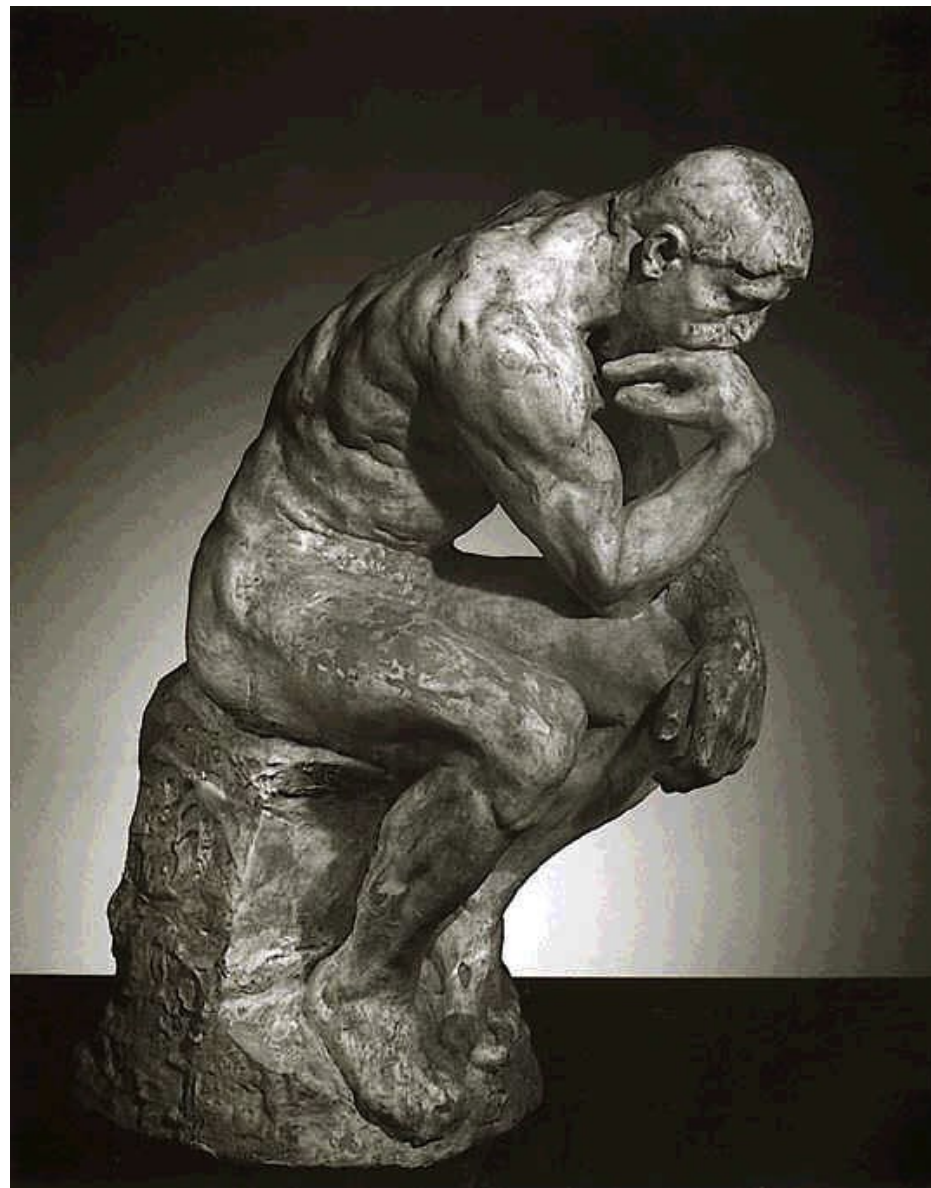
Integrating andragogy, gamification and digital learning in medical education

- New approaches to active learning → Gamification
- Virtual Patients and Serious games
- Virtual reality

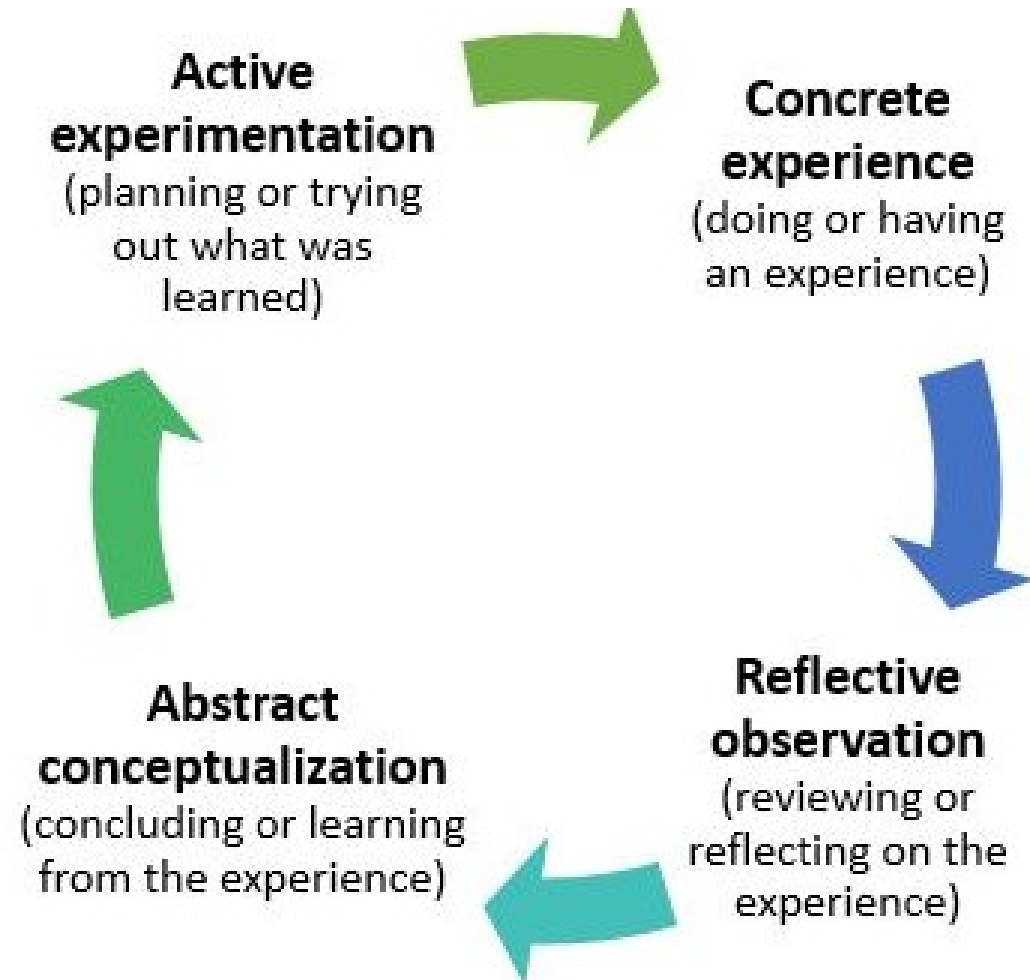


Source: <https://www.growthengineering.co.uk/serious-games-that-changed-the-world/>

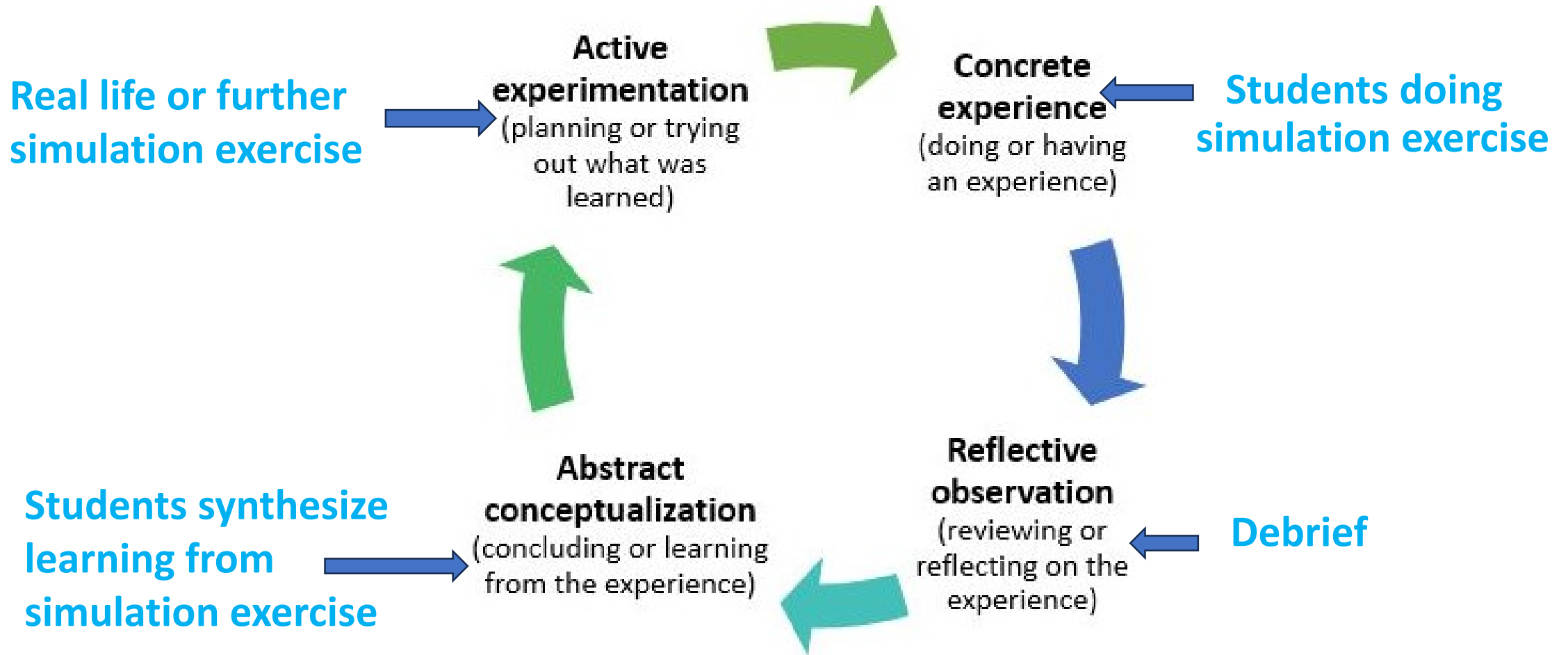
Reflective Practice



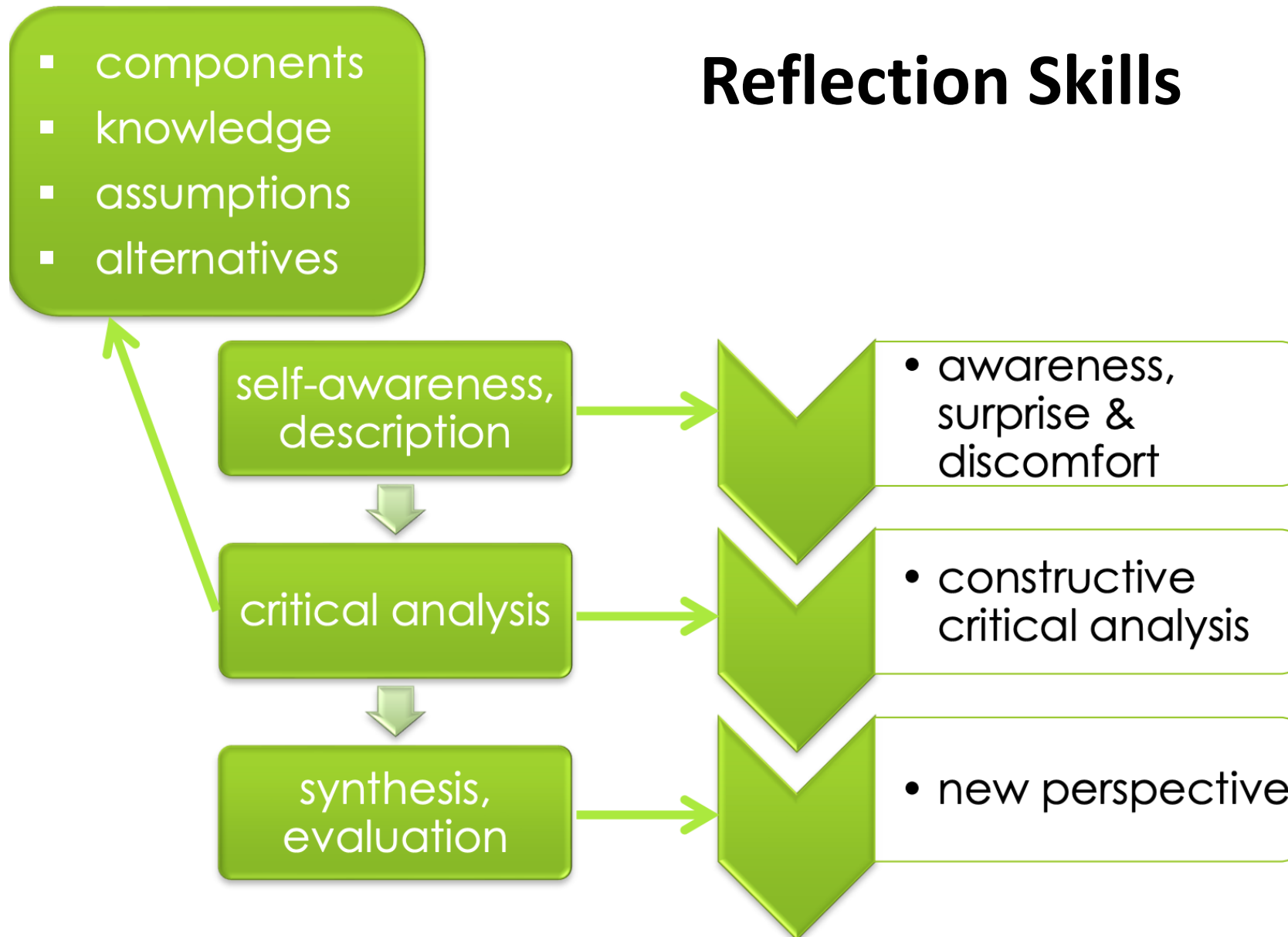
Kolb's Experiential Learning Cycle, Kolb and Fry (1984)



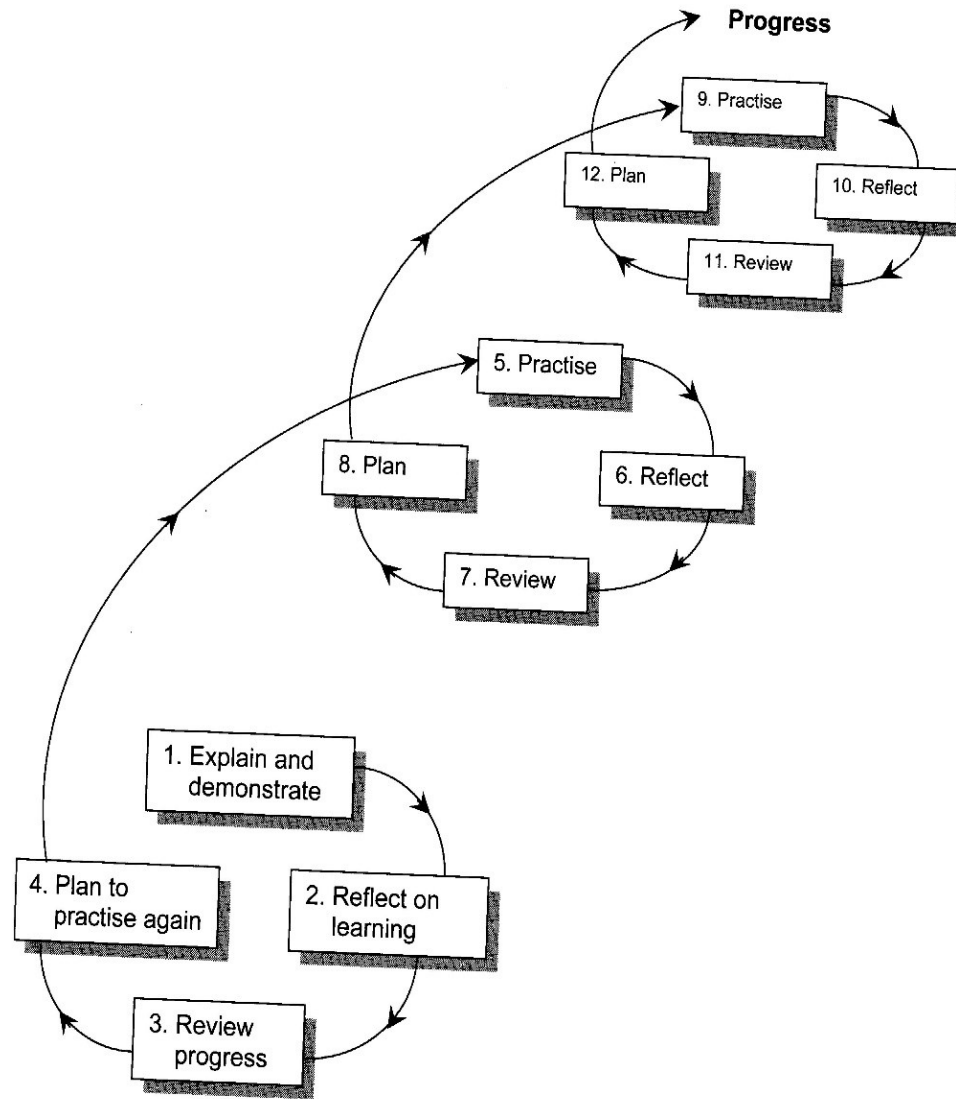
Simulation-Based Education Training



Reflection Skills



Learning Spiral



A Key in Professional Development



Jasper M et al. Professional Development, Reflection and Decision-Making in Nursing and Healthcare; 2013

Evaluation of Teaching Qualities

- Most trainers have no idea how effective their teaching is
- Multisource feedback?
- Anonymous / face to face?



Teacher Evaluation

- Outstanding
- Very Good
- Average
- Poor

The image shows a graphic of a 'Teacher Evaluation' form. It is a rectangular card with a white border and a light gray background. The title 'Teacher Evaluation' is at the top. Below it are four evaluation categories, each with a square checkbox: 'Outstanding', 'Very Good', 'Average', and 'Poor'. The card is tilted slightly to the right.

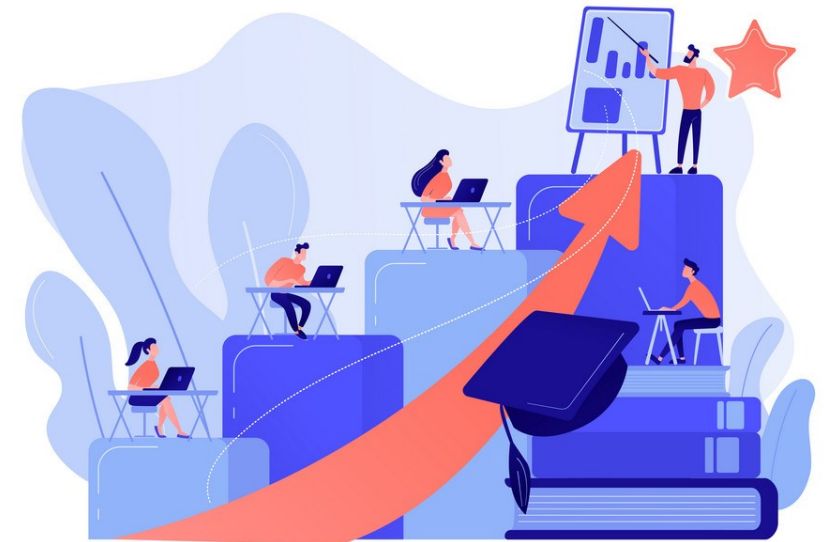
Ongoing Learning and Self improvement

Need to focus on faculty development

Convince our institutions that teachers need to be trained

Time allocated for training and teaching

To avoid failing teachers



Any questions?



Summary

- The characteristics of adults learners
- Use a structured approach to plan and deliver a teaching session
- Use reflective practice for self improvement

Thank you

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The image shows a blue-tinted photograph of a person in a white lab coat, likely a healthcare professional, with their hands near a patient. The text 'SIMPO 2023' is overlaid in white on the left side of the image.

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