

Presentation: HCEA 2008 Conference “Planning to Succeed: Basic Educational Process and Design”

Wednesday, September 17, 2008, 3:30-4:45 p.m.

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Educational Process
<ol style="list-style-type: none">1. Assess2. Plan3. Implement4. Evaluate
1. Assess: <ul style="list-style-type: none">▪ How do you know what the educational needs are?▪ What are the different ways you can gather this information?
2. Plan: <ul style="list-style-type: none">▪ Write Objectives- what are you trying to achieve? How will you know when you're there?<ul style="list-style-type: none">○ Can be cognitive, behavioral or affective.○ Need to be SMART: Specific, Measurable, Achievable, Relevant, Time-based.▪ Design Curriculum, applying adult learning principles<ul style="list-style-type: none">○ Cone of Learning (Edgar Dale).<ul style="list-style-type: none">▪ Many different ways to learn▪ The more active, the better▪ Remember, Effective Instruction:<ul style="list-style-type: none">○ Is clearly organized with intro, 3-7 main points and summary○ Focuses on “need to know” information○ Relates to past learning and experience (schema)○ Progresses from simple to complex (spiral curriculum-Jerome Brunner)○ Includes practical, relevant information (and ability to apply/practice)○ Accommodates a variety of learning styles - the more active, the better▪ Develop Teaching Plan<ul style="list-style-type: none">○ Content is related to objectives○ Methods are consistent with learning principles○ Materials support instruction
3. Implement: <ul style="list-style-type: none">▪ Follow teaching plan, adapting as needed.▪ Share tips and tricks of the trade.
4. Evaluate: <ul style="list-style-type: none">▪ How do you know if your program is successful?<ul style="list-style-type: none">○ Learning Objectives and other metrics○ Subjective and Objective measures○ Sample evaluations▪ What are the implications for future instruction?
References and Resources
<ul style="list-style-type: none">▪ Deck, Michele, <u>Instant Teaching Tools for Health Care Educators</u>, Mosby, 1995.▪ Darkenwald, Gordon & Sharan Merriam, <u>Adult Education: Foundations of Practice</u>, Harper and Row, 1982.▪ Haroun, Charles & Susan Royce, <u>Delmar's Teaching Ideas and Classroom Activities for Health Care</u>, Delmar Cengage Learning, 2003.▪ Mager, Robert, <u>Preparing Instructional Objectives</u>, Center for Effective Performance, 1997.▪ Reigeluth, Charles, <u>Instructional Design Theories and Models</u>, Lawrence Erlbaum Associates, 1983.▪ Stolovitch, Harold & Erica Keeps, <u>Telling Ain't Training</u>, American Society for Training and Development, 2002.

Cone of Learning (Edgar Dale)



Edgar Dale, *Audio-Visual Methods in Teaching* (3rd Ed.), Holt, Rinehart, and Winston (1969).

Sample Teaching Plan

Course Name _____ Instructor _____
 Date _____ Time _____

Course Objectives: Upon completing this course, the learner will...

1. Define xyz. (cognitive- what do they know?)
2. Demonstrate how to xyz (behavioral- what can they do?)
3. Feel xyz as measured by (affective- how do they feel?)

Time	Topic	Methods	Materials
8:00 am	Introduction	Welcome group, introductions, ice breaker	What is needed to accomplish introduction
8:15 am	Overview	Preview course agenda/objectives Explain housekeeping details/ground rules Ask for and answer questions.	Course agenda
8:30 am	First topic -Subtopic -Subtopic	Show/Present topic: ie. video clip/Powerpoint/demonstration, etc.: [title] After presentation Ask: question Write responses on flipchart. Skills check off if needed	Appropriate presentation materials and equipment (multimedia) Flipchart, markers
8:50 am	Break		Nutrition Services, if any
9:00 am	Second topic -subtopic -subtopic	Present other topics using appropriate methodology Skills check off if needed	Make sure you have appropriate materials ready
	Summary and Conclusion	Review class content Ask for and answer questions Administer skills check offs, or administer a test if needed to verify objectives mastered. Distribute Course Evaluation forms	Course Evaluation Forms

