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Learner-Based Teaching in Hospice and Palliative Care

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Learning Outcomes

- Describe research on concepts of Teaching and Learning

- Critique your own learning preference and styles

- Identify ideas for application of Learner-Based teaching concepts in your organization

Learning Paradigm vs. Instructional Paradigm

Instructional Paradigm – straight line relationship

Faculty   Student

Learning Paradigm – feedback loop

Faculty   Student

Ernest Boyer's Model

- "Scholarship Reconsidered" – 1990
- Four areas of scholarship
  - Discovery – creation of knowledge
  - Integration – creating connection of knowledge
  - Application – engagement of knowledge
  - Teaching – exchange of knowledge
- "Scholarship Assessed" – 1997

Rubric for Assessment of Scholarship

"Scholarship Assessed" defined these components for assessing scholarship:

- Clear Goals
- Appropriate Preparation
- Appropriate Methods
- Significant Results
- Effective Presentation
- **Reflective Critique**

Rubric to Evaluate Scholarship of Teaching using Carnegie Criteria

Standards	Advanced	Good	Average	Poor
Clear Goals	Clear, achievable, significant teaching goals identified	Teaching goals clear or significant	Implicit teaching goals, not explicitly stated	No teaching goals apparent
Adequate Preparation	Instructor brings expertise, literature, resources to bear	Expertise and literature drawn upon	Command of literature/ topic incomplete	Little or no evidence of background
Appropriate Methods	Effective method adapted to achieve learning needs	Single effective method achieves some learning	Method may allow achieving student learning	Method doesn't match goal or is ineffective
Significant Results	Student learning evaluated in context of needs/ application	Summative and some formative evaluation occurs	Mainly summative evaluation used	Results are not evaluated rigorously
Effective Presentation	Concepts and higher order skills acquired w/ active learning	Presentation suitable to learn factual content	Presentation somewhat suitable; effective	Ineffective or in-adequate presentation
Reflective Critique	Highly effective critique used to improve *learning*	Critique effective to improve *teaching*	Critique limited or partially reflective for improvement	No critique conducted or presented

Bloom's Revised Taxonomy Planning Framework

Learning

_____

Teaching

		Actions	Products
Higher-order thinking	**Creating** (Putting together ideas or elements to develop an original idea or engage in creative thinking).	Designing Constructing Planning Producing Inventing Devising Making	Film Story Project Plan New game Song Media product Advertisement
	Evaluating (Judging the value of ideas, materials and methods by developing and applying standards and criteria).	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive speech
	Analyzing (Breaking information down into its component elements).	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	Survey Database Report Graph Checklist Chart Outline
Lower-order thinking	**Applying** (Using strategies, concepts, principles and theories in new situations).	Implementing Carrying out Using Executing	Illustration Simulation Demonstration Presentation Interview Performance Diary Journal
	Understanding (Understanding of given information).	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	Recitation Summary Collection Explanation Example Quiz List Label Outline
	Remembering (Recall or recognition of specific information).	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Definition Fact Worksheet Test Label List Workbook Reproduction

Origin of Study

- 2009-10 Teaching and Faculty Life Committee focused on theme of scholarship
- Lourdes University faculty are evaluated on teaching
- A **self-study** group developed to focus on the scholarship of teaching
- Teaching as Scholarship

Research Team

- Christine Boudrie, MD; Assistant Professor of Biology
    - Target class – Freshman, Anatomy (pre-nursing)
- Dariel Jacobs, PhD; Associate Professor of Education
    - Target class – Graduate Education, Introductory course
- Paul D. Longenecker, RN, PhD; Assistant Professor of Business & Leadership
    - Target class – Senior level Business course

My Plan for Studying Learning Process

- Used Steve's rubric of assessment model to develop teaching approach in classroom

- Created "Course Critique of Learning Outcomes" tool (five stages of evolution)

- Approach focused on me as a facilitator of learning. Underlying question was "how can I assess others unless I assess myself first". Leadership perspective.

Learning Process

- Class selected – BUS 413 Organizational Behavior and Development (Fall 2010)
- Explain the process at the beginning of first class (focus is on teacher, not the student)
- Outlined content for the day at beginning of class
  - Learning Outcome
  - Preparation
  - Methods
  - Techniques
- End of class critique – muddiest points (anonymous)

Learning Process (Cont.)

- Outlined content for next class at end of class
  - Learning Outcome
  - Preparation
  - Methods
  - Techniques
- Next class
  - Review muddiest points from prior class
  - Reminder of Learning Outcome and process for today's class

Key issues

- Safety of being honest (detail increased each time completed)

- Doing what you said you were going to do
  - Being prepared
  - Follow-up on "muddiest points"
  - Refocus learning approach based on feedback

Critique Tool - Final

1. What was the Learning Outcome for today's class? How well was the Learning Outcome addressed?

2. How did the teacher demonstrate that he was adequately prepared for the class? Which resource was the most effective in helping you prepare for the class?

3. Identify which methods that were used helped facilitate the best understanding of today's Learning Outcome? What other methods could have been used to help with your understanding of Learning Outcome?

4. Which teaching technique(s) worked the best at communicating the material in the clearest manner that helped in your understanding?

5. Identify the single most "muddy" point discussed in class today?

Scholarship of Teaching : Self-Study Findings

Themes and patterns from the study:

1. Engagement
2. Roles: teachers, students & colleagues
3. Relationships
4. Milieu: time, place, space
5. Missed Opportunities
6. Resistance
7. Being Present

Self-Study: Themes and Patterns

Six Facets of Understanding

- Process
  - Explanation
  - Interpretation
  - Application
- Outcomes
  - Perspective
  - Empathy
- Implications
  - Self-Knowledge
  - Professional knowledge

IMPLICATIONS

So what does this mean to the Learning Process in the world of hospice and palliative care?

Process: Interpretation

Why does it matter?

- Everyone, faculty, and students must learn the *circumstances* and *situations* for effective learning
- Teaching must be *intentional* towards learning outcomes
- Everyone works in the *time, space and place* continuum
- **"added value"** knowledge or skill that can **only** be learned in class

Process: Interpretation

- **Reflection** on and in action while teaching is crucial for best learning

- Build **positive learning focused relationships** with your students and your colleagues

Process: Application

How and where can we use this knowledge/skill/process in practice?

- Formative assessment
  - communicate to both the student and educator what is clear
  - what needs to be re-taught and thus learned
  - in what way must the material be presented.

Process: Application

Best practice is a blend of many active learning situations:

- Some lecture
- Some small group
- Some project learning
- Some independent projects
- Some large group activities

Outcomes: Perspective

Learning Paradigm vs. Instructional Paradigm

- How do we know what our students have learned and can do?

- How do our students know what they know and what they can do?

Learning Paradigm vs. Instructional Paradigm

Instructional Paradigm – straight line relationship

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Learning Paradigm – feedback loop

Faculty ⟷ Student

Outcome: Perspective

What is justified for significant results?

- Continual, quick feedback—what do both of you know
- Students understand what and how they are to learn
- Reflection on and in actions—note how the learning activities inform the learning
- Explain what and how the students are to learn—**Learning and Understanding by Design**

Outcome: Perspective

"So what?"
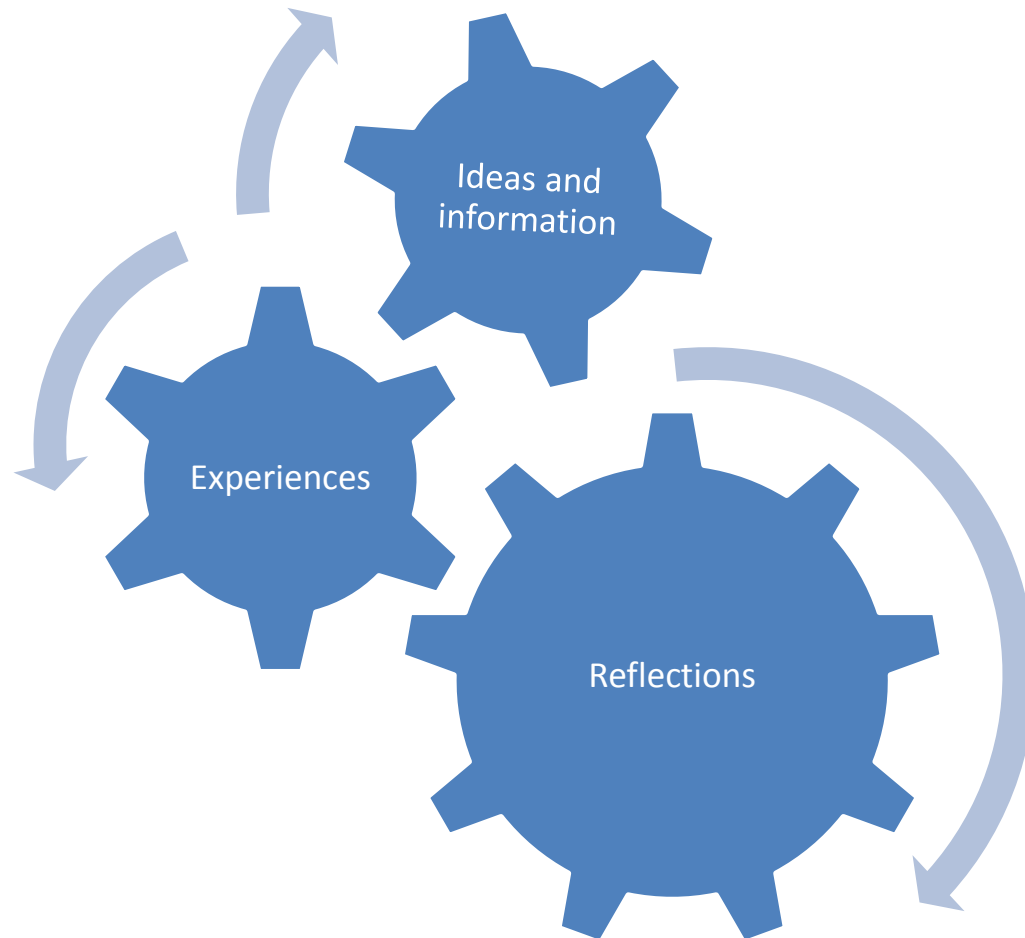
Outcomes: Empathy

- Empathy for *students* who will resist teaching and learning situations if they are not taught the benefits of "**why and what**" they should deeply learn from the experience

- Empathy for *yourself* against students "slings and arrows"

Outcome: Empathy

- Become present to your students—active and empathetic listening
- Tap into the knowledge base that students bring

Implications: Self-Knowledge

- Know who you are:
  - values, morals, and ethics
  - why you are a hospice professional/educator, in general and a "Your" Hospice's educator, specifically
- Know your students/educational population
- Know and employ pedagogy in general and pedagogy specific to hospice & palliative care

Implications: Professional Knowledge

- Know that as an educational leader you are constantly increasing your circle of influence
- Know that the work you do here at your organization matters profoundly to the current and future creation and sharing of knowledge and care.

Wrap-up Question

Where is the LEARNING CULTURE of
your organization going and
how are you influencing it?

QUESTIONS/DISCUSSION

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