

Designing a Teaching Session

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Your Experiences

What types of teaching sessions have you led?



Learning Objectives

By the end of this session, participants will be able to:

- Identify 4 adult learning principles
- Describe a practical, systematic approach to designing a teaching session
- Apply this approach to a real world teaching experience



Adult Learning Principles

Adults learn best if they:

- Are asked about their own specific learning goals
- Understand the value/benefit of learning something new
- Apply previous experience/knowledge to new learning
- Are actively engaged in the learning process

Knowles, 2011



Framework:

5 Components of Instructional Design

1. Who are we teaching?
2. Why are we teaching?
3. What are we teaching?
4. How are we going to teach it?
5. How are we going to know we were successful?



Who Are We Teaching?

- What type of learners (students, trainees, or colleagues)?
- What is their level of experience with the given topic or specific skill?
- How many learners?



Why Are We Teaching?

- Component of standard curriculum
- Asked by chair, supervisor, program director, or manager
- Requested by learners
- Identified as an area that needs improvement



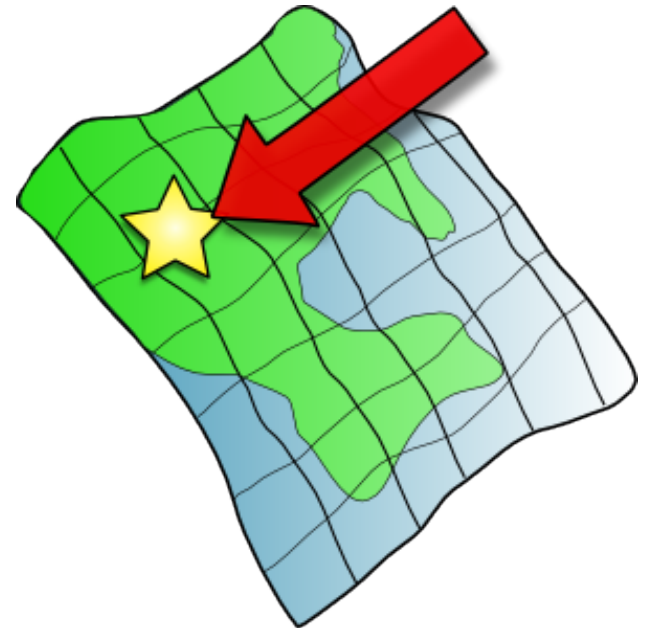
What Are We Teaching?

- Knowledge, Skills, or Attitudes
- Resources
 - Learners' needs assessments
 - Journal articles/books/online materials
 - Content experts
 - Own experiences
 - Published teaching curricula
- Goals and learning objectives



Goal – What is Our Destination?

- Delineates overall purpose of session
- Tells learners what they will know, show, or be able to do
- Short, yet descriptive (elevator speech)



Learning Objectives—How Will We Get There?

The S.M.A.R.T method

S = specific

M = measurable

A = action-oriented

R = relevant

T = time bound

Following this session (*time-bound*), participants will describe (*action-oriented*) four factors (*specific, measurable, relevant*) that increase medication adherence in patients with asthma



Active Verbs

	Difficult to Measure	Easy to Measure
Knowledge	Understand Know	List Describe Interpret
Skills	Know how	Demonstrate Perform Create
Attitudes	Value Appreciate	Rate as important Select Defend Express



Let's Practice

Please write down one goal you have for an upcoming teaching session (or for a prior session) and one learning objective.



How Are We Going To Teach It?

Knowledge

- Readings
- Online modules
- Case-based discussion
- Lectures
- Small group/
team based learning

Skills

- Simulation
- Standardized patient
- Role play
- Near peer teaching
- Clinical experiences with feedback

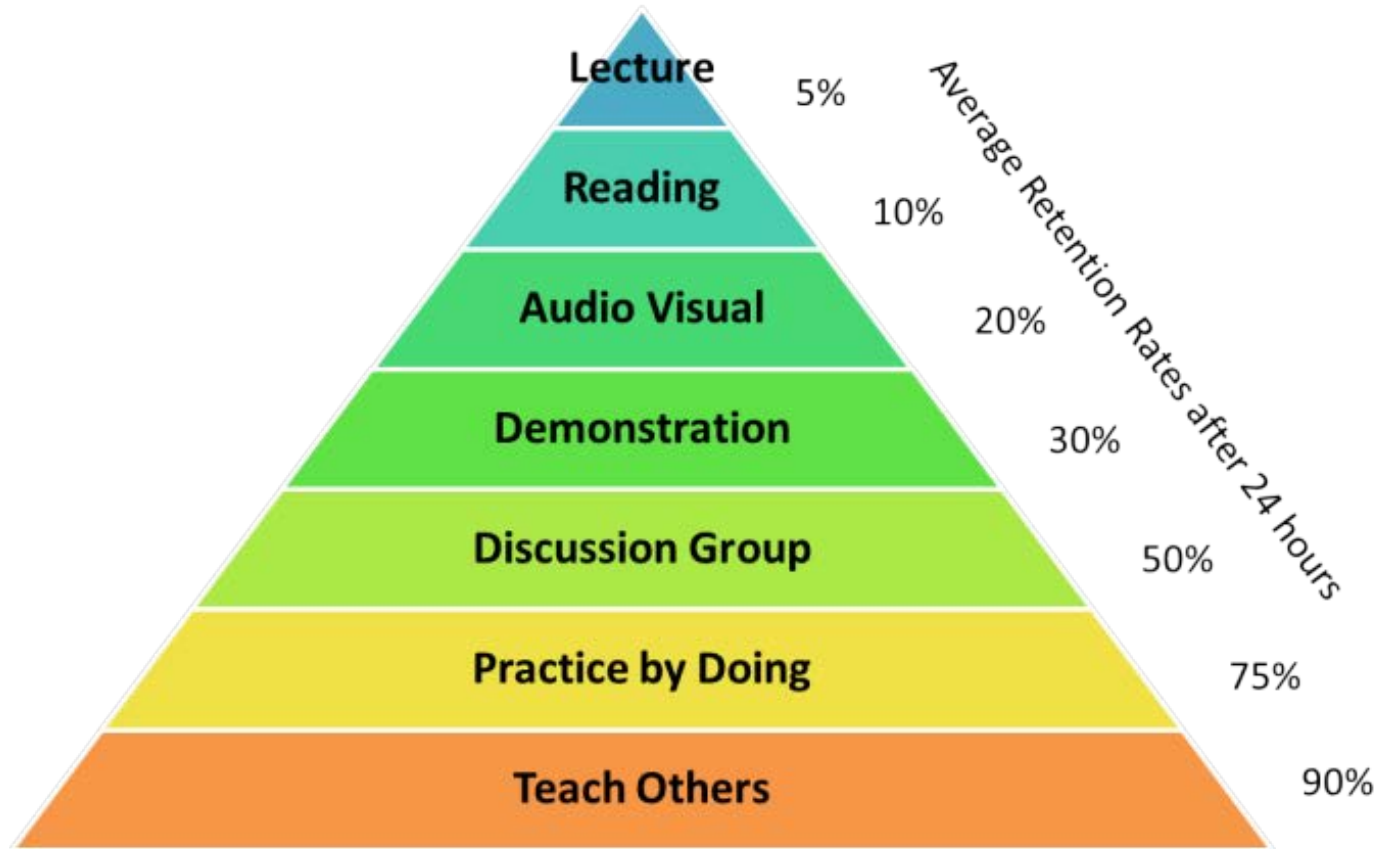
Attitudes

- Role modeling
- Written reflections
- Patient actor scenarios
- Standardized observations
- Video/trigger tapes



Active Learning

The Learning Pyramid



Source: National Training Laboratories, Bethel Maine



The Teaching Plan

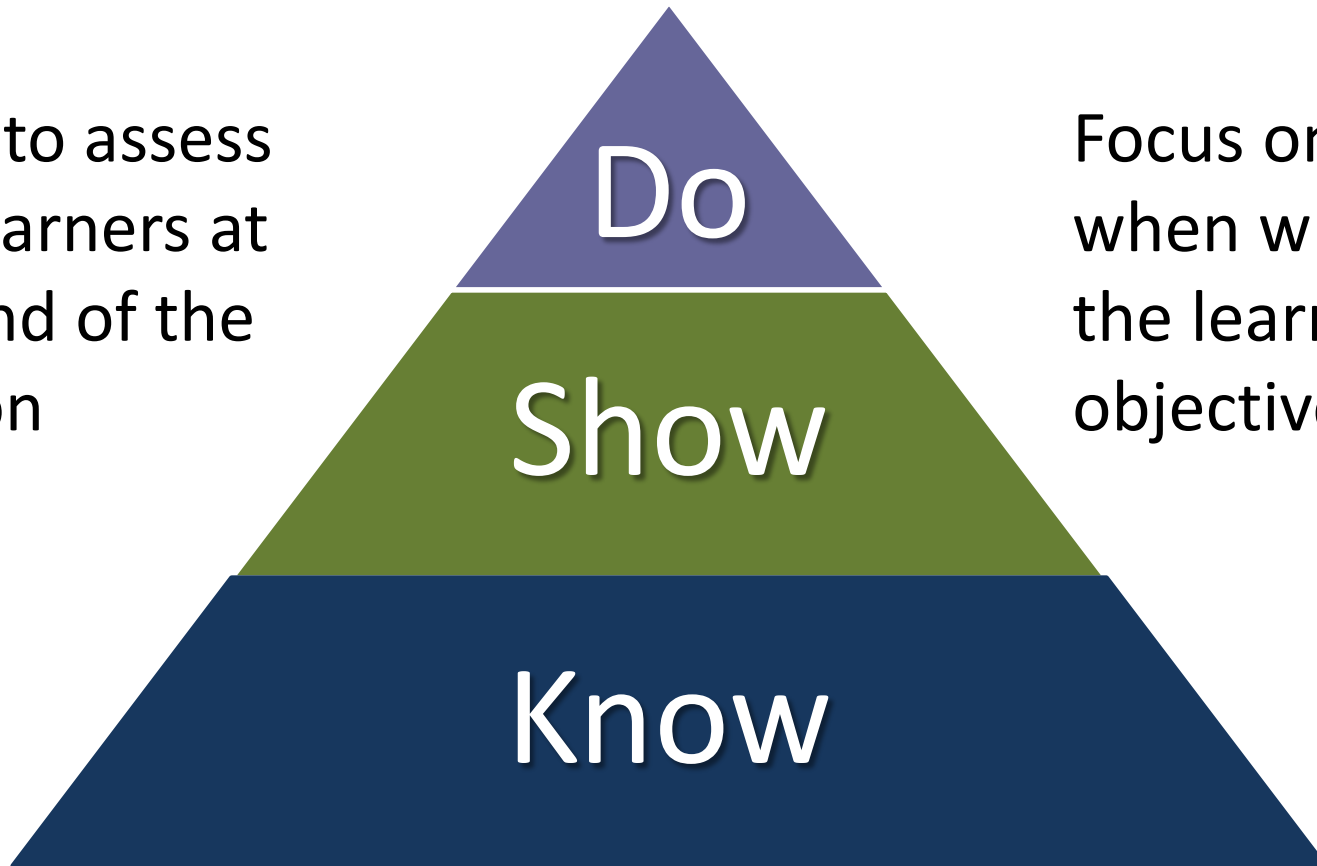
- **Purpose:** What are the goals and objectives?
- **Scope:** What are the activities?
- **Sequence:** In what order should things be taught?
- **Balance:** Is there a proper balance of activities to address the learning objectives?
- **Timing/Resources:** How much time should be allotted to each activity? What resources are needed?
- **Potential Barriers:** What are potential barriers or obstacles and how might these be overcome?

Craft, Curriculum on Curriculum. 2012



How Will We Know We Were Successful?

Need to assess
our learners at
the end of the
session

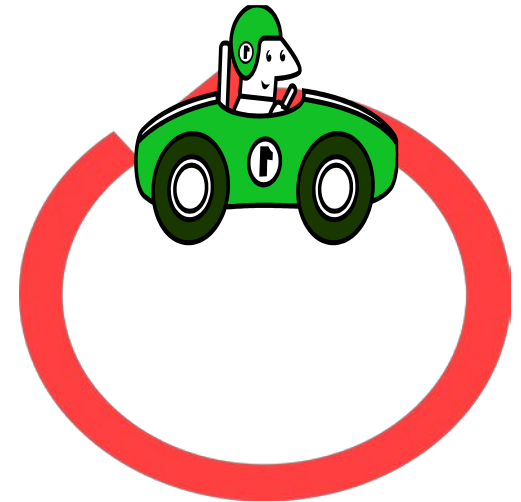


Focus on this
when writing
the learning
objectives



Circle Back to the Learning Objectives

- Can the learners
 - list the most common clinical findings?
 - differentiate between X and Y?
 - demonstrate a particular skill?



Quick Assessment Techniques



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One Minute Paper

Please describe:

- A concept you learned during this session
- A concept you were puzzled by or confused about
- Something new you are going to try as a result of this session

More Quick Assessment Techniques

- I used to think...
Now I think...
- Bridging question
- Learner-generated test question (and answer)
- Skill demonstration



Framework:

5 Components of Instructional Design

1. Who are we teaching? *Learner group*
2. Why are we teaching? *Reason for teaching*
3. What are we teaching? *Content*
4. How are we going to teach it? *Teaching strategies*
5. How are we going to know we were successful? *Did we meet our objectives?*



Table Top Activity

- In groups of 2 or 3's, please choose one person's teaching goal and learning objective
- Work together to complete the parts of the framework that are not shaded
- Determine one quick assessment technique
- Select one person who will present



Concluding the Session

- Have the learners summarize what they have learned
- Instead of “Does anyone have any questions?”
Try:
 - What questions remain that I can clarify?
 - What haven’t I covered that you would like me to address?
- Quick Assessment Technique



● Pulling Back the Curtain ●

- Set aside time to plan, practice, and be prepared
- Create timeline for session
- Adjust content based on interprofessional audience, part of the certificate
- Co-teaching



Additional Practical Tips



- Case the joint
 - Check technology, run through your slides
 - Think about room arrangement
- Bring extra handouts and materials
- Arrive first to welcome learners and leave last to address questions



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