آموزش به سبک پزشک گرسالی

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Remember...

Behavior doesn’t STAY changed until you have shown the **VALUE** of the change to the individual...!
Adult Learners

What motivates adult learners?

– Perceived need
– Economic need
– Social factors
– Negative factors
Assumptions about Adult Learners

1. Adults need to know why, what, and how they will learn
2. Adults need to learn experientially
3. Adults approach learning as problem-solving
4. Adults learn best when the topic is of immediate value
5. Adults view learning as an active process in the construction of meaning
Characteristics of Adult Learners

- Autonomous and Self-directing
- Experience becomes foundation and resource in learning
- Readiness to learn oriented to developmental tasks of social roles
- Need to see immediate application of knowledge
- are goal-oriented and opportunity driven

- Internal motivators

- Use their experience to help out their learning

- Learn best in informal, pleasant environments
Are relevancy-oriented
Are practical
Need to be shown respect
Adult learners are autonomous and self-directed

Implications:
• Involve participants
• Serve as facilitator
• Determine interests of learners
Adult learners have a foundation of life experiences and knowledge

**Implications:**

- Recognize expertise of participants
- Encourage participants to share their experiences and knowledge
Adult learners are goal-oriented

Implications:

• Be organized
• Have clear objectives
Adult learners are relevancy-oriented

**Implication:**

- Explain how training objectives relate to training activities
Adult learners are practical

Implication:

• Show relevance of training to job
Adult learners need to be respected

Implications:

• Acknowledge the wealth of knowledge and experiences the participants bring to the training

• Treat the participants as equals rather than subordinates
Who is Your Target Audience?

- Superiors
- Equals
- Subordinates
- Knowledgeable
- Others
## Characteristics of Learners

<table>
<thead>
<tr>
<th>ADULT LEARNERS</th>
<th>YOUTH LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-centered</td>
<td>Subject-oriented</td>
</tr>
<tr>
<td>Results-oriented</td>
<td>Future-oriented</td>
</tr>
<tr>
<td>Self-directed</td>
<td>Often depend on adults for direction</td>
</tr>
<tr>
<td>Often skeptical about new information</td>
<td>More accepting</td>
</tr>
<tr>
<td>Seek relevancy</td>
<td>Often train for unclear future</td>
</tr>
<tr>
<td>Accepts responsibility for own learning</td>
<td>Often dependent on others</td>
</tr>
</tbody>
</table>
Adults vs. Children

**Children**
- Others decide importance
- Accept info at face value
- Expect long-term use
- Little / no experience
- Content centered
- Less actively involved
- Authority oriented

**Adults**
- They decide importance
- Validate info vs. beliefs
- Info immediately useful
- Much experience
- Problem centered
- Actively participate
- Want collaboration
• **Pedagogy**: "art and science of teaching and facilitating the learning of children“

• **Andragogy**: "art and science of teaching and facilitating the learning of adult“

• “The Modern Practice of Adult Education: From Pedagogy to Andragogy” that adults learn best when they take *responsibility* for their own learning
Androgogy

Five statements summarize Knowles’ theory:

• Adults need to understand and accept the *reason* for learning a specific skill

• *Experience* (including *error*) provides the basis for learning activities

• Adults need to be *involved in* both the planning and evaluation of their learning

• Adult learning is *problem-centered* rather than content-oriented

• Most adults are interested in learning what has *immediate relevance* to their professional and social life
### How we Learn - Auditory, Visual, Kinesthetic

<table>
<thead>
<tr>
<th>We <strong>learn:</strong></th>
<th>We <strong>Remember:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1% through taste</td>
<td>10% of what we read</td>
</tr>
<tr>
<td>1.5% through touch</td>
<td>20% of what we hear</td>
</tr>
<tr>
<td>3.5% through smell</td>
<td>30% of what we see</td>
</tr>
<tr>
<td>11% through hearing</td>
<td>50% of what we see and hear</td>
</tr>
<tr>
<td>83% through sight</td>
<td>80% of what we say</td>
</tr>
<tr>
<td>11% through hearing</td>
<td>90% of what we say as we act</td>
</tr>
</tbody>
</table>
Correlation Between Learning and the Senses

<table>
<thead>
<tr>
<th>Percent of Learning</th>
<th>Sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>Sight</td>
</tr>
<tr>
<td>10%</td>
<td>Hearing</td>
</tr>
<tr>
<td>5%</td>
<td>Touch</td>
</tr>
<tr>
<td>5%</td>
<td>Smell / Touch</td>
</tr>
</tbody>
</table>
Only 30% of the students are listening at any given time during the lecture.

The other 70% are either taking a mental nap, thinking about the past or planning the future.
The Learning Process

- Information
  - Received
  - Processed
  - Similarities vs Differences
  - Manageable Parts
  - Information/Knowledge Applied

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Three Learning Domains

- Cognitive
- Affective
- Psychomotor
Cognitive Levels
(from least to most complex)

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
Affective Levels
(from least to most complex)

- Receiving
- Responding
- Valuing
- Organization
- Characterization
Psychomotor levels
(from least to most complex)

- Imitation
- Manipulation
- Precision
- Articulation
- Naturalization
10 Methods of Delivery

- Lecture
- Structured discussion
- Panel discussion
- Reading
- Case studies

- Role playing
- Skill application
- Simulation
- Games
- Call to action (issuing a challenge)
Teaching/Learning Factors (retention rate)

- Lecture 10%
- Reading 20%
- Audiovisual 30%
- Discussion 50%
- Practice by Doing 80%
- Immediate use of Learning 90%
Learning Pyramid

Lecture 5% (Average Learning Retention Rates)

Reading 10%

Audio Visual 20%

Demonstration 30%

Discussion Group 50%

Practice By Doing 75%

Teaching Others 90%

(National Training Laboratories, Bethel, Maine)
The Learning Pyramid*

<table>
<thead>
<tr>
<th>Average Retention Rates</th>
<th>Percentage</th>
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<tr>
<td>Lecture</td>
<td>5%</td>
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<tr>
<td>Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Audio-Visual</td>
<td>20%</td>
</tr>
<tr>
<td>Demonstration</td>
<td>30%</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>50%</td>
</tr>
<tr>
<td>Practice</td>
<td>75%</td>
</tr>
<tr>
<td>Teaching Others</td>
<td>90%</td>
</tr>
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</table>

*Adapted from National Training Laboratories, Bethel, Maine
Phases of a Presentation
Phases of a Presentation

- The Opening
- The Body
- The Close
We begin where the audience is and close the presentation where we want them to be!
The Opening

- Attention grabbing material
- Addresses “What’s in it for me”
- Intended to change behavior
- Objectives (preview major points)
The Body

Present the detail of each major point which supports your central thought
The Close

- Should provide information that is:
  - Supportive
  - Useful
  - Believable
  - Logical
  - Passionate
- Should be your **strongest material**!
The Close

“Great is the art of beginning, but greater is the art of ending.”

Henry Wadsworth Longfellow
Most Common Mistakes

- Weak opening
- Poor first impression
- No objectives
- Dull, dry & boring
- Frozen in one spot
- Weak eye contact
- Poor facial expression
Most Common Mistakes

- No humor
- Poor preparation
- No audience involvement
- No enthusiasm
- Poor visual aids
- Weak close
Visual Aids

Improve learning

200%

Source: Studies at Harvard & Columbia
Visual Aids

Improve Retention

38%

Source: Studies at Harvard & Columbia
The Environment
The “Room”

- Light switches
- Window shades
- Temperature controls
- Audio visual tools
Learning Climate

A positive learning climate

- Non-threatening
- Trainees comfort
- Fosters respect
- Group involvement
- Positive reinforcement
- Caring
Seating Arrangements

Good

Poor
Seating Arrangements

Good

Poor
Seating Arrangements

Good

Poor
Keys to an Effective Presentation

- Prepare,
- Use visual aids
- Stand, don’t sit, unless …
PRESENTATION SKILLS
- Establishing Style
- Establishing Climate
- Listening
- Presenting Material
- Encouraging Involvement
Listening

- Selectively
- Responsively
- Empathetically
Be Prepared

- Get there early
- Have student materials laid out
- Check the environment
Presenting Material

- Make sure they understand
- Don’t play “expert”
- Illustrate
- Build in visual, verbal and vocal variety
Be Prepared

- Check all audio/visual equipment
- Have spare bulbs available
- Have a printout of your notes!
Encouraging Involvement

- Make sure *YOU* are involved
- Be accepting
- Allow disagreement
What are some of the negative and positive experiences you have previously had in your previous pregnancy?
Presentation Skills

- Recognizing Dysfunctional Behavior
- Confronting & Dealing with Dysfunctional Behavior
Recognizing Dysfunctional Behavior

- Saboteur
- Sniper
- Assistant Trainer
- Denier
- Quiet
- Anxious
- Dominator
- Side Tracker
- Hand Clasper
- Polarizer
- Attention Seeker
- Clown
Dysfunctional Behavior

- Draw attention to the behavior?
  If so, How?

- Spell out the effect
Show the students how to apply the lesson in real life?
Techniques

- The “Question”
- Workshops
- TIFO (Things I’ll Find Out)
Asking Questions

- Appropriate for the background and experience of the students
- Thought and opinion provoking
Grade the Questions

- “I am glad you asked that question”

...which could mean, thanks for the introduction to the next subject
Workshops

- Scenarios
- Group vs. Solo
- Written vs. Practical
How to Fail

1. Appearing unprepared

2. Starting late

3. Handling questions improperly

4. Being unfamiliar with knowledgeable information
How to Fail

5. Using audio visuals unprofessionally
6. Being (or Seeming to be ) off schedule
7. Not involving the students
8. Ending late
9. Not quickly establishing a positive image

10. Not covering the objectives promised

11. Not scheduling enough breaks
How to Fail

12. Not checking the environment
13. Not updating material
14. Not admitting mistakes
15. Using inappropriate humor
16. Using inappropriate language
17. Coming on as an expert, a know-it-all

18. Using profanity, bad grammar, pronunciation and enunciation
Thank you very much for your attention