"5 HIGH IMPACT TEACHING PRACTICES"

Presentation by:

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Anschutz Medical Campus
University of Colorado - Denver
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Your Situation at AMC

- **Working on "Competency-Based Learning Outcomes"**

- **Ultimate Goal: Help your students...**

  - ➢ **Learn well**

  - ➢ **Complete their health professions training**

  - ➢ **Be competent health care providers and leaders within the profession**

Your Professional Responsibility:

- **"How can I support this goal, in my own courses?"**

A Personal Question: "Your Life as a Teacher"

- **What also makes [or would make] teaching your courses fulfilling – for you?**

Your Situation at AMC

Questions now:

What can <u>you</u> do, in your own courses, to:

    a. Help <u>your students</u> learn well?

    b. Play your role in helping this <u>medical school</u> fulfill its obligations?

    c. Teach in a way that will be fulfilling to <u>you</u> (as well as to your students)?

Two Basic Perspectives:

1. Paradigm Shift: From "Teaching" to "Learning"

2. Continuous Improvement

Basic Argument:
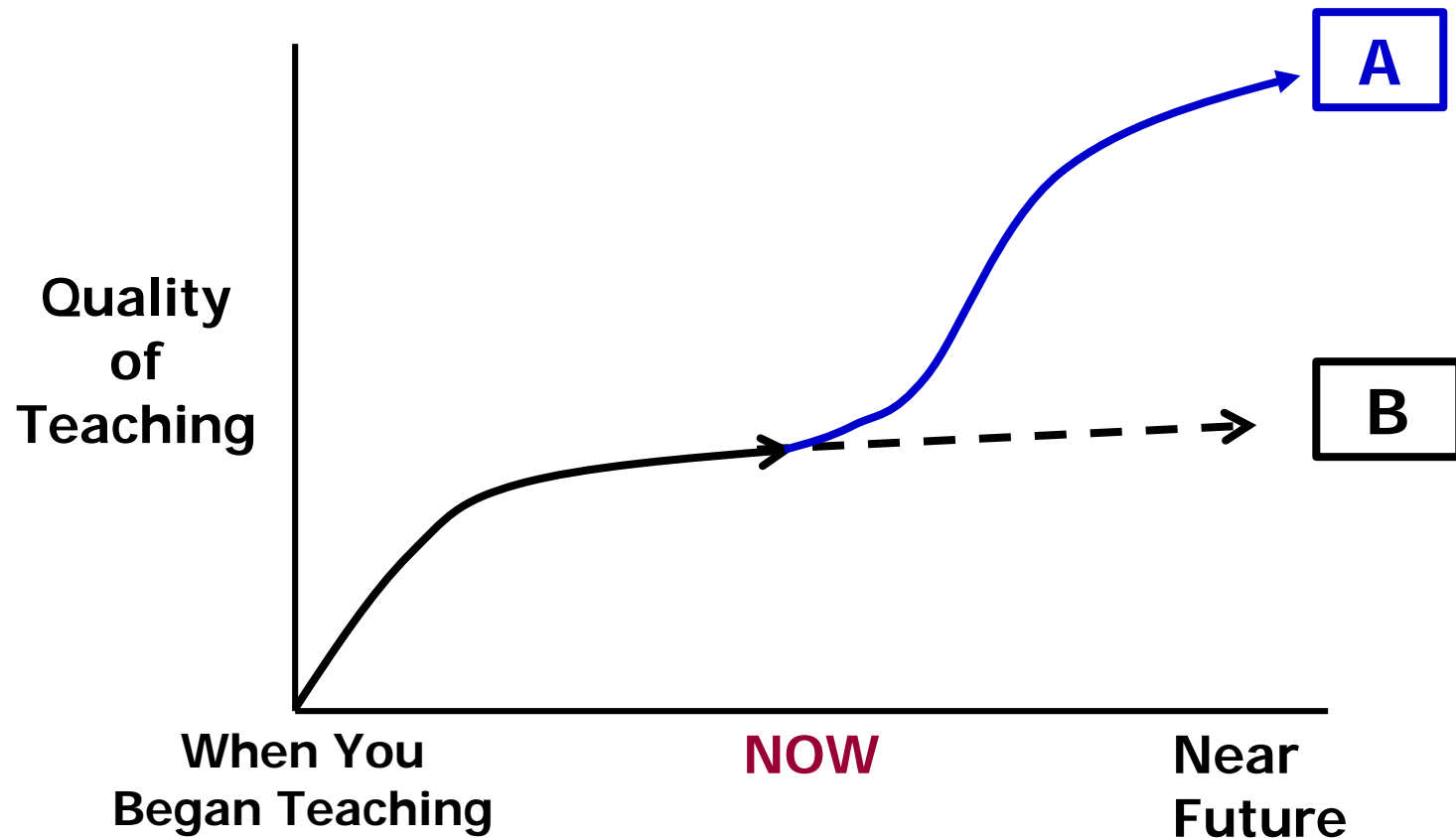
➢ **If we want BIG IMPROVEMENTS**

 in STUDENT LEARNING,…

➢ **We must make BIG**

 IMPROVEMENTS in OUR TEACHING!

Getting Better Over Time

Quality of Teaching

A

B

When You Began Teaching

NOW

Near Future

GOOD NEWS:

LOTS OF BOOKS WITH POWERFUL

IDEAS ON TEACHING & LEARNING

"New" Ideas, Best Practices in Teaching (Hi. Educ.):

- How students learn
- Learning-centered teaching
- Designing learning experiences
- Identifying *what* students might learn
- Using active learning
- Using small groups
- Assessing student learning
- Motivating and enabling students to learn
- Using powerful teaching strategies
- Teaching large classes
- Using instructional technology
- Evaluating teaching
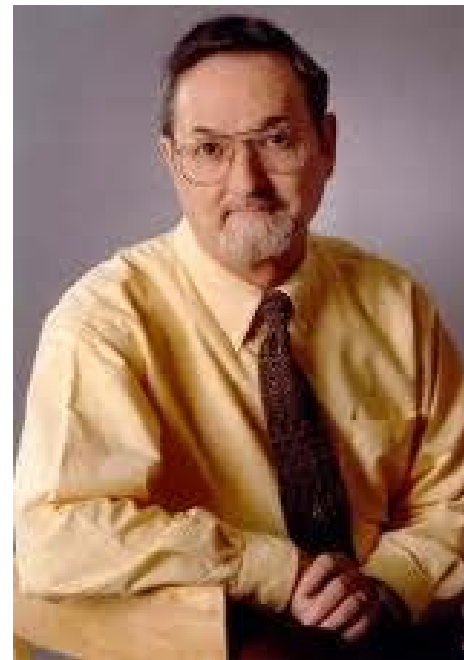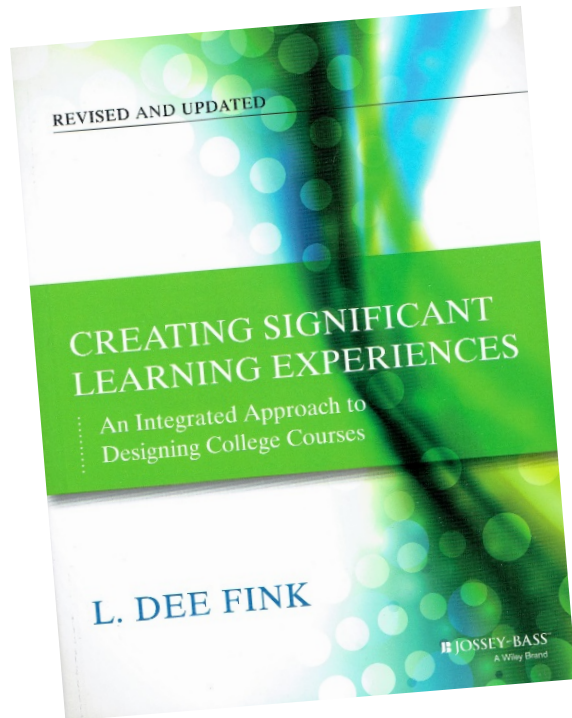- Reflecting on your work as a student [teacher]

"5 HIGH IMPACT TEACHING PRACTICES"

1. Learning-Centered Course Design

2. Team-Based Learning

3. Help Students Become Self-Directing Learners

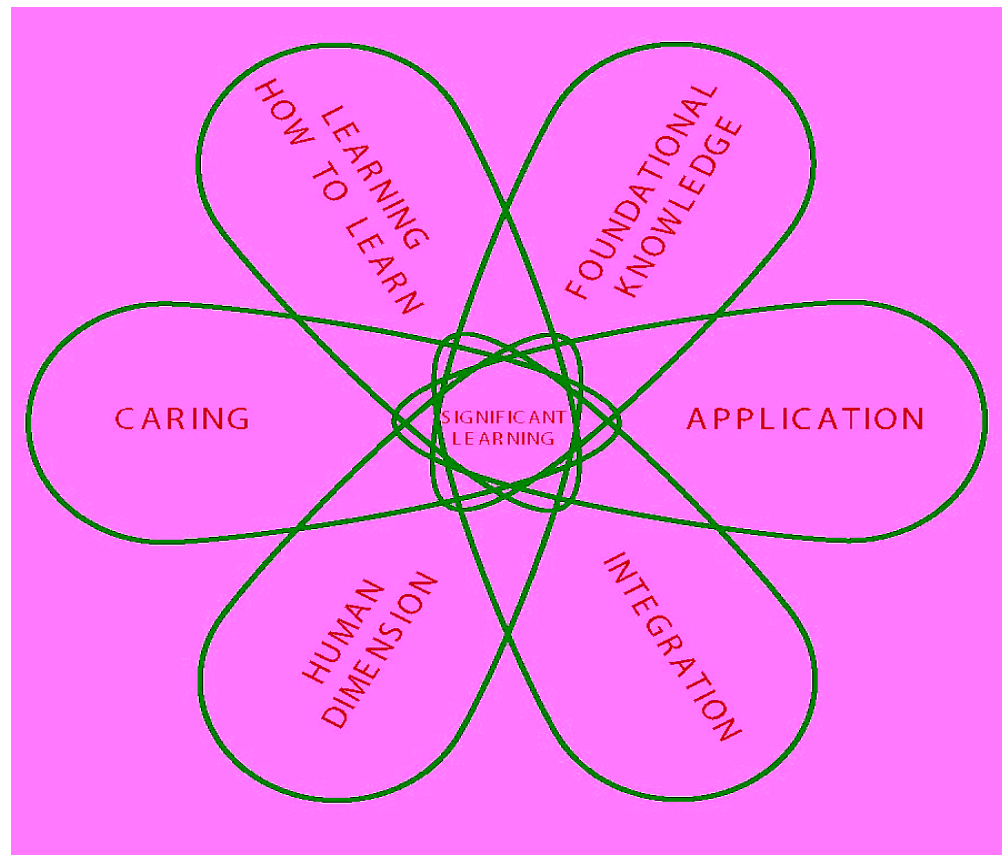4. Engage Students in Service Learning

5. Be a Leader with Your Students

"5 HIGH IMPACT TEACHING PRACTICES"

1. Learning-Centered Course Design

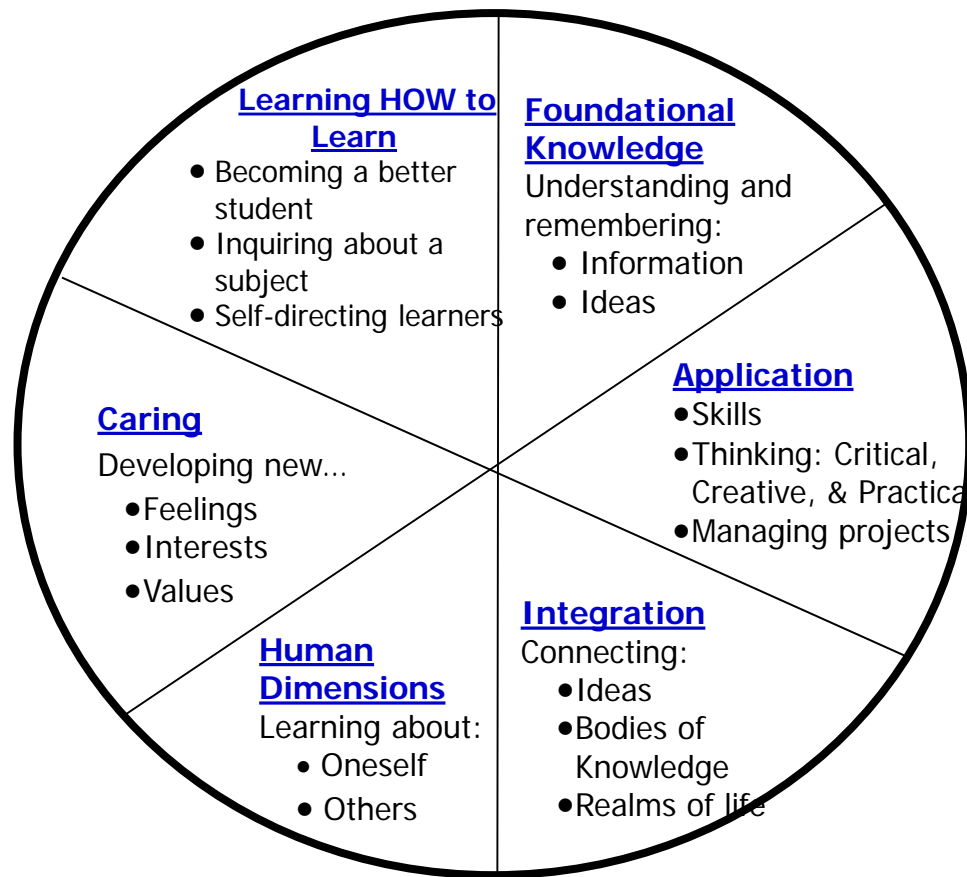# "Learning-Centered Course Design"

<u>Taxonomy of Significant Learning</u>

Taxonomy of Significant Learning

Learning HOW to Learn
- Becoming a better student
- Inquiring about a subject
- Self-directing learners

Foundational Knowledge
Understanding and remembering:
- Information
- Ideas

Caring
Developing new...
- Feelings
- Interests
- Values

Application
- Skills
- Thinking: Critical, Creative, & Practical
- Managing projects

Human Dimensions
Learning about:
- Oneself
- Others

Integration
Connecting:
- Ideas
- Bodies of Knowledge
- Realms of life

In a course with significant learning, students will…:

1. **Understand and remember** the key concepts, terms, relationship, etc.

2. **Know how to use the content.**

3. **Be able to relate this subject to other subjects.**

4. **Understand the personal and social implications of knowing about this subject.**

5. **Value this subject and further learning about it.**

6. **Know how to keep on learning about this subject, after the course is over.**

Current LCME Curricular Content (Std. 7)

Fink's Taxonomy: **LCME Curric. Content:**

Fink's Taxonomy	LCME Curric. Content
Foundational Knowledge	
Application	
Integration	
Human Dimension: **A. Learning About One-Self**	
Human Dimension: **B. Interacting with Others**	
Caring, Valuing	
Learning How to Learn	

Current LCME Curricular Content (Std. 7)

Fink's Taxonomy:	LCME Curric. Content:
Foundational Knowledge	**Biomedical, Beh., & Soc. Sci.**
Application	• **Diagnosis & Treatment** • **Critical Judgment, Prob.-Solv. Skills** • **Communication Skills**
Integration	**Soc. Problems with Medic. Conseq.**
Human Dimension: A. **Learning About ONE-SELF**	**Personal Biases**
Human Dimension: B. **Interacting with OTHERS**	• **Cultural Competency** • **Health Care Disparities** • **Interpersonal Collaboration Skills**
Caring, Valuing	**Medical Ethics**
Learning How to Learn	**Scientific Methods, Research**

Current ACGME Core Competencies

Fink's Taxonomy:	ACGME Competencies:
Foundational Knowledge	
Application	
Integration	
Human Dimension: Interacting with Others	
• **Human Dimension: Learning about One-Self** • **Learning How to Learn**	
Caring, Values	

Current ACGME Core Competencies

Fink's Taxonomy:	ACGME Competencies:
Foundational Knowledge	1. **Medical Knowledge**
Application	2. **Patient Care**
Integration	3. **Systems Based Practice**
Human Dimension: Interacting with OTHERS	4. **Interpersonal and Communication Skills**

• **Human Dimension: Learning about ONE-SELF**
 	
• **Learning How to Learn**
	5. **Practice-Based Learning & Improvement**
	
	    • **Constant self-evaluation**
	
	    • **Life-long learning**

Caring, Values	6. **Professionalism**

Curricular Learning Objectives for Medical School:

1. **Foundational Knowledge – Medical Knowledge**

   - Understand fundamental bio-medical concepts, terms, processes, and system interactions
   - Understand determinants of health
   - Understand the process of evidence-based medicine

2. **Application – Patient Care, Clinical Skills**

   - Conduct patient interviews and physical examinations
   - Diagnose patient health problems
   - Propose evidence-based therapeutic treatments

3. **Integration – Systems-Based Practice**

   - Connect knowledge of patient populations and health delivery processes in making diagnoses and therapeutic recommendations
   - Advocate for the humane, just, and prudent care of persons
   - Adapt to the complex economic and social structure of health care delivery

Course & Program Design for Significant Learning

4. **Human Dimension - Interpersonal Skills and Communication, Personal Growth and Professional Development, and Inter-professional Collaboration**

   A. Learning about and developing: ONESELF

   - Reflect upon one's personal strengths & weaknesses to make changes in one's behavior

   - Find one's own meaning in medicine

   B. Learning about and interacting with: OTHERS

   - Deliver effective patient presentation and document in the medical record

   - Communicate and work effectively with others, e.g., patients, families, health care team members, peers

   - Demonstrate appropriate leadership skills in a variety of settings

Course & Program Design for Significant Learning

5. <u>**CARING/VALUING**</u> **– Professionalism**

- Care deeply about becoming an excellent physician

- Value and behave in a manner consistent with the highest ethical standards of the profession

6. <u>**LEARNING HOW TO LEARN**</u> **– Practice-Based Learning**

- Develop a personal plan to become a better medical professional

- Nurture intellectual curiosity to question and advance knowledge through scholarship
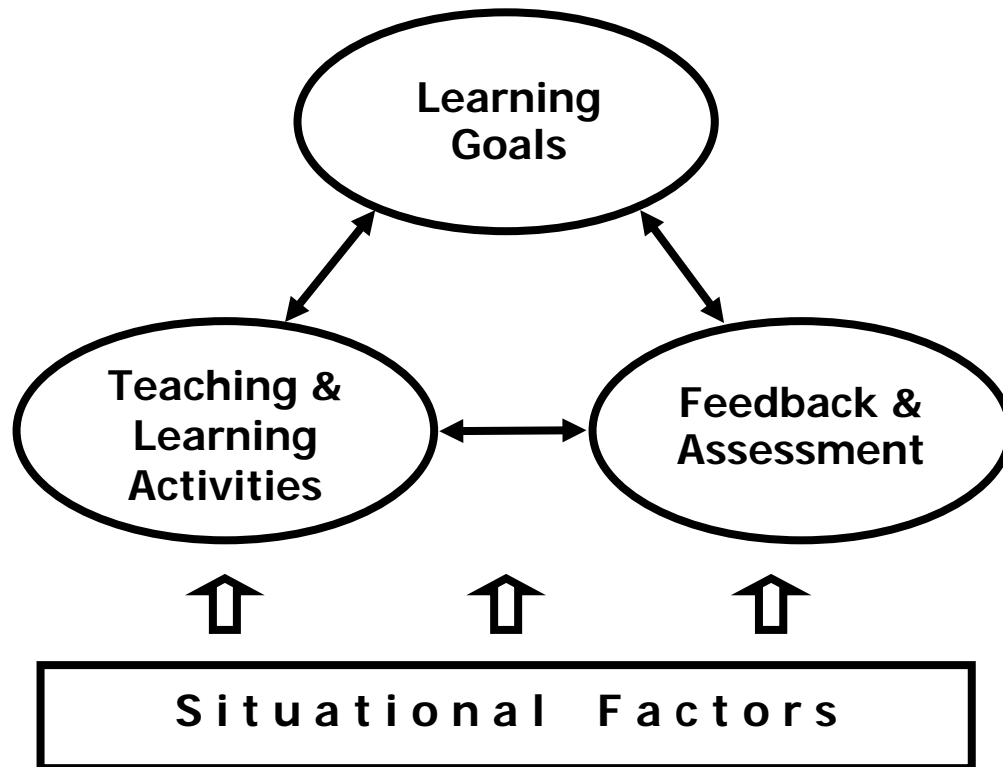
**-Boonshoft School of Medicine
Wright State University
Dayton, Ohio, USA**

INTEGRATED COURSE DESIGN:
Key Components

3-COLUMN TABLE:

Learning Outcomes:	Assessment Activities:	Learning Activities:
1. Found. Know.		
2. Application		
3. Integration		
4. Human Dim.: • Self, Others		
5. Caring		
6. Learning How to Learn		

3-COLUMN TABLE:

Learning Outcomes:	Assessment Activities:	Learning Activities:
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6. <u>Learning How to</u> <u>Learn</u>		

3-COLUMN TABLE:

Learning Outcomes:	Assessment Activities:	Learning Activities:
1. <u>Found. Know.</u>	• Multiple-choice tests	
2. <u>Application</u>	• Case studies	
3. <u>Integration</u>	• Essays, focused on Integration	
4. <u>Human Dim</u>. • Self, Others	• Reflective essays	
5. <u>Caring</u>	• Statements of preferences	
6. <u>Learning How to Learn</u>	• Learning portfolios	

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6. <u>Learning How to Learn</u> →	• Learning portfolios	

3-COLUMN TABLE:

Learning Outcomes:	Assessment Activities:	Learning Activities:
1. <u>Found. Know.</u>	• Multiple-choice tests	• Reading
2. <u>Application</u>	• Case studies	• In-class problem solving, with fdbk.
3. <u>Integration</u>	• Essays, focused on Integration	• Discussion (small group?)
4. <u>Human Dim</u>.: • Self, Others	• Reflective essays	• Reflections, essays
5. <u>Caring</u>	• Statements of preferences	• Community projects
6. <u>Learning How to Learn</u>	• Learning portfolios	• Project: learn something new

Criteria of "GOOD" Course Design
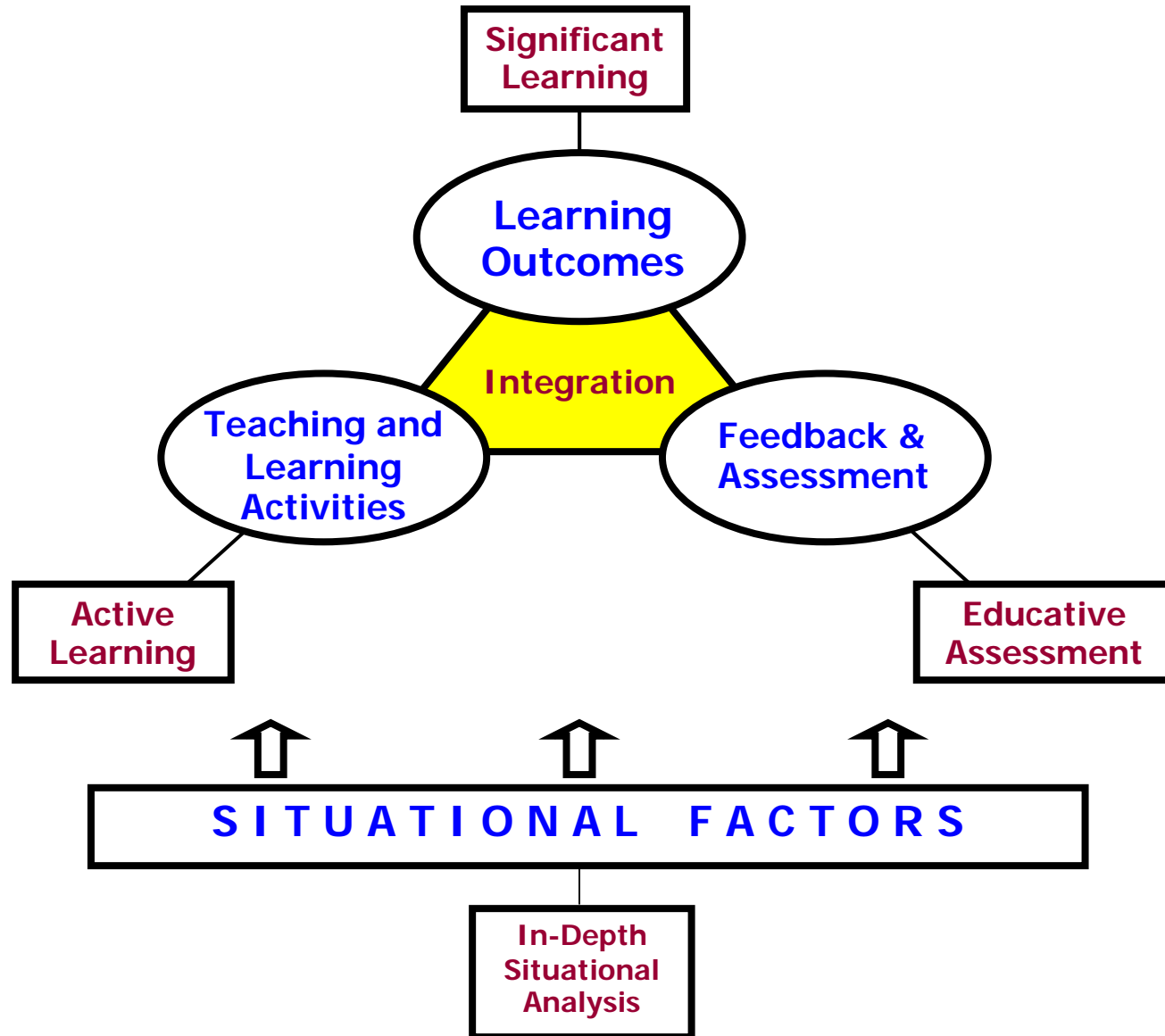
Designing Courses for Significant Learning ❁

Learning IMAGINED - - - - -> - - - - -> - - - - -> **Learning ACHIEVED**

Big Dream → Culminating Project

(1) (5)

Learning Outcomes
1. Xxx
2. Xxx
3. Xxx
4. Xxx
5. Xxx
6. xxx

(2)

(3)

(4)

(6)

Week:	Mon	Wed	Fri
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Learning Outcomes	Ass'm't Activ.	Learning Activ.
1. Xxx		
2. Xxx		
3. Xxx		
4. Xxx		
5. Xxx		
6. Xxx		

3-Column Table

Weekly Schedule
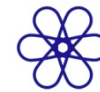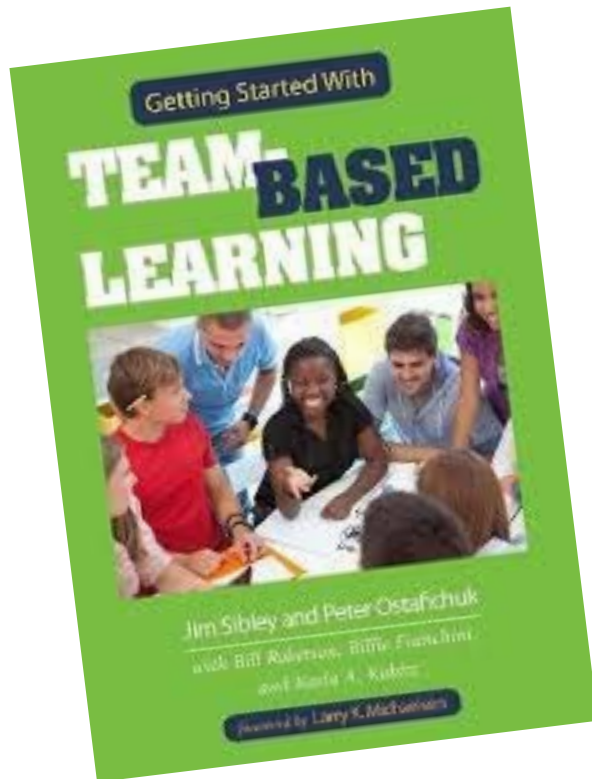
"5 HIGH IMPACT TEACHING PRACTICES"

1. Learning-Centered Course Design

2. **Team-Based Learning**

"Team-Based Learning: A Special Way of Using Small Groups"

Larry Michaelsen

QUESTION:

Many teachers are using small groups these days. WHY?

ANSWER:

Social Constructivism
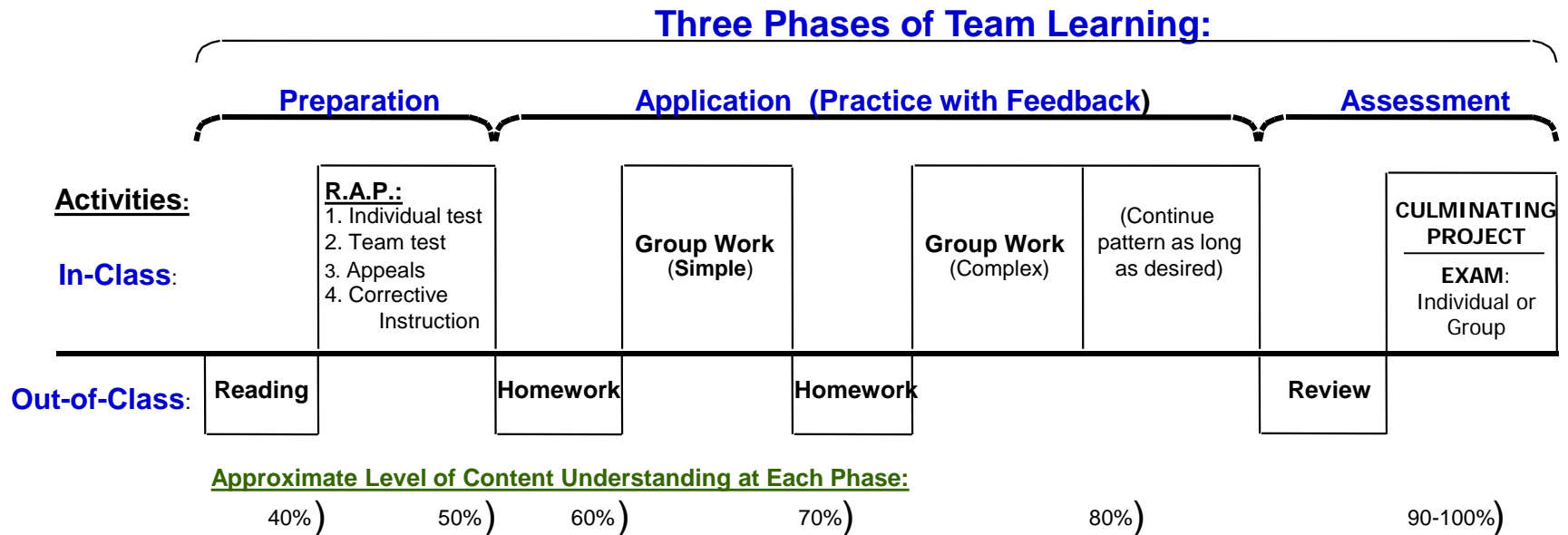
***But*: Not all ways of using small groups are equally good.**

The Sequence of Learning Activities in Team-Based Learning

- Covering a 2-3 week block of time
- Dealing with one major topic within the course

Three Phases of Team Learning:

	Preparation		Application (Practice with Feedback)				Assessment

Activities:

In-Class:

| Reading | R.A.P.: 1. Individual test 2. Team test 3. Appeals 4. Corrective Instruction | Homework | Group Work (**Simple**) | Homework | Group Work (Complex) | (Continue pattern as long as desired) | Review | CULMINATING PROJECT — EXAM: Individual or Group |

Out-of-Class:

Reading | Homework | Homework | Review

Approximate Level of Content Understanding at Each Phase:

40%) 50%) 60%) 70%) 80%) 90-100%)

TBL: What It IS and What it ISN'T

≠ **Weekly RATs all semester long**

≠ **Just a Group RAT**

≠ **Graded group work without Peer Evaluation**

= {
Permanent, intentionally-formed groups

Individual & Group RAT's

In-Class, SG Application Exercises

Graded Group Assignments

Peer Evaluation
}

Question:
What do professors and students think about TBL?

Video from Duke University:
http://www.youtube.com/watch?v=WFdVfycAWg4

Student Reaction

- **Comments from a student in a course using TBL**

- **Course: "Preparing for College-Level Teaching" – for graduate students in Engineering and the Sciences**

1. **<u>NEED</u>**

- "An engineering professional is almost always a part of a team. Engineering projects of any significant size are simply too much work or too much responsibility for one person to handle."

1. **NEED**

2. **RESULTS**

   - "[Students] learn the material better, which is the obvious reason for using TBL.

   - "But there are so many other positives that emerge from the process, namely:

     ❖ social, writing, speaking, presenting and thinking skills all get improved during TBL.

     ❖ Students can learn more about scheduling, time management, working with difficult people, and organizing collective work through TBL."

1. <u>**NEED**</u>

2. <u>**RESULTS**</u>

3. <u>**IMPLICATIONS**</u>

   • **"Without at least some TBL in their curriculum, they are significantly under-prepared for what is waiting for them in industry."**

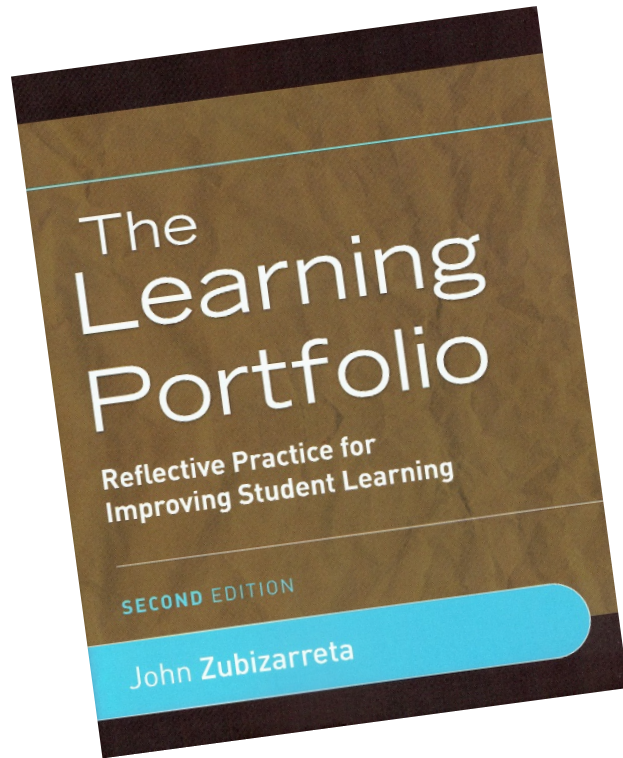# "5 HIGH IMPACT TEACHING PRACTICES"

1. Learning-Centered Course Design

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3. **Help Students Become Self-Directing Learners**

Engage Students in REFLECTIVE Writing:

➢ **These Reflections can occur in the form of:**

✓ **One-minute papers**
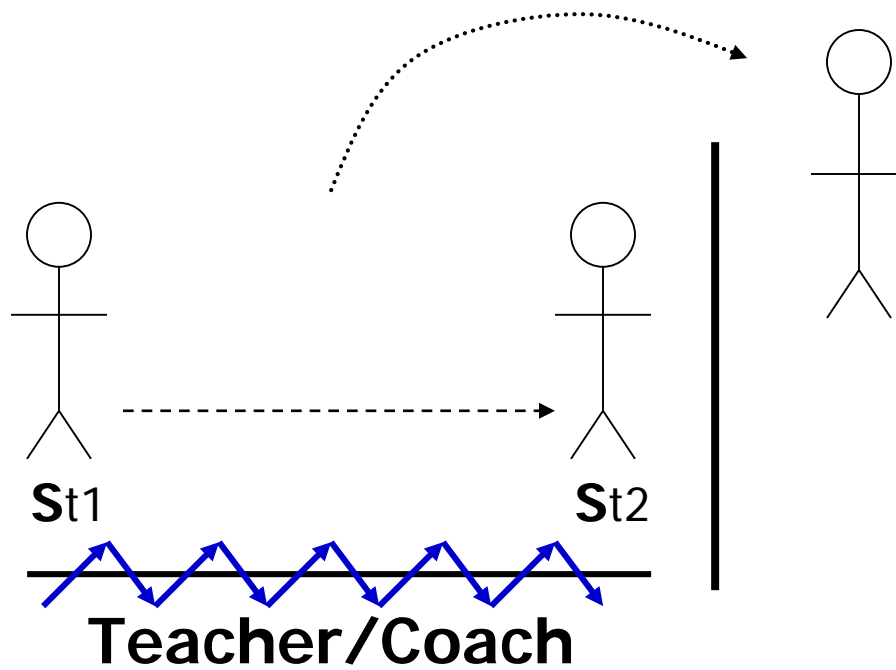
✓ **Learning journals**

✓ **Learning portfolios**

"<u>Students Reflecting on Their Own Learning</u>"
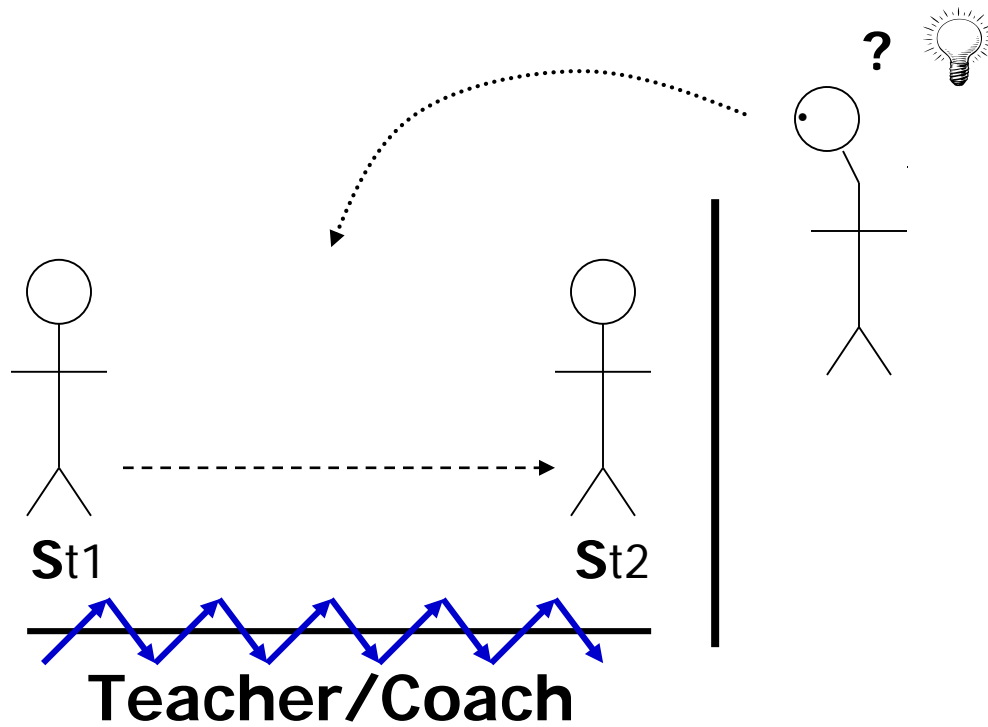

John Zubizarreta

St1   **S**t2

Teacher/Coach

?

Meta-Learner:

St1   St2

Teacher/Coach

?

Meta-Learner:

One Who Takes Charge of their...

St1   **S**t2

Teacher/Coach

Own Learning/ Development

Own Knowing/Beliefs

Own Thinking

Own Performance

Own Caring/Values
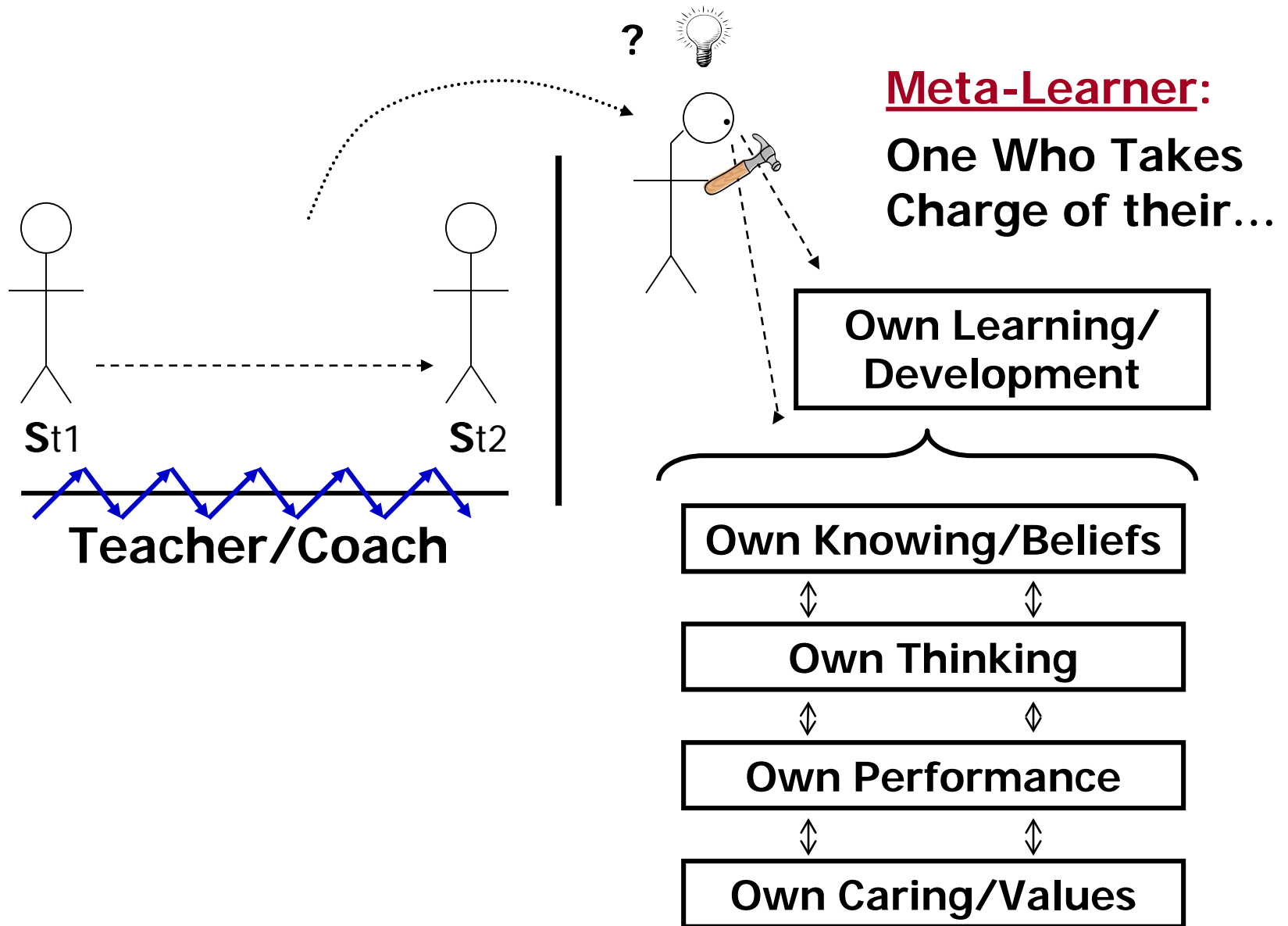
Learning Portfolios: KEY QUESTIONS

1. **WHAT did you learn?**

2. **HOW did you learn?**

- **What helped and didn't help you learn?**

- **What does this tell you about: YOURSELF AS A LEARNER? About the NATURE OF LEARNING?**

3. **SIGNIFICANCE FOR YOU, of what you learned?**

4. **Plan for FUTURE LEARNING:**

- **WHAT ELSE do you want or plan to learn?**

- **HOW will you learn that?**

"5 HIGH IMPACT TEACHING PRACTICES"

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3. Help Students Become Self-Directing Learners

4. **Engage Students in Service Learning**

Engage Students in SERVICE:

"Service Learning", "Civic Engagement":
What does that mean?

❖ **Link courses [or curriculum] to activities in which students provide SERVICE to a community group or organization.**

❖ **Possible Activities??**

Service Learning:

EXAMPLES at AMC:

1. **Physical Therapy:**
   - **A week in Nicaragua**
   - **Night Owls Program**
   - **Craig Hospital: Exercising patients**

2. **Pharmacy:**
   - **Volunteering at Health Fairs**
   - **Teaching elementary students about health**

3. **Multiple Schools:**
   - **Stock Shows: Offering Health Screenings**

Service + REFLECTIONS:

➢ **Reflect on:**

  ✓ **what they experienced**

  ✓ **The possible impact of those experiences on "My understanding of…**

1. The **SUBJECT** of this course, discipline, and/or curriculum

2. **OTHER PEOPLE** – their background, their situation, their feelings, their behavior, etc.

3. **ORGANIZATIONS** – the impact of: organizational structure, communication patterns, vision, implementation strategy, etc.

4. Relationship of **HEALTH PROFESSIONS** to **COMMUNITY WELFARE**

5. **MYSELF** – my beliefs, values, actions, life goals, career choices – How these have changed or need to change?

<u>The Sequence of...</u>

Rich Learning Experiences + Reflection

= POWERFUL Learning Experience

"5 HIGH IMPACT TEACHING PRACTICES"
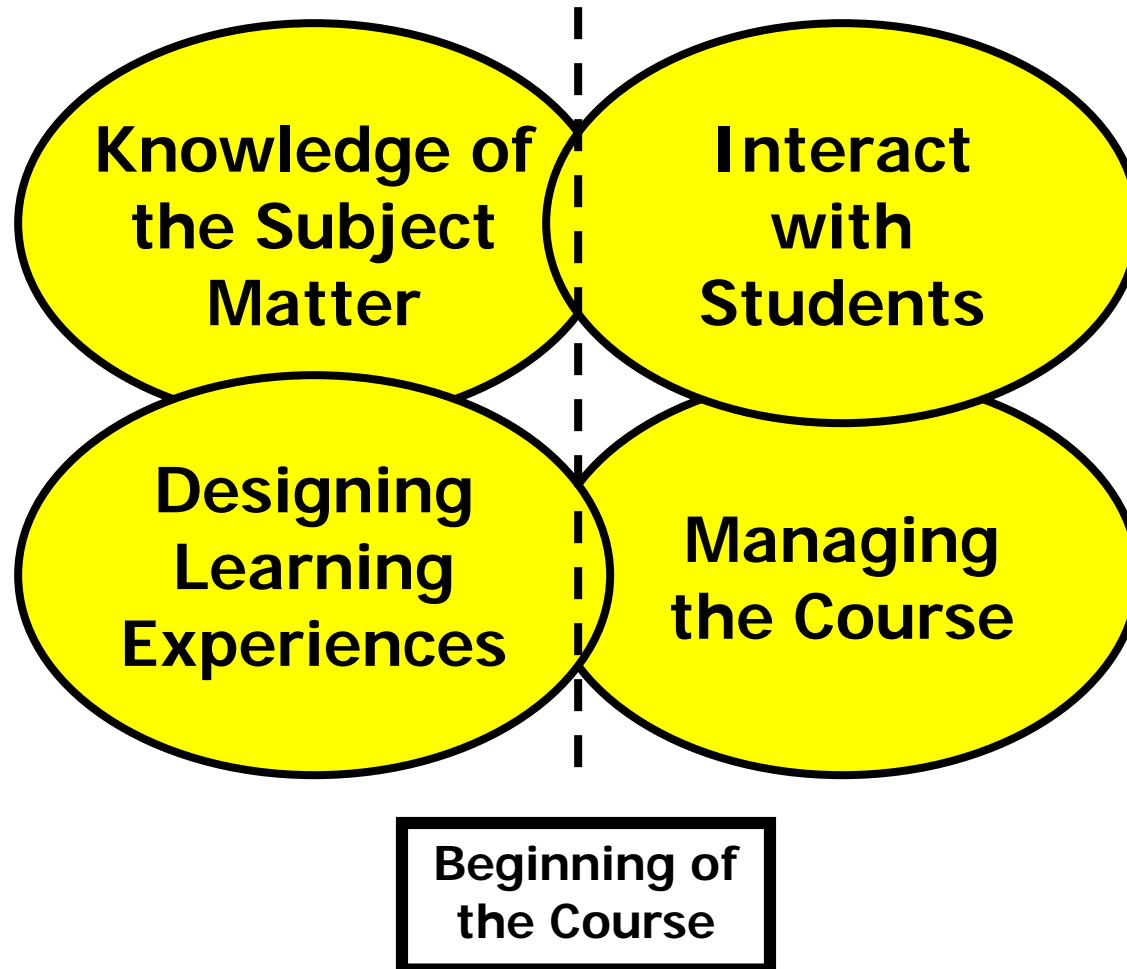
1. Learning-Centered Course Design

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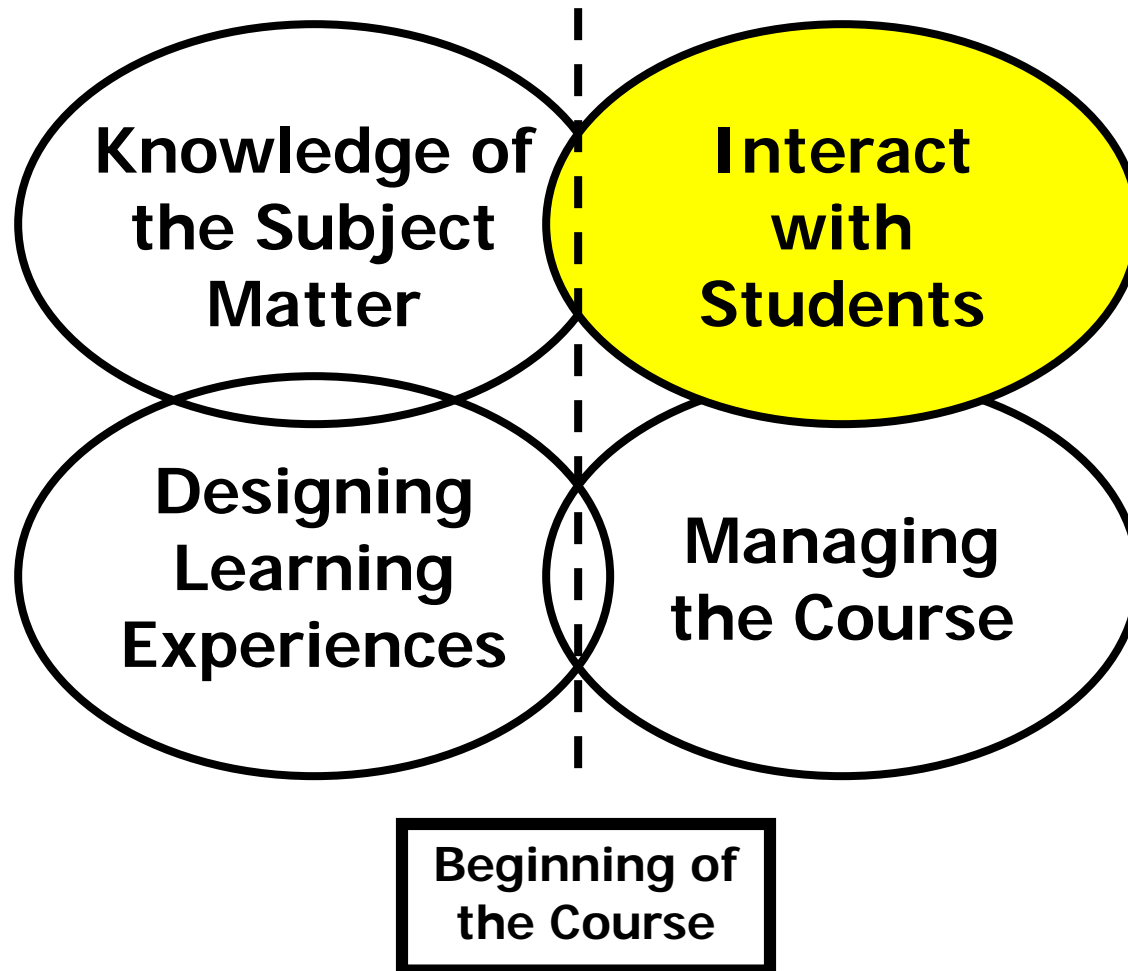
"Be a LEADER With Your Students"

Ken Bain

FUNDAMENTAL TASKS OF TEACHING

FUNDAMENTAL TASKS OF TEACHING

Knowledge of the Subject Matter

Interact with Students

Designing Learning Experiences

Managing the Course

Beginning of the Course

LEADERSHIP:

"Motivating and enabling others to do something important well."

Question:

What can teachers do, to LEAD students?

General Answer:

Create the right kind of <u>RELATIONSHIP</u> with students – caring, respectful, collaborative

Creating the Right RELATIONSHIP with Students: (Based on Bain)

1. Interact in a way that shows **YOU CARE!**

2. Interact in a way that **MOTIVATES** students.

3. Dynamic **COMMUNICATION SKILLS**

4. **TRUSTWORTHY** – in Power:Trust issues

Creating the Right RELATIONSHIP with Students:

1. **Interact in a way that shows YOU CARE!**

   - **About…**

     ➢ **Students themselves,**

     ➢ **Their learning,**

     ➢ **The teaching-learning process,**

     ➢ **The subject of the course**

Creating the Right RELATIONSHIP with Students:

2. Interact in a way that MOTIVATES students.

- **Give praise in a way that motivates**

- **Listen well to the learners**

- **Motivate by interacting differently with different students**

Creating the Right RELATIONSHIP with Students: (Based on Bain)

3. Dynamic COMMUNICATION SKILLS
- Sense of drama, rhythm
- Good use of language
  - ✓ Use language of "promises" > "demands"
  - ✓ Express belief in students' ability to learn
  - ✓ Celebrate achievements
  - ✓ Use warm language

Creating the Right RELATIONSHIP with Students:

4. TRUSTWORTHY – in Power:Trust issues

- **Don't use classroom to demonstrate power.**

- **Build trust relationships**

- **Give power to students to make decisions about their own learning**

- **Interact fairly (same policies for all)**

Creating the Right RELATIONSHIP with Students:

1. Interact in a way that shows **YOU CARE!**

2. Interact in a way that **MOTIVATES** students.

3. Dynamic **COMMUNICATION SKILLS**

4. **TRUSTWORTHY** – in Power:Trust issues

"5 HIGH IMPACT TEACHING PRACTICES"

1. Change Students' View of Learning

2. Learning-Centered Course Design

3. Team-Based Learning

4. Engage Students in Service – With Reflection
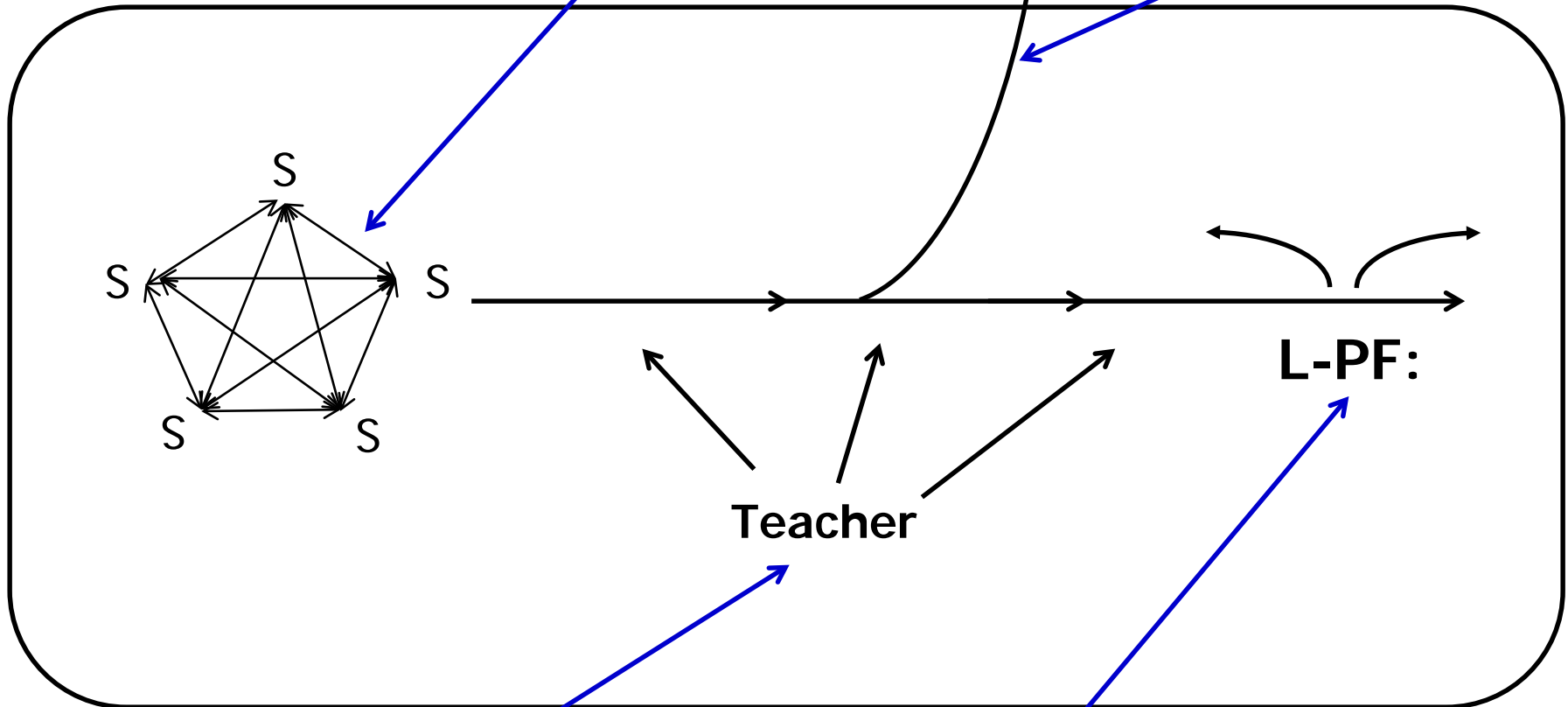
5. Be a Leader with Your Students

SUMMARY

1. Learning–Centered Design of Learning Experiences

2. Focused Small Group Dialogue

Outside individuals, groups

4. Service Learning Opportunities

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Teacher

L-PF:

3. Leadership

5. Help Students Become Self-Directing Learners – via Reflective Writing, espec. Learning Portfolios (L-PF)

BENEFITS TO...
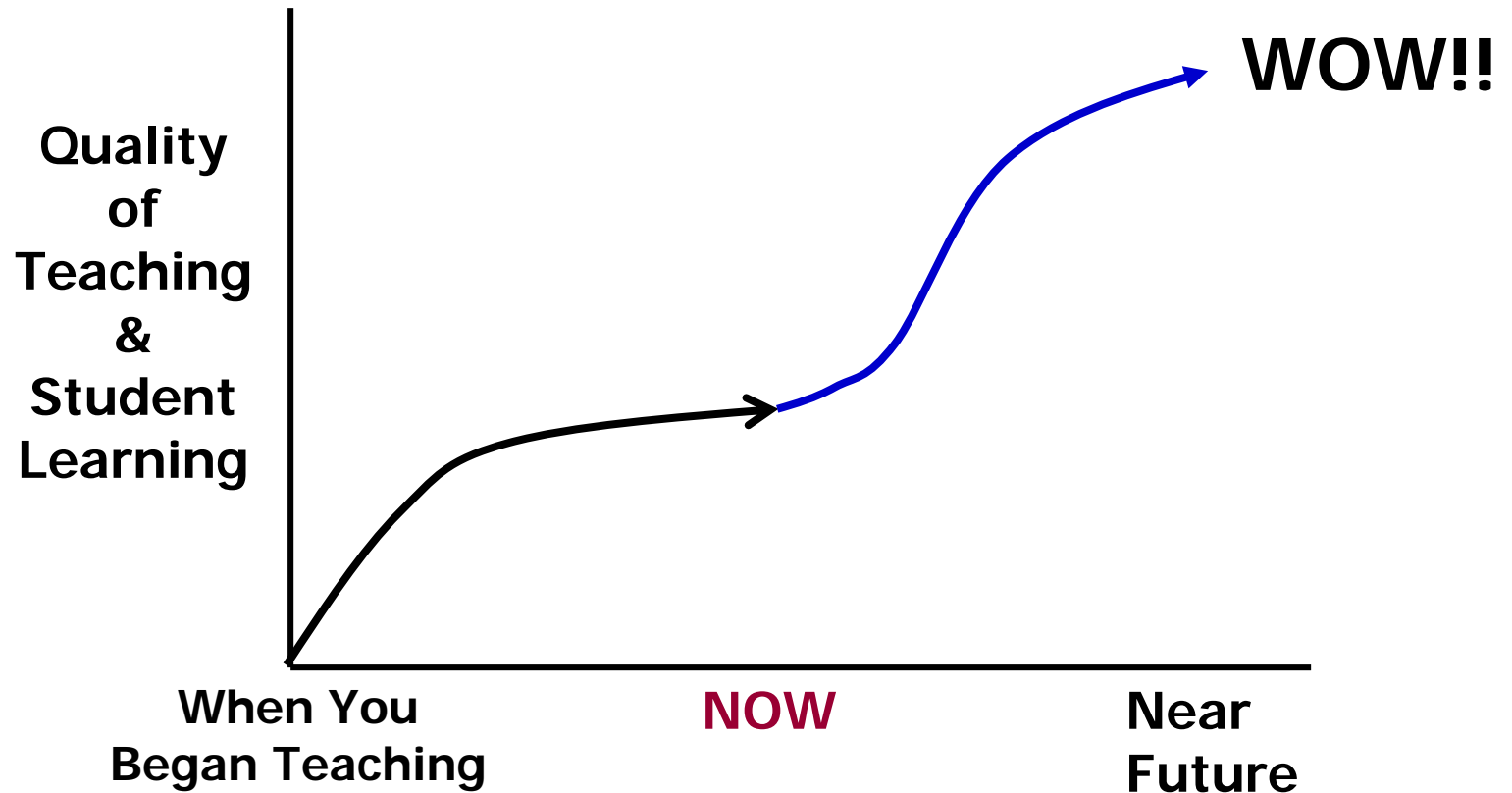
- **Society**

- **This Institution**

- **Your Students**

- **Yourselves**

Getting Better Over Time

Quality of Teaching & Student Learning

WOW!!

When You Began Teaching

NOW

Near Future

THE END! ??
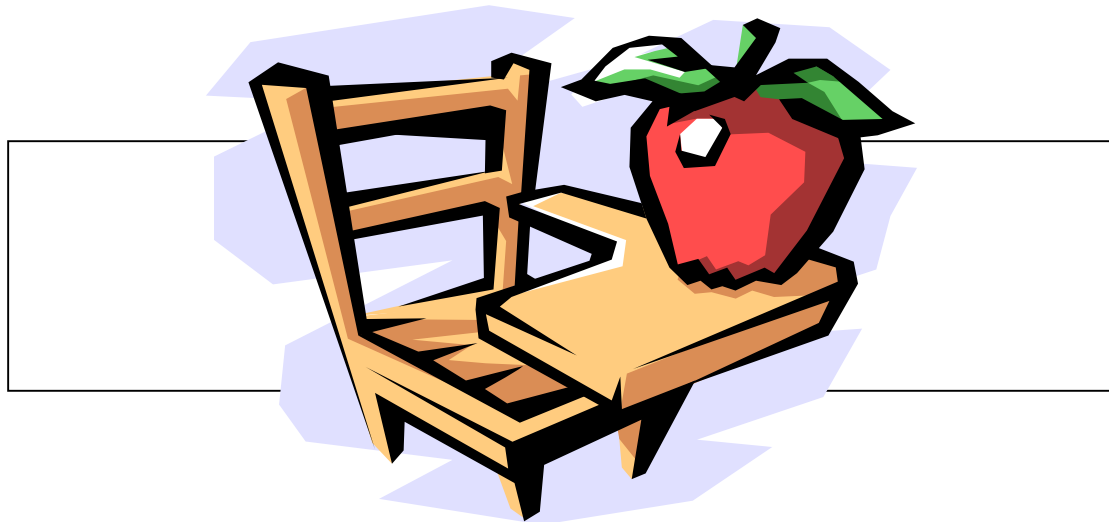
Higher Education:

Let's make it all that it can be and needs to be!

OR, A NEW START??

Teaching for the 21ˢᵗ Century . . .

Let's Get Started!!