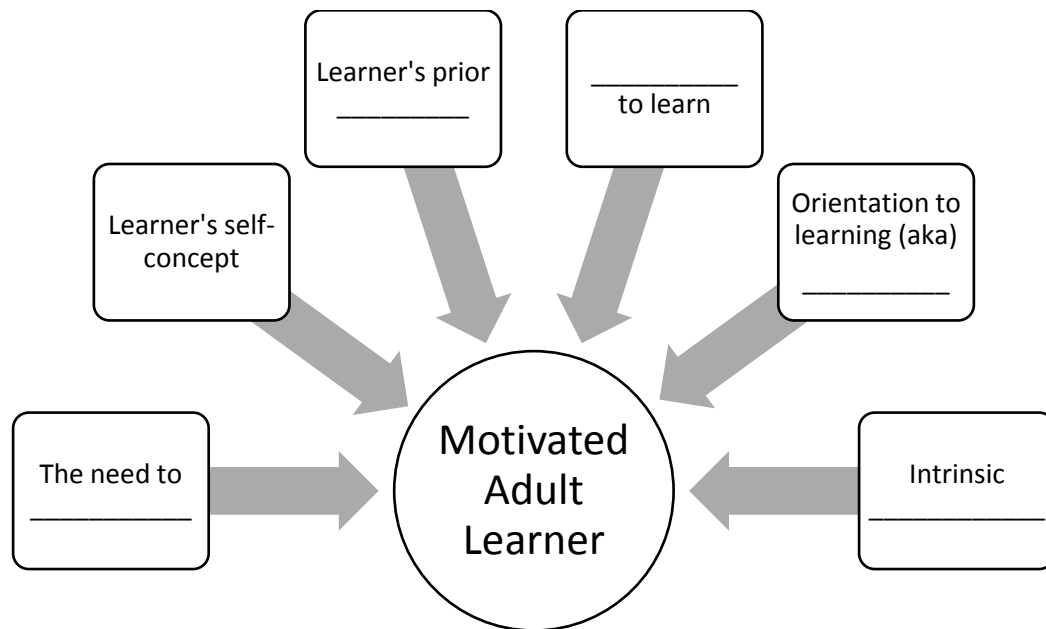


Blank Organizers

Session 1 – ORGANIZER 1

What is andragogy?



What are the three elements of intrinsic motivation?

- 1.
- 2.
- 3.

How do the expectation of success and value of success relate to motivation to learn?

Draw Miller's pyramid. What are the implications for motivating learners and assessment?

Session 2 – ORGANIZER 2

Explain the Components of the One Minute Learner

1. Goals:
2. Getting Going:
3. How Much and How Long:
4. Presenting:
5. Charting:
6. Questions:

List the 5 Microskills of Clinical Teaching. Fill in the explanations. Where applicable, give examples of probing questions to use or what you can do to facilitate the steps.

	• Encourages processing of
	• Reveals knowledge base
	• Allows

List what to ask of the learner in the Learner-centered Model of Clinical Teaching

S
N
A
P
P
S

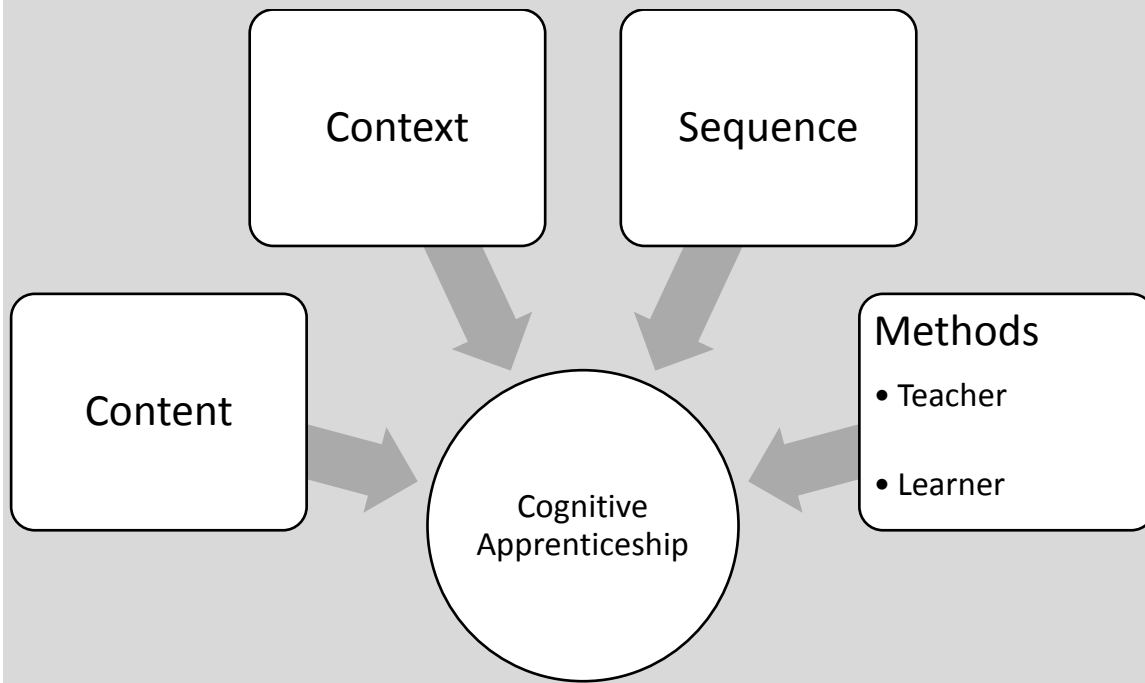
Session 3 – ORGANIZER 3

According to Vygotsky, _____ supports learning.

Give examples of who belongs to this in surgery.

What are the big ideas behind the zone of proximal development?

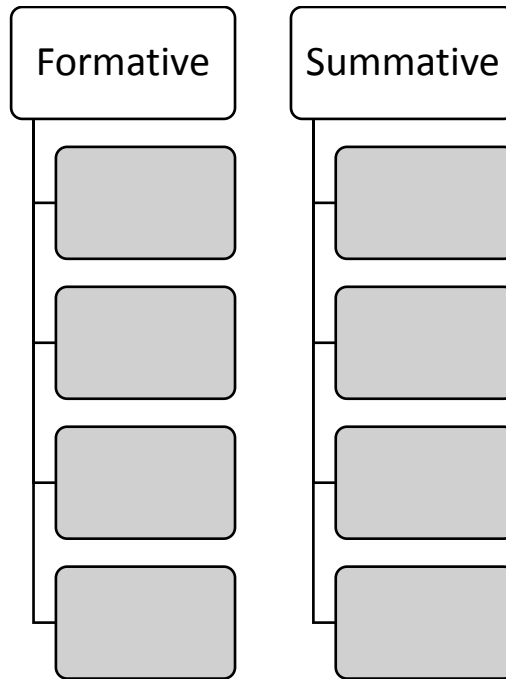
Define cognitive apprenticeship. Highlight the elements of cognitive apprenticeship.



Session 4 – Organizer 4

How is feedback similar to formative evaluation? How is it different?

Contrast formative from summative evaluations.



List and explain attributes of effective feedback.

Session 5 – Organizer 5

An Entrustable Professional Activity (EPA) is defined as “Unit of professional practice that is _____, observable, and _____ in their process and _____, and can be _____ to the unsupervised execution of a [practitioner]”.

Synonyms for “entrust” include

_____ are the skills, abilities, and knowledge required to perform a task. Specific to education, these include:

Medical Knowledge

Example

Learner-Centeredness

Interpersonal and Communication Skills

Professionalism and Role Modeling

Practice-based Reflection and Improvement

Systems-based learning

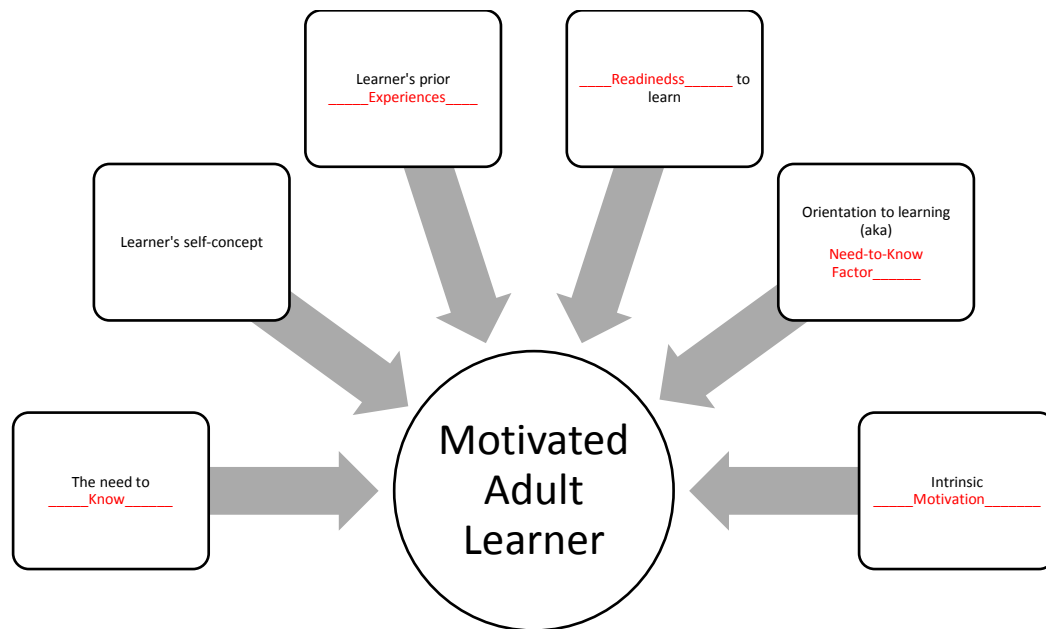
Reflection on teaching should be informed by _____. Reflection in this context is the _____.

The answers are provided in RED.

Session 1 – ORGANIZER 1

What is andragogy?

Theory of how adults learn. Considers adults' motivation and experiences as drivers for learning.



What are the three elements of intrinsic motivation?

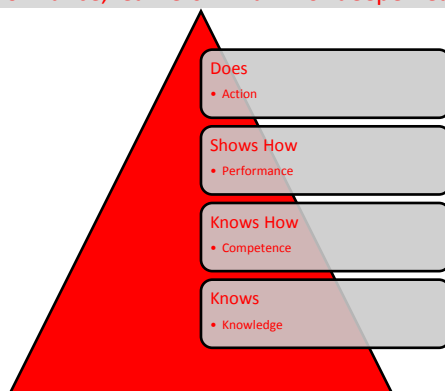
1. Autonomy
2. Competence
3. Feeling of Belonging/Relatedness

How do the expectation of success and value of success relate to motivation to learn?

Motivation to learn is driven by expectation of success and value of success. Low expectation of success or unclear value of learning experience will diminish readiness to learn.

Draw Miller's pyramid. What are the implications for motivating learners and assessment?

Assessment asking for facts results in surface learning; assessment asking for understanding or reasoning or performance, learners will aim for deeper learning.



Session 2 – ORGANIZER 2

Explain the Components of the One Minute Learner

1. Goals: Explore the learner's goals. Lay out your own goals for the learner and the session.
2. Getting Going: Discuss what patient the learner will see. Explain how they should start the encounter.
3. How Much and How Long: Negotiate which part(s) of the clinical encounter will be completed by the learner.
4. Presenting: Determine who the learner will present to. Outline what information should be included in the presentation.
5. Charting: Agree on whether or not learner will write notes. Agree on the format of the notes and how they are placed in the chart.
6. Questions: Clear up any outstanding items before clinical encounter begins.

List the 5 Microskills of Clinical Teaching. Fill in the explanations. Where applicable, give examples of probing questions to use or what you can do to facilitate the steps.

Get a commitment	<ul style="list-style-type: none">• Encourages processing of information• "What do you think?"• "What should we do next?"
Probe for supporting evidence	<ul style="list-style-type: none">• Reveals knowledge base• "What led you to this conclusion?"
Teach general rules	<ul style="list-style-type: none">• Allows transfer to other scenarios
Reinforce what was done right	<ul style="list-style-type: none">• Rewards competencies• Comment on behaviors that can be consciously repeated
Correct mistakes	<ul style="list-style-type: none">• Identifies areas for improvement• Help develop a plan for remediation

List what to ask of the learner in the Learner-centered Model of Clinical Teaching

Summarize history and findings

Narrow differential to two or three possibilities

Analyze differential by comparing and contrasting the possibilities

Probe preceptor regarding uncertainties, difficulties, and alternative approaches

Plan management for the patient's medical issues

Select case-related issue for self-directed learning

Session 3 – ORGANIZER 3

According to Vygotsky, **learning community** supports learning.

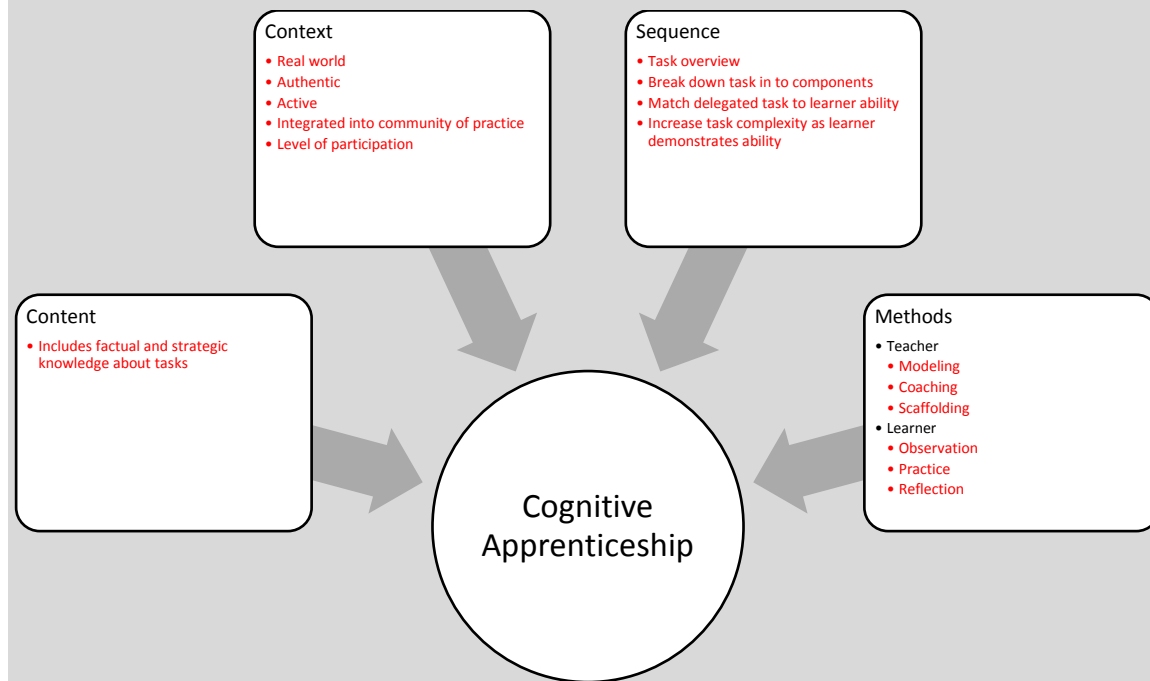
Give examples of who belongs to this in surgery.

Attending surgeon, residents, fellows, other students, nurses, consulting teams, scrub technicians.

What are the big ideas behind the zone of proximal development? **The zone of proximal development refers to skill(s) (zone) attainable through guidance and collaboration. As new knowledge is built on existing knowledge (the zone of actual development) the teacher/learning community helps make links between new and existing knowledge and illustrates relevant connections.**

Define cognitive apprenticeship. Highlight the elements of cognitive apprenticeship.

Cognitive apprenticeship is learning through guided experience in which an expert practitioner makes their performance explicit and allows progressive participation in real-world tasks.

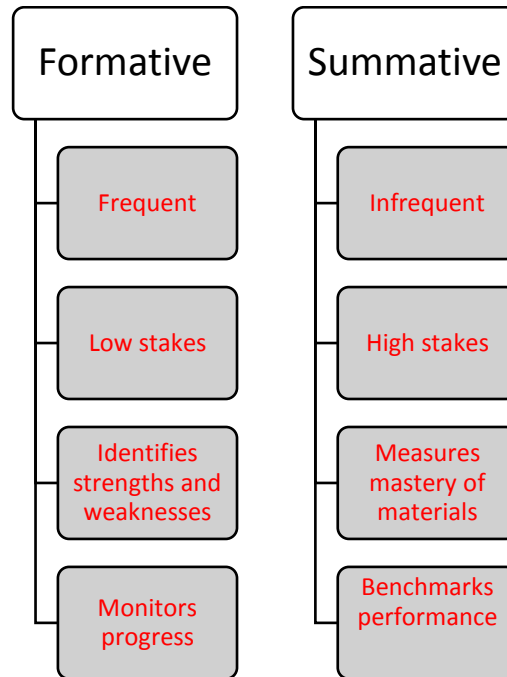


Session 4 – Organizer 4

How is feedback similar to formative evaluation? How is it different?

Feedback is information about performance. Formative evaluations are essentially feedback while learning happens. The difference is often more conceptual than real in that feedback is often thought of something provided verbally while evaluations are often provided in writing.

Contrast formative from summative evaluations.



List and explain attributes of effective feedback.

Planned: Teacher and learner agree that feedback will be given; including what event will be discussed and what the focus of feedback will be

Identified: Teacher clearly states feedback is about to be given

Delivered in a safe space: Feedback is delivered in private

Started with learner self-assessment: Have learner give their impression of performance

Specific: Use examples of behaviors that were observed

Actionable: Provide feedback on behaviors that are changeable

Manageable: Do not overwhelm the learner with too many action items

Verified: Check that the learner thinks feedback was fair and they understood what the intention of your feedback was

Followed up: Check on progress

Session 5 – Organizer 5

An Entrustable Professional Activity (EPA) is defined as “Unit of professional practice that is **independently executable**, observable, and **measurable** in their process and **outcome**, and can be **entrusted** to the unsupervised execution of a [practitioner]”.

Synonyms for “entrust” include

Delegate
Assign
Hand over
Give responsibility for
Endow
Authorize

Competencies are the skills, abilities, and knowledge required to perform a task. Specific to education, these include:

Medical Knowledge

Learner-Centeredness

Interpersonal and Communication Skills

Professionalism and Role Modeling

Practice-based Reflection and Improvement

Systems-based learning

Example

Teach content
Teach prioritization
Assess progress
Allow for graduated responsibility
Value learners
Foster a conducive learning environment
Identify learners’ challenges
Communicate your goals and expectations
Discuss learners’ goals and expectations
Determine learners’ prior knowledge and experience
Inspire learners
Set standards
Follow up on assigned tasks
Reflect on educational practice
Develop goals
Seek opportunities for skill development
Utilize education resources
Interact with colleagues
Identify teaching resources
Build/adapt curricula

Reflection on teaching should be informed by **students, colleagues, personal experience, and theory**. Reflection in this context is the **sustained and intentional process of identifying and checking the accuracy and validity of our own teaching assumptions**.