

Module 3.4

Teaching skills:

Facilitating effective active learning

Course Outline

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Course overview

	Programme
9:30	Start
9:45 – 11:00	<p>1. Welcome, Introductions, House-keeping, setting the scene, objectives for the day</p> <p>2. Effective openings- modelling of effective ways to engage and set up the learning environment</p> <p>3. Understanding the fundamentals of effective adult learning</p>
11:00 – 10:20	BREAK
11:20 – 12:20	4. How to enhance the learning - experience a variety of learning structures. Understand how the structure supports learning
12:20 – 1:10	LUNCH
1:10 – 2.10	<p>5. Applying the structures to the learning situation.</p> <p>When to use the different learning structures</p> <p>Understanding the links to outcomes and purpose of different learning structures</p> <p>Developing a session using structures, purpose, outcomes, activities and hooks</p>
2:10-2.30	BREAK
2:10 – 3:10	5. Applying the structures to the learning situation continued
3:10 – 3:30	<p>6. Effective closings</p> <p>Reflections Evaluation and Feedback</p>
3:30	FINISH FOR DAY

Overall aims, objectives and learning outcomes

Purpose of course

To introduce facilitators and presenters to the active learning approach underpinning the ESR NCBID Epidemiological Skills Development Programme, and to support them to incorporate effective active learning techniques into their teaching.

Intended audience

This course is part of the level three suite of courses being offered under the ESR NCBID Epidemiological Skills Development Programme. This course is a 'train the trainer' workshop intended to prepare the current or prospective faculty (comprising experienced investigators and specialists) to deliver the programme using effective adult learning processes. The course should prove useful to experienced teachers as well as those newer to teaching.

Competencies

The course will develop competencies in the following areas:

- Leadership
- Communication
- Teaching

Desired Learning Outcomes

On successful completion of this course participants will **know/understand**

- The role of the teacher in creating effective group learning environments
- Adult learning processes
- Structured active learning strategies and technique (structures)
- The importance of ongoing feedback in learning

On successful completion of this course participants will **be able to**

- Establish an effective learning environment
- Apply structured active learning techniques (structures)
- in sessions and know the purpose the technique will have in supporting learning
- Providing effective feedback to learners during teaching sessions
- Apply reflective practises during teaching sessions to confirm student learning
- Use tools that allow students to practice learning in the class environment
- Use tools that allow students to apply learning to their real world environments

Session content overview

Session 01: Introductions

- Welcome introductory round, housekeeping, venue health and safety etc
- Overview of course learning objectives- advanced organiser
- Introduce structure sheet

Session 02: Effective openings

- Modelling effective openings
- Samples of openings, colour links, activity to find out what already know, grid, round table etc

Session 03: Understanding the fundamentals of adult learning

- What is learning, components of learning
- Key aspects of teacher/facilitator role in adult learning
- Key focus for adult learning
- Active, personalised learning, how to build this into sessions
- Teachers role in supporting learning, proactive, during the training
- How to use feedback throughout the day

Session 04: Introducing structures and experiencing them in action

- What are structures
- Samples of structures
- Think pair share, timed talking, round table, storm and sort, consensus mat, concept map, rally table etc

Session 05: Applying the structures to the learning situation

- When to use the structures and for what purpose
- Understand the links between the structures and the learning outcome
- The recommended teaching session template
- Putting it all together - developing a session using structures, purpose, outcomes, activities and hooks

Session 06: Assessing learning, effective closures and summarising the learning

- How to use feedback throughout a session, workshop or teaching day
- Reflection and ways of assessing learning
- Frameworks for closing sessions e.g. Thought, feeling, action or keep stop start, or goal setting

Pre-requisites/Requirements

Participants should come with an idea for a teaching session that they can work on during the day. It is expected that participants will be involved in the teaching and delivery of current or future ESR courses

Assessment

There is not formal assessment for this course.

Resources provided

Examples of different learning structures
Learning structures sheet
Teaching session guide

Evaluation

Each course will be evaluated using a standardised template