Shake Up Your Education Program to Make Learning "Sticky"

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OBJECTIVES

• Apply creative principles to plan education that gets attention
• Illustrate appropriate teaching methods in course content to discourage all PowerPoint/lecture
• Integrate strategies effectively to overcome barriers and maximize resources for course/curriculum development and implementation
How do medical professionals learn best?

• Education that is relevant to their practice of medicine
• Ability to apply the new skills or knowledge immediately
• Collaborate and communicate with others

Knowles 1980
How Do We Design Optimal Education

• How many of you have worked really hard on a course only to find that only a few people completed it?

• With the barrage of responsibilities today's clinicians have, we need to really position the education as something they want to participate in.

• What good is the perfect course with Blooms Taxonomy and dynamic objectives if no one finishes it?!
What do we Know about Learning & Retrieval?

Quick Quiz

• How many Great Lakes are there?
• Name the order of Great Lakes from West-East
• How retrieve that information?

• Learning is “constructed” – builds on and connects prior knowledge
• How it is “built” impacts ability to “retrieve”
  • Examples – Grocery Store

Mnemonics [HOMES]
LEARNING & RETRIEVAL – ORGANIZATION & PRACTICE

• Learning is “constructed” – builds on & connects prior knowledge
• How it is “built” impacts ability to “retrieve”
  • Expert knowledge: Hierarchical & Interconnected

• We don’t know what we don’t know
  • Illusion of knowing → poor self assessors

• It requires effort – as learners and educators
  • Active learning – Practice (Making it Stick – Brown et al)
    • Retrieval (self testing, quizzes)
    • Elaboration & Connections (similar example, case)
    • Generation & Reflection

Mnemonics [HOMES]
What are some things you can do to encourage more active participation than lecture/PowerPoint and how can you do that with enduring or online courses?

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(Making it Stick – Brown et al)
How Promote Creativity in Planning Committee?

• Know your audience (the planning committee and the learners).
• Bring some Strategies
  • Brainstorming
  • Gamification
  • Role modeling
  • Discussions
  • Simulation
Go with the Possibility that…

• Designing “sticky” education is like Improv because…

• Communication
• In Relationship (with learners/patients)
• Walk into planning session and focus is a bit “vague”
• Requires, flexibility and skills
• Bricolage (using the resources at hand)
• Combine emotions with cognition
• Interactive – use role plays, “drama”

Key Rules of "Improv" - Always Agree … Yes And…

1. Always Agree & Say YES
   • Respect what your partner has created
   • Benefit of agreement is an open mind

2. Say YES AND - Add something
   • Make Statements - Takes the “pressure” off others to provide all answers
   • Don’t ask “questions” that are really statements

3. There are no mistakes – only opportunities..

4. Listen - Give & Take (stop talking)

Goal: Make the “Team” look better

Brief Demo

Tina Fey’s Rules of Improvisation – That Will Chat your Life and Reduce Belly Fat*
START DOING – DIRECTIONS: CME PLANNING COMMITTEE

• What: Well Being or Transitions of Care
• Who: Education Planning Committee
• Start From:
  • These are great ideas for a topic you all agree is very important. We would like to have the education be as hands on and interactive as possible to make it stick and its use in our clinics/hospitals

• Debrief and Report Out at least 3 interactive/hands on strategies that you would really use!
DEBRIEF

2-3 Interactive Hands on Strategies (round robin by table)

Reactions to Improv exercises to Promote Creativity > Lectures
**Wrap Up – Key Take Home “To Do’s”**

- **Be Creative**: Apply creative principles to plan education that gets attention

- **Promote Learning & Retrieval- Not Information nor gimmicks**:
  - Illustrate appropriate teaching methods in course content to discourage all PowerPoint/lecture

- **Engage Planning Committee/CD**: Integrate strategies effectively to overcome barriers and maximize resources for course/curriculum development and implementation