



Teaching the Medical Educator

23rd February 2012

Topic: Teaching the Medical
Educator

Join Zoom Meeting

<https://shu.zoom.us/j/93547185542>

24th February 2012

Topic: Teaching the Medical
Educator

Join Zoom Meeting

<https://shu.zoom.us/j/93547185542>

Dr Patrick Marshall

Sheffield Hallam University

patrick.marshall@shu.ac.uk

0114 225 4805

Timetable Day 1

9:15am

Logging in Topic: Teaching the Medical Educator

Join Zoom Meeting

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9:30-11:00

Introductions and educational identity

What you want out of this course?

Breakout room 1

contracting in

Room 101

Breakout room 2

11:00-11:30

Coffee break stand ,stretch catch up with emails

11:00-12:30

Feedback

Breakout room 3

Assessment

Breakout room 4

Models of learning 1

12:30-1:30

Lunch

1:30-3:00

Models of learning 2

Breakout room 5

Experiential Learning

3-4pm

Some ideas to help you

Preparing for a micro teaching session tomorrow

**Sheffield
Hallam
University**

zoom

Join a Meeting

Sign In

Welcome and Hello

WELCOME

*Thank you for joining
us today!*

Myers Brigs Type Indicator (MBTI)

Do the quick test (see the links below) even if you have done this questionnaire before it should take no more than 10 minutes

<https://www.16personalities.com/free-personality-test>



Identity as an educator

- Prezi

You as a medical educator

Who do you teach?

What do you teach?

Where to you teach?

How long have you been a teacher?

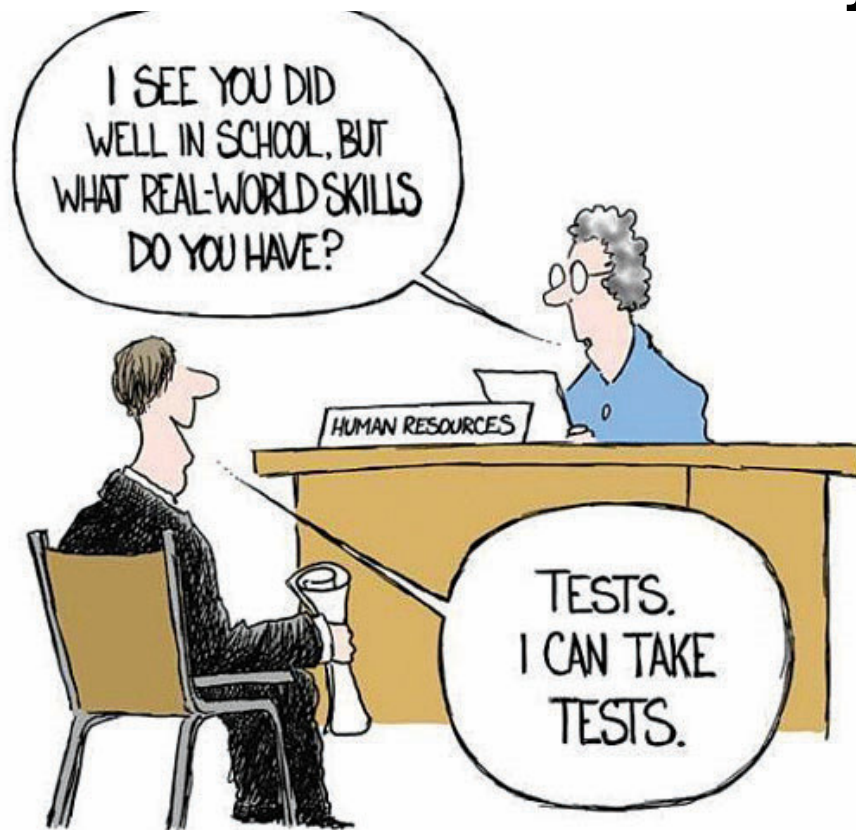
What do you think you know about education?

Our Aim of the Next Two Days

To provide opportunity for you to consider the **essential knowledge** and **skills** required to **design, conduct, assess** and **evaluate** teaching and learning in medical environments

https://padlet.com/patrick_marshall1/41u1x9u02t0v8a7o

What are your personal
aims/objective for the next
two days?



Contracting in

- Working at a meta level
- Being open to challenge, change and growth
- Being honest in your feedback and present in the room
- Being curious and brave about pushing the edges of your comfort

What will you keep and what will
leave in...



- One habit/aspect of your teaching
- must be locked away in Room
101 (ditched)
- One habit/aspect of your teaching
must NEVER be locked away in
Room 101 (saved)

Feedback

- Prezi

Assessment

- Prezi

Models of Learning

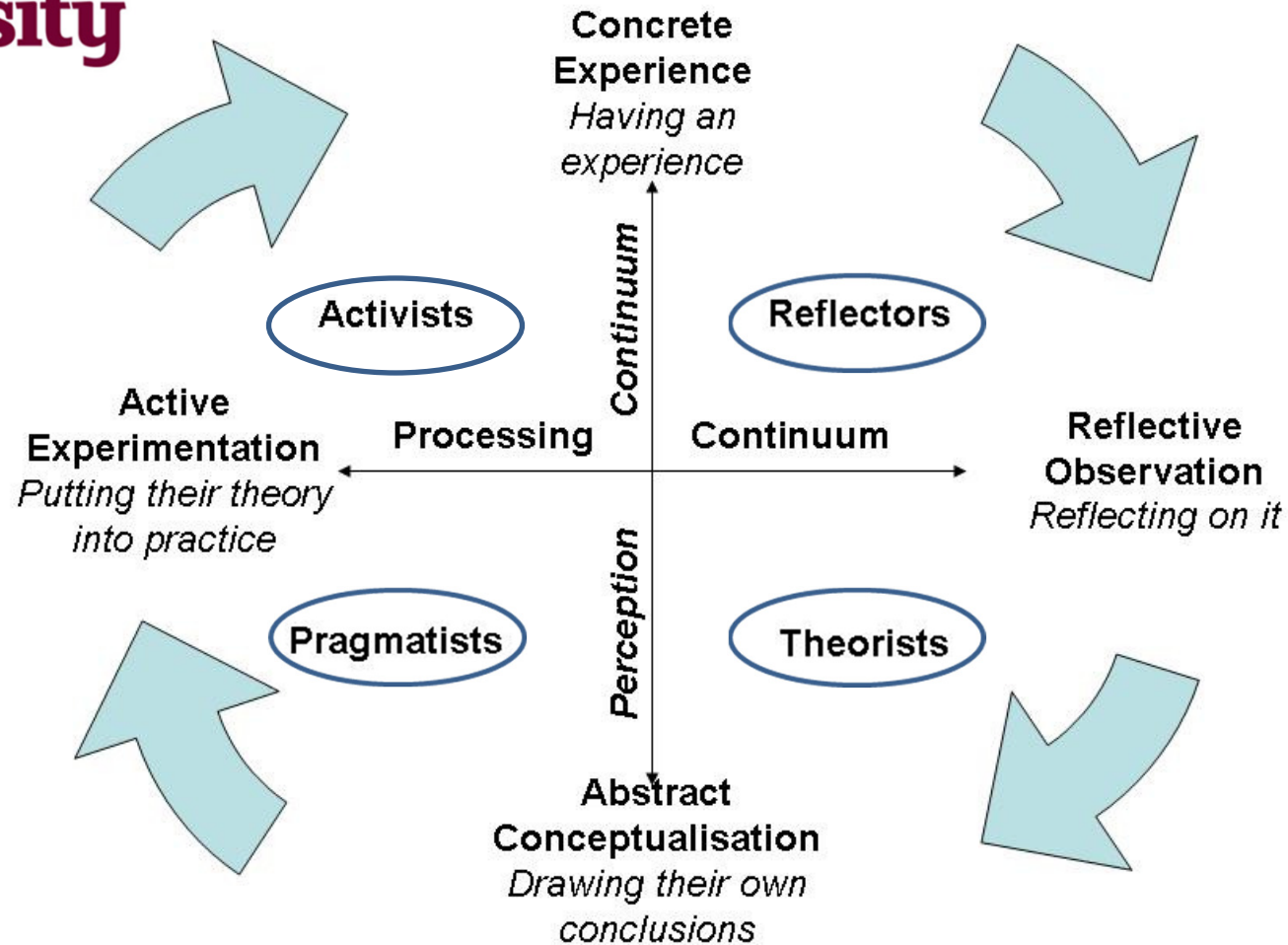
- Prezi

Learning styles Inventory

Honey and Mumford: Learning Styles Questionnaire

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick. If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or cross. When you have completed the questionnaire, continue this task by responding to the points that follow

1. I have strong beliefs about what is right and wrong, good and bad.
2. I often act without considering the possible consequences.
3. I tend to solve problems using a step-by-step approach.
4. I believe that formal procedures and policies restrict people.
5. I have a reputation for saying what I think, simply and directly.
6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
7. I like the sort of work where I have time for thorough preparation and implementation.
8. I regularly question people about their basic assumptions.
9. What matters most is whether something works in practice.
10. I actively seek out new experiences.
11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.
12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine etc.
13. I take pride in doing a thorough job.
14. I get on best with logical, analytical people and less well with spontaneous, "irrational" people.
15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
16. I like to reach a decision carefully after weighing up many alternatives.
17. I'm attracted more to novel, unusual ideas than to practical ones.
18. I don't like disorganised things and prefer to fit things into a coherent pattern.
19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
20. I like to relate my actions to a general principle.
21. In discussions I like to get straight to the point.
22. I tend to have distant, rather formal relationships with people at work.
23. I thrive on the challenge of tackling something new and different.
24. I enjoy fun-loving, spontaneous people.



Tomorrow's task...





- What is it?
- A short scaled down teaching session which gives you an opportunity to practice or experiment with approaches to teaching and learning in front of a small group of other participants.
- What is involved?
- You will be asked to deliver your 5-10 minute microteaching to around 6 peers attending the two day course and a facilitator.
- Why?
- A micro-teach is a well-established activity for a teacher to receive structured feedback on a live example of their teaching practice. We will use a few example templates to collect feedback on your micro-teach from each person in your small group.



- Choose something that you can teach in 5-10 minutes this can be ANYTHING. Some people choose clinical topics whilst other topics range from origami and how to save money on holidays to how to drop the seats down on a Landover. plan your micro teach in readiness for day two.
- Please bring along anything you might need such as printouts, equipment, resources, visual aids etc etc. We anticipate being able to use a PC for presentation purposes should you wish to make use of this.
- Do note the **Microteaching is about the delivery**, please remember you only have 5-10 minutes and so simple and small scale is often the way forward.
- There will be a few minutes after each micro teach for questions and initial feedback from the group to support and develop your learning.

Guidance on Session Preparation ...



- • Please choose the format of your micro-teach based on what you want your audience to learn and what is realistic in the time.
- • Think about the overall goal for the micro-teaching session and the best way to make sure this is achieved.
 - ☐ **Clarity of aim/objectives**
 - ☐ **Methods or approach used**
 - ☐ **Delivery and pace**
 - ☐ **Content**
 - ☐ **Opportunities for learner participation/interaction**
- • You might want to try out a new resource or way of doing something.
- ☐ **Use of learning resources**
- • Think about how you will know that learning has taken place?

- finally. -

Whilst it's true that the more effort put in to the planning and delivery of the microteaching the more learning and opportunities there will be for individual feedback...

But...

The micro teach is also a technique I want to share with you as a way of engaging your learners more fully...



Micro Teaching

- 5-10 minute micro-teaching roughly consider the small group in your planning
- This can be ANYTHING
- Resources
- It is about the delivery, so simple and small scale is often the way forward.
- A few minutes after each micro teach for questions and answer, completion of feedback sheet

Ideas to help you

- Jigsaw
- Flipped classroom
- WPW
- Fishbone RCA
- Does it matter? (emotional connections)
- Experiential Learning (doing not showing)