

My Goals & Your Objectives

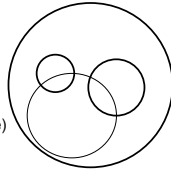
- **My Goals: To familiarize you with approaches for**
 - Identifying the knowledge base of your audience
 - Creating a flexible framework for your teaching
- **Your Objectives: At the end of this presentation, you should be able to**
 - List potential sources of assistance in defining the knowledge base of your learners
 - Use the information to create a framework for your teaching
 - Apply the framework to all levels of learners, i.e. undergraduate, graduate and continuing education in the health sciences

Why Include this Session in ETS?

- **Some assumptions and some evidence**
- **Knowing the “level of your audience” will improve their learning by improving your teaching**
- **How?**
 - New knowledge is built on prior knowledge
 - Recognizing levels of prior knowledge will allow all to build
- **We teach in groups with varying prior knowledge**
- **We want to provide for each individual learner’s needs**

Where to Start?

- **Start at the beginning**
 - Ask about the audience or group when you are asked to teach
 - How uniform are the participants?
- **Some sources of heterogeneity**
 - Age, gender, culture
 - Life & work experiences
 - Educational background (prior knowledge)
- **What came before? What follows?**
 - Where is your teaching in the overall scheme?
 - Previous year, course, block
 - Next block, next course, next year

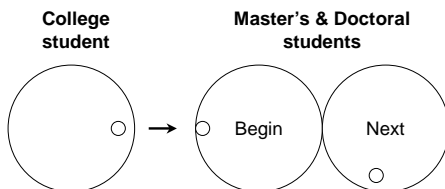


What is the “Level”? Is it level?

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- **All novices?**
 - Does this ever occur?
 - **Novices & learners?**
 - Commonest? UME & GME
 - **Competent**
 - End of formal curriculum
 - **Proficient**
 - After practice CME
 - **Expert = You!**

What Came Before? = Last Year

- **All students:**
 - College course pre-requisites for matriculation, MCAT, GRE
- **Some students: Related, specific courses**



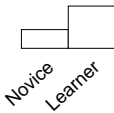
Educational Beginners

- **Introductory and first year courses:**
 - Make sure that your audience is aware of its heterogeneity
 - Ask them about their background at the beginning of the session
 - Use the audience’s response to reinforce their awareness
 - Consider: Will they all be at the same point at the end, when performance is assessed? If so, tell them.....
- **Previous courses in college:**
 - Explore the effects if it might impact your learners
 - Ask about similarities and differences between then and now
 - Conduct focus groups before, during and after the session(s)
 - Indicate your awareness of the differences in your audience
 - Use this knowledge to assist you in teaching at different levels

I Know the Level: Novices & Learners



- **Novices “special needs”**
 - “Vocabulary” of the content
 - Provide a glossary = vocabulary
 - Identify sources for introductory materials
- **Learners needs = Process**
 - Capture their attention (span = 10 secs)
 - Attention then retention of content
 - Show the “need to know” i.e. context
 - Recapture their attention (total = 10 mins)
- **Competent = Outcome**
 - End of formal teaching session(s)



What Do You Need to Learn?

- **Some assumptions and some evidence**
- **Knowing the “level of your audience” will improve their learning by improving your teaching**
- **How?**
 - New knowledge is built on prior knowledge
 - Recognizing levels of prior knowledge will allow all to build
- **We teach in groups with varying prior knowledge**
- **We want to provide for each individual learner’s needs**

Activate Prior Knowledge

- **What came before?**
 - Learner’s general background?
 - Previous courses and other learning elsewhere?
 - Previous learning at your institution?
 - Don’t rely on memory, yours or others, get evidence
- **Frame your question(s) to provide specific information**
- **Identify the correct source(s) for answers, i.e. the truth**
- **Reinforce old learning in your teaching**
 - Generalizations are useful for introduction
 - Broad-based concepts can always be repeated

Find Out: Homework for the Teacher

- **What came before?**
 - Learner’s general background?
 - Previous courses and other learning elsewhere?
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Search for Information



Activate Prior Knowledge

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Novices & Learners

- **Identify the principles**
 - Objectives: What you want the learner to accomplish
- **Process: Content and application (context)**
 - Reiterate key points using different techniques
 - Text, tables, images, audio, video
 - Reiterate key points using different examples (patients)
- **Prune the content: Both breadth and depth**

“Undoubtedly the student tries to learn too much, and we the teachers try to teach him too much – neither, perhaps with great success.” Osler, 1899

The Ns

New iNformation

↓ Teachers facilitate

Need to kNow	Nice to kNow	Nuts to kNow
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↓ Teachers facilitate

KNowledge

↓ Teachers facilitate

PatieNt evaluation & maNagement
(E & M)

The Ns

New iNformation

↓ Teachers facilitate

Need to kNow	Nice to kNow	Nuts to kNow
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↓ Teachers facilitate

KNowledge

↓ Teachers facilitate

ExperimeNts, publicatioNs & graNts
(E, P & G)

Novices & Learners

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 - Objectives: What you want the learner to accomplish
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- **Prune the content: Both breadth and depth**
- **Assess outcome achievement**
 - Did you, the teacher, accomplish your goal(s)?
 - Did the audience, the students, achieve the objective(s)?

I Know the Level: Novices & Learners

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- **Competent = Outcome**
 - End of formal teaching session(s)

What is the “Level”? Is it level?

- **Novice:**
 - Needs “vocabulary” and “grammar” = glossary
- **Learner:**
 - Understands terminology
 - Needs content, context
- **Competent:**
 - Needs practice and assessment
- **Proficient:**
 - Needs more breadth & depth
- **Expert = You!**