

# Practice Educator Update Training 2: “Facilitating Adult Learning”

You are welcome to download this redacted version of the slides used for the training course. This is not a substitute for attending training – please follow the weblinks to book onto the training you require

Please note that should you wish to use these slides as a handout for the training days, they are missing the video clips shown in class along with some instructional slides

# Update Training Sessions Available

Update 1: Managing Challenges in Practice

**Update 2: Facilitating Adult Learning**

# Overview of the session

- Introductions
- Documentation update
- Adult Learning Theories
- Student Stories
- Practice giving feedback to facilitate learning
- Considering alternative placement models



# Practice Learning Modules - Recap

- Practice Learning 1
  - 190 hours over 10 weeks in Semester 2
  - W, Th, F
- Practice Learning 2 & 3
  - 190 hours each over 10 weeks
  - 1 placement each semester
  - M, T, W
- Practice Learning 4 & 5
  - Full time 8 week placements
  - One per semester
  - 276 hours each

# Assessment Documentation

- Practice Learning Document
  - Recently changed to electronic documents
  - Students are supplied with their e-PLD prior to the module commencing
  - Each placement module has a different PLD
  - Print if you wish – but it must be submitted electronically
  
- Let's take a look....



**Assessments**

# The Practice Learning Document

It is the **Student's** responsibility, to bring and complete:

- SWOT analysis
- Mandatory training
- Preparation for Supervision
- Evidence of competencies for Intermediate and Final Interviews
- Self-assessment
- Time Sheet (complete)

It is the **Practice Educator's** responsibility to complete and sign:

- Induction
- Initial Interview and Plan
- Professional Competencies
- Intermediate and Final Interview
- Concerns Form
- Seek service user feedback

# Intermediate Interviews

## MANDATORY FOR ALL STUDENTS

- Complete formative feedback on professional competencies (Section 4.5)
- Complete intermediate interview feedback against learning outcomes and expectations



**Students must provide evidence of their progress towards achievement of learning expectations and learning outcomes**

**This should be documented in the PLD  
(AND via PebblePad)**

# Assessment example – L01

YEAR TWO EXPECTATIONS	INTERMEDIATE INTERVIEW			FINAL INTERVIEW	
	COMPETENCE NOT DEMONSTRATED	COMPETENCE PROGRESSING	COMPETENCE DEMONSTRATED (PASS)	COMPETENCE NOT CONSISTENTLY DEMONSTRATED (FAIL)	COMPETENCE DEMONSTRATED (PASS)
<b>PLEASE <u>TICK</u> EACH BOX AS APPROPRIATE AND <u>SIGN</u> BELOW</b>					
<b>1. Demonstrate professional behaviours and core values of Occupational Therapy practice with a diverse range of clients, and awareness of your own limitations and learning needs.</b>					
<b>a. Maintain standards of personal and professional conduct consistent with RCOT (2015) Code of Ethics and Professional Conduct and HCPC (2016) Standards of Conduct, Performance and Ethics.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>a. Respects the rights and diversity of service users, colleagues, visitors and other professionals.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>a. Understands and upholds legal and ethical requirements e.g. confidentiality and informed consent policies.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>a. Demonstrate safe practice in relation to the service i.e. moving and handling, safeguarding, infection control and health and safety.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>a. Take responsibility for the Practice Learning Document (PLD) and learning on placement, using supervision to reflect and direct personal development.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Final Interview

At the end of placement hours

- **PASS ✓ / FAIL ✗**
  - of professional competencies (see checklist) **AND**
  - of learning outcomes and expectations
- A complete record of attendance (minimum of 80% attendance usually required for summative assessment of practice to take place)
- Provide formative service user / family / carer feedback

**PASS**

**FAIL**

# Recognising Excellence

- Recognises students' professional progress
- Outstanding conduct and performance
- Linked to Learning Outcomes and / or professional competencies
- Certificate for their portfolio
- PE can award if email placements team in good time!



This is to certify that

*Student Name*

has received a commendation for

**Excellence in Practice Learning**

during placement *x* on *date*

This award is a result of achieving a higher level of performance than required for the learning outcomes listed overleaf.



Terri Grant

Practice Education Lead, BCo (Hons) Occupational Therapy



# PebblePad!

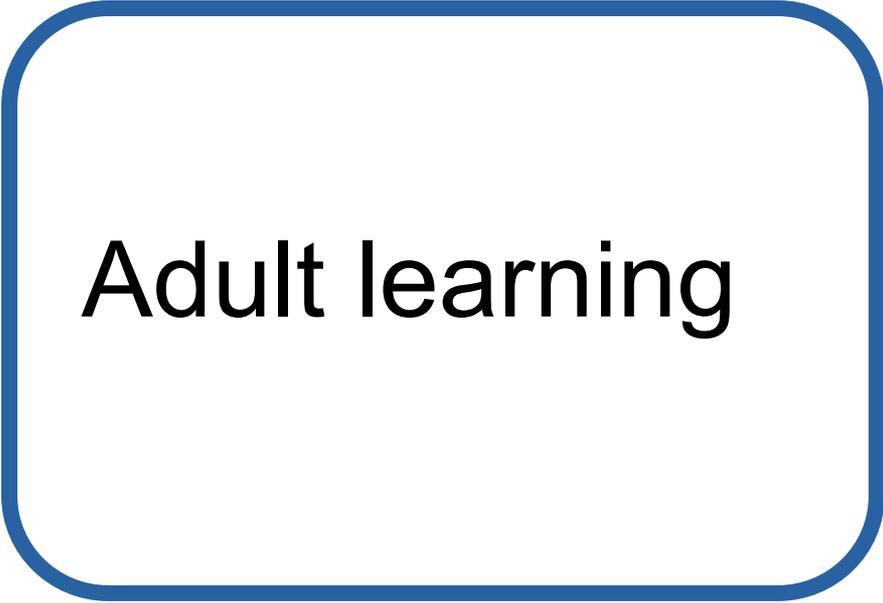
## Students also have to complete...

- 3000 (1500) word Reflective Portfolio
  - demonstrating evidence of learning and achievement of competencies
  - making clear use of portfolio evidence to demonstrate how they have met each learning outcome
  - **EVIDENCE SHOULD BE THE SAME AS USED FOR INTERMEDIATE / FINAL INTERVIEWS!**
  - **Submission date = 5 days after the placement**
- Oral presentation optional for placements 3 & 4, compulsory for placement 5
- Both the portfolio and placement must be passed to pass the module. There is no compensation between components.

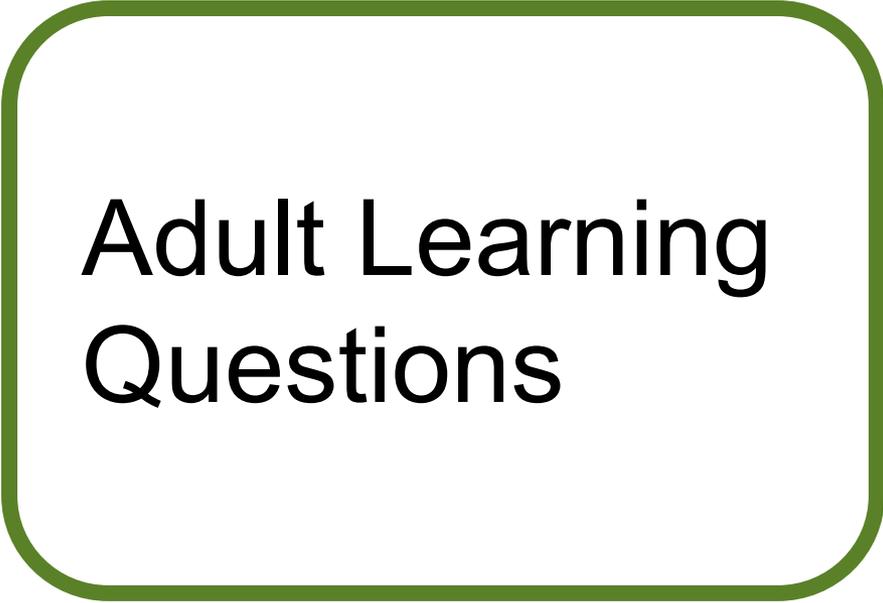
# Supporting students with their 'Pebble Pad' portfolios

- ASK students to share a link to their pebble pad page
- ASK to see evidence they are collecting on PP
- REQUIRE Reflections to demonstrate their learning (can be shared from PP or printed out)
- ENCOURAGE use of Blog





Adult learning



# Adult Learning Questions



# What's the difference?

- How would you define each of the following:
  - Learning
  - Teaching
  - Facilitating



# Approaches to Learning

Surface Learning	Deep Learning
Outcome orientated	Requires sound prior knowledge
Rote learning	Application
Memorising	Understanding
Times tables	Problem solving
Test focussed	Takes time to develop
<b>LEVEL 4</b>	<b>LEVEL 5</b>



# LEVEL 6?

## Development of Critical Skills

Considering reasons why

Alternative answers & differing perspectives

Understanding and articulating reasons for selection

Complexity



# What is your role?

- Teacher?
- Facilitator?
- Guide?
- Expert?
- Font of all knowledge?

A: To learn together with the student whilst guiding their learning journey



# Negotiating learning

- Negotiated between all parties involved in learning
- Combines both/all your learning needs (e.g. you and your staff member / student / University)
- It must be an ongoing activity



# Negotiating learning

How will you go about negotiating learning in your placement?

What information do you need to be able to do this?

How will you get that information?



# Pedagogy

- Theory and practice of education, and how this influences the growth of learners.



- The study of how knowledge and skills are exchanged in an educational context, including the interactions that take place during learning.

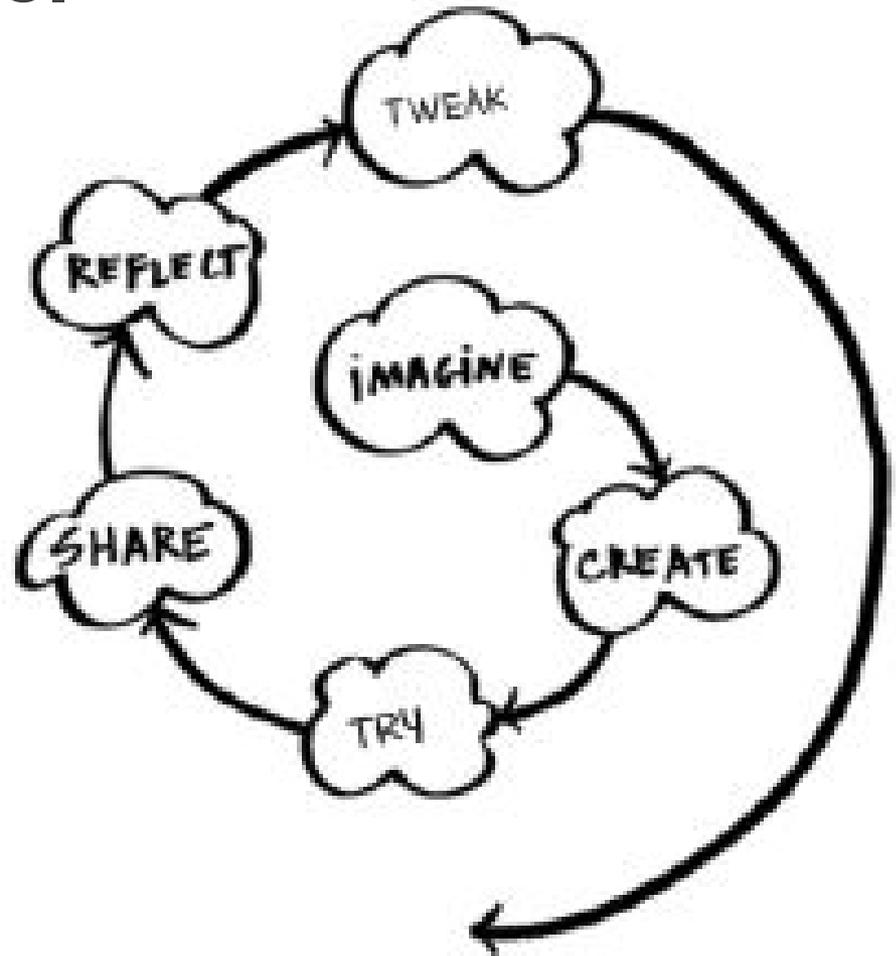
# Three pedagogic models

- Iterative Learning
- Transformative Learning
- Situated Learning

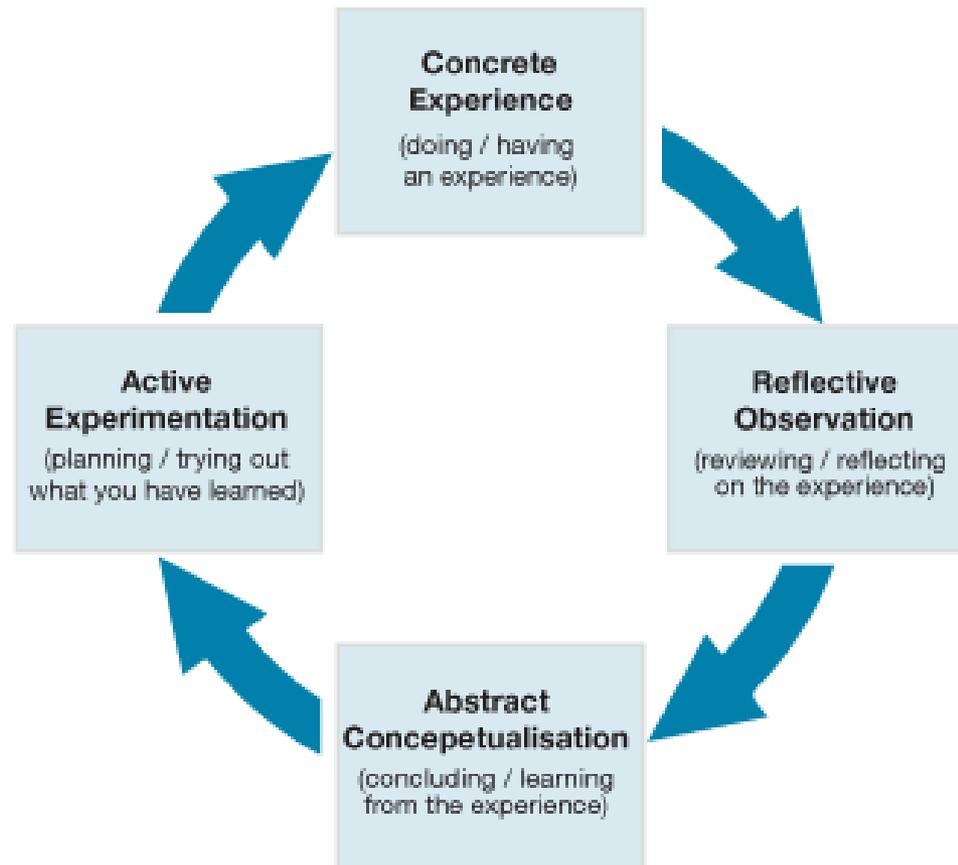
# The Iterative model

A process for arriving at a decision or a desired result by repeating rounds of analysis or a cycle of operations.

The objective is to bring the desired decision or result closer to discovery with each repetition (iteration).

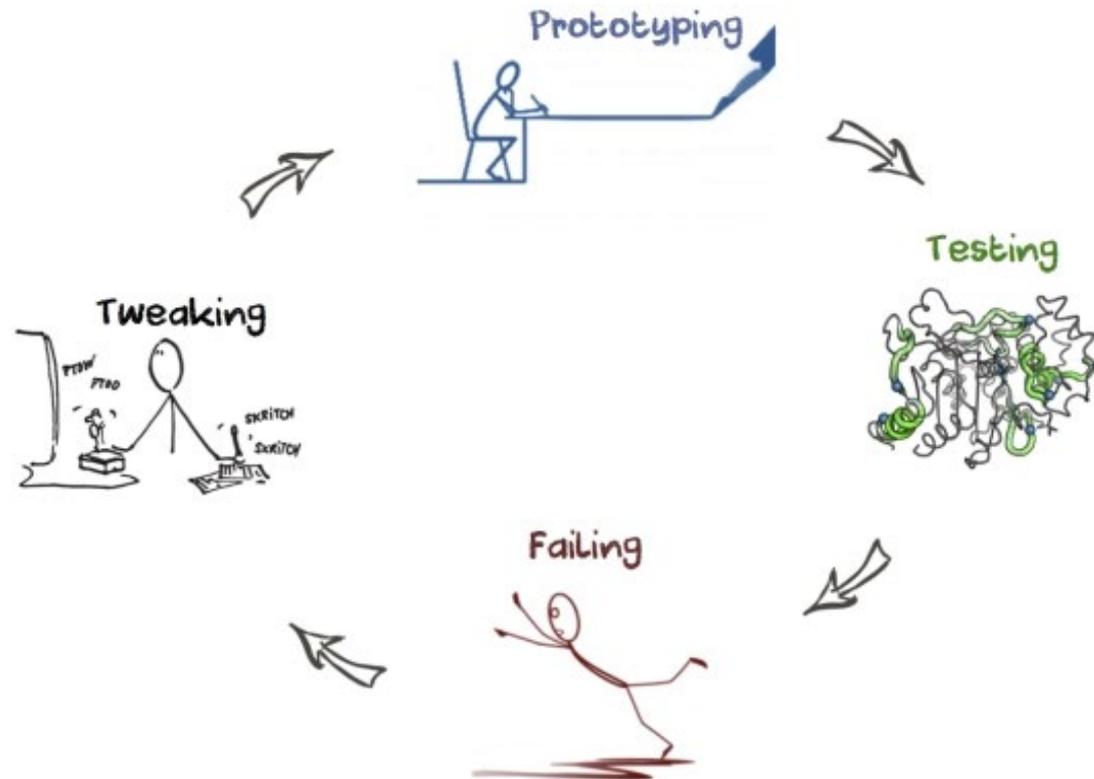


# Kolbs (1984) Experiential Learning Cycle





## Learning as an Iterative Process



**Which tasks or activities in your placement lend themselves to iterative learning?**

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[www.worcester.ac.uk](http://www.worcester.ac.uk)

# Transformative Model

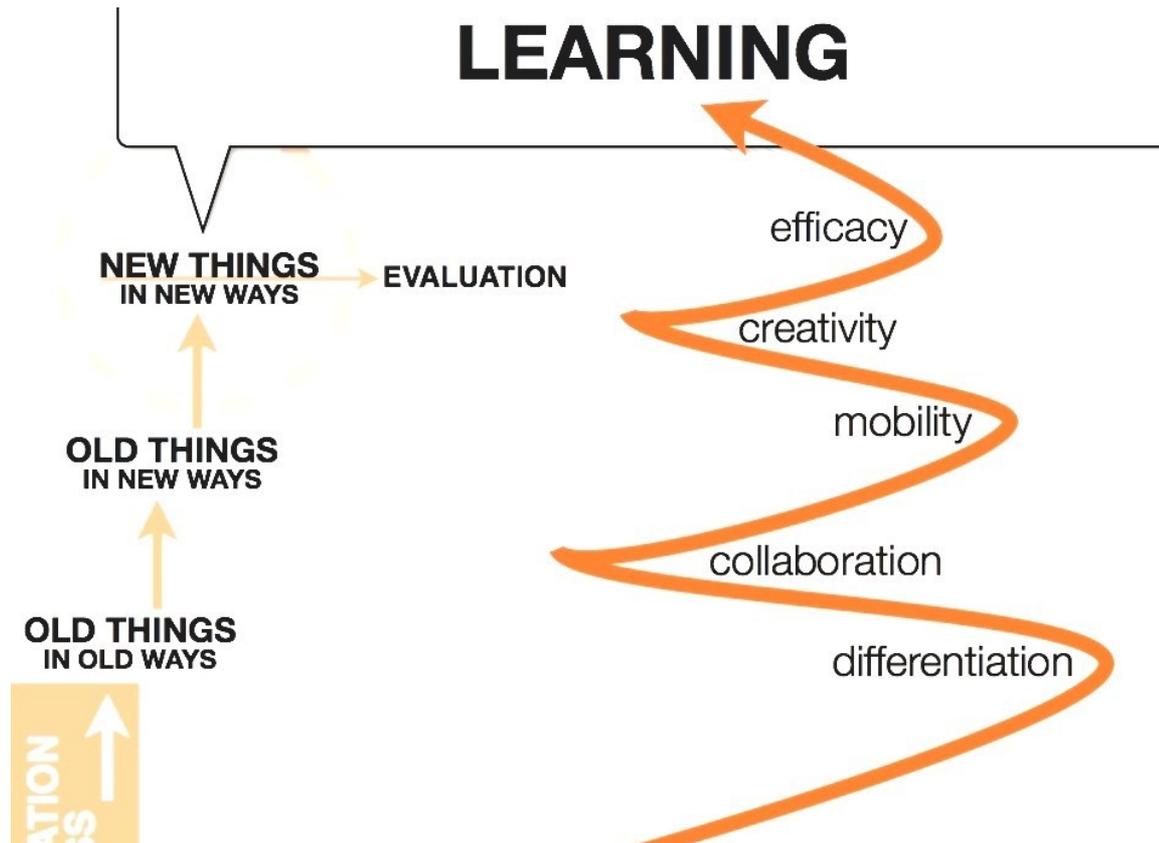
- The process of using a prior interpretation of experiences and constructing and appropriating new and revised interpretations of the meaning of an experience in order to guide future action
- The transformative process is formed and circumscribed by a frame of reference.
- Frames of reference are structures of assumptions and expectations that frame an individual's tacit points of view and influence their thinking, beliefs, and actions.

(Taylor, 2008)

# Transformative Learning

- Transformative learning is the revision of a frame of reference with reflection on experience to lead to a more fully developed (more functional) frame of reference
- one that is more
  - inclusive
  - differentiating
  - Permeable
  - critically reflective
  - integrative of experience

(Mezirow, 1996,p. 163).



Which aspects of your placement lend themselves to transformative learning?



# Situated Learning Theory and Communities of Practice

- Situated learning is concerned with how learning occurs every day.
- Learning is embedded within activity, context and culture.
- Knowledge needs to be presented in authentic contexts — settings and situations that would normally involve that knowledge.



# Situated Learning Theory and Communities of Practice

- Social interaction and collaboration are essential components of situated learning
- Learners become involved in a “community of practice” which embodies certain beliefs and behaviors to be acquired.
- As the novice moves from the periphery of a community to its center, he or she becomes more active and engaged within the culture and eventually assumes the role of an expert.



# Communities of Practice



To whom can you introduce / expose students to help develop their community of practice?

# Plan effective strategies to implement and facilitate learning in the practice placement setting

- In groups collate your reflections on flip paper:
  - What factors from today have been effective for your learning?
  - What alternative techniques would you have preferred?
- Discuss in groups
  - How do you personally like to learn?
  - What makes an effective learning environment for you?
  - Are there differences between the group members?

# A word about Learning Styles

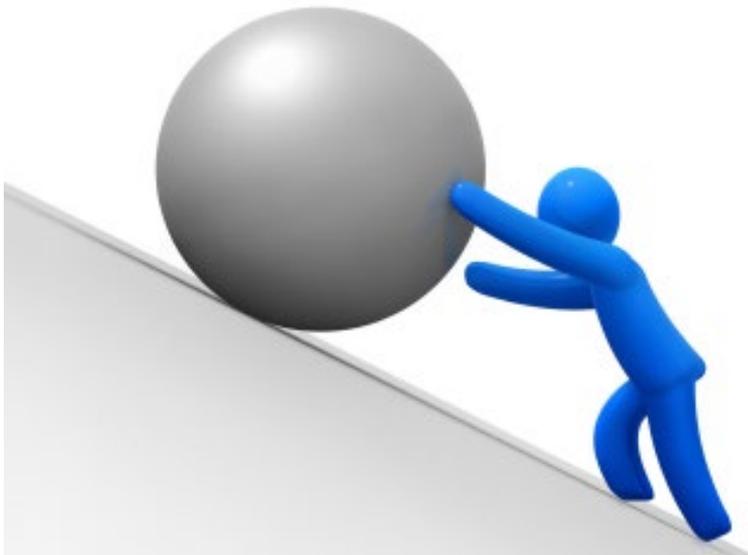
- You should have completed both VARK and Honey & Mumford learning styles as part of your initial PE training.
- Learning styles have been greatly criticised as being reductive and not recognising that we use different learning for different purposes
- However, some consideration of your & your student's *preferred* learning style can be helpful in developing insight





# Conflicting Learning Styles

**Challenges**



**Solutions**



# Exploring alternative models



Can you identify some challenges or barriers to alternative models of practice education?

**(2:1; 4:1; Coaching; Contemporary)**

# Exploring alternative models



Can you identify some positive aspects to the alternative models?

What might need to happen for you to consider trying an alternative model?