



Learning Theories & Curriculum Development

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Questions for today

- What learning theories are relevant to clinical teaching?
- How to apply principles of learning theories to practical teaching?
- What strategies do successful teachers use?

Concepts for modern teachers

	Passive learning	Active learning
Teaching	Telling learners facts , passive transmission of knowledge (What)	Enabling self directed learning, building on prior knowledge (How, Why)
Knowledge	Series of facts	Understanding of principles and concepts
Learning	Memorization of facts	Active construction of knowledge- learners must be personally invested

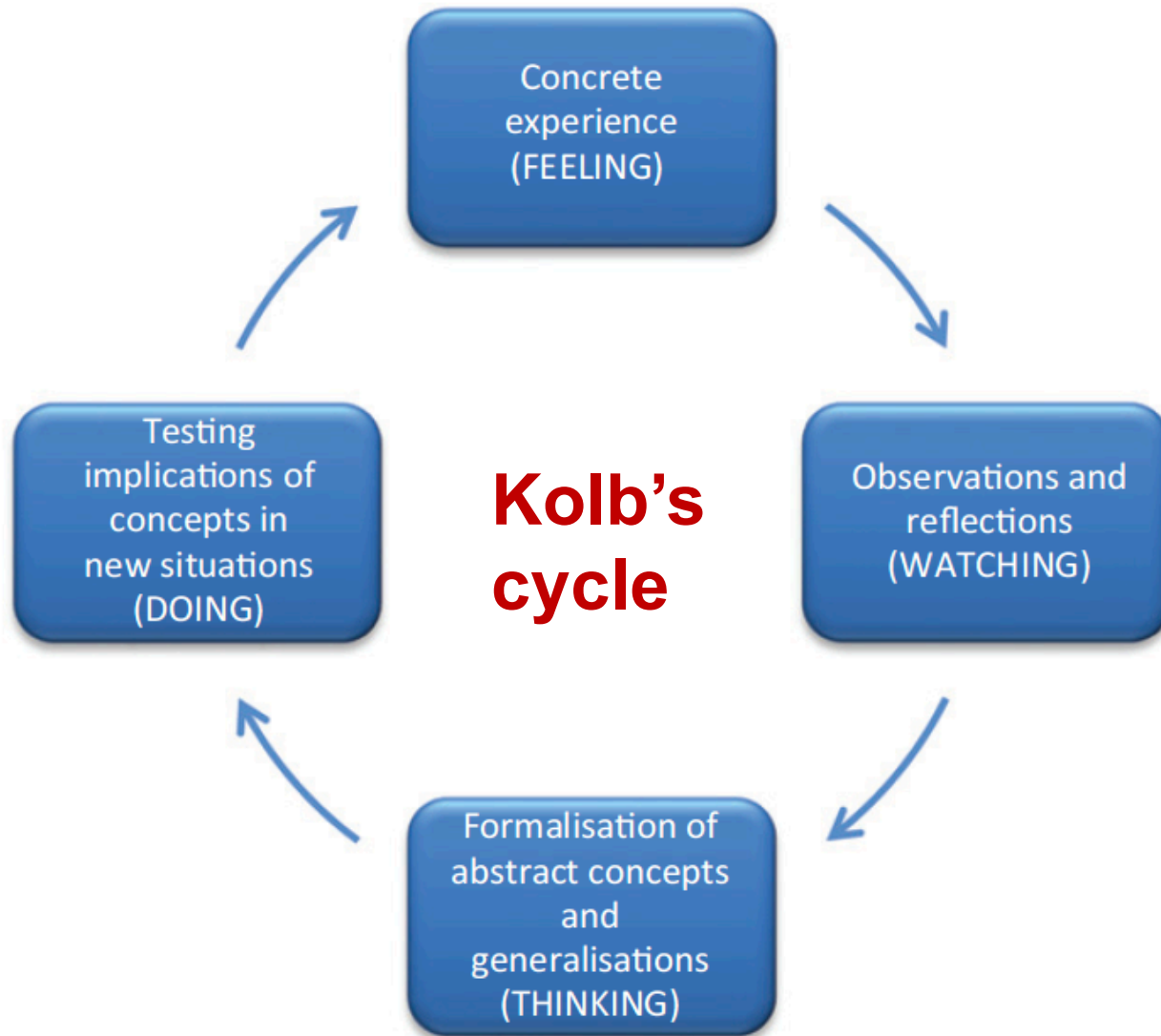
Androgogy of Adult Learning

- (1) The need to know (Why do I need to know this?)
- (2) The learners' self-concept (I am responsible for my own decisions)
- (3) The role of the learners' experiences (I have experiences which I value, and you should respect)
- (4) Readiness to learn (I need to learn because my circumstances are changing)
- (5) Orientation to learning (Learning will help me deal with the situation in which I find myself)
- (6) Motivation (I learn because I want to)

Malcolm Knowles Principles of Adult Learning

- Independent and self directing
- Prior experience is a rich resource for learning
- Value learning that integrates with the demands of their everyday life
- Interested in immediate, problem centred approaches than in subject centred ones
- Motivated to learn by internal drives than by external ones

Learning Styles



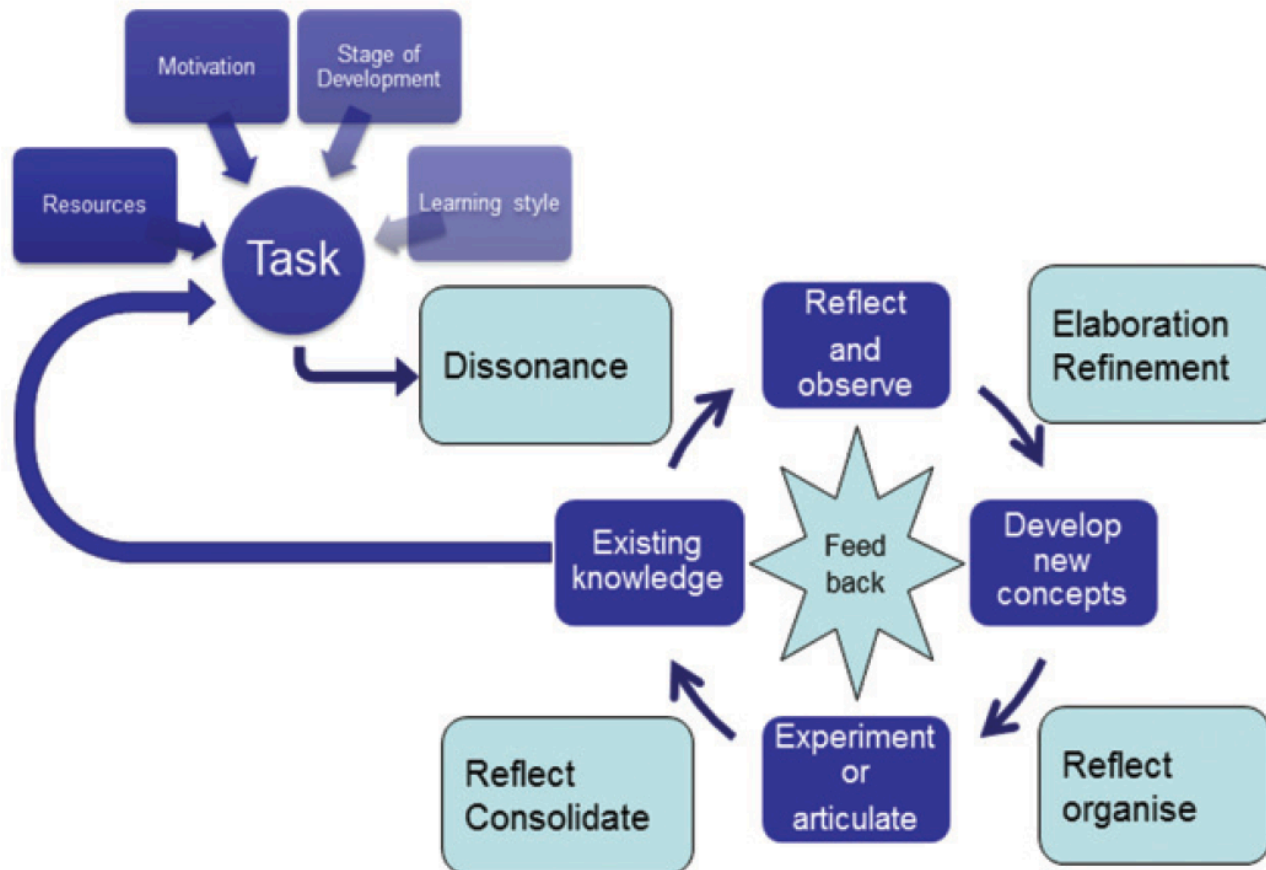
Transformative Learning

- Elaboration
- Refinement
- Restructuring

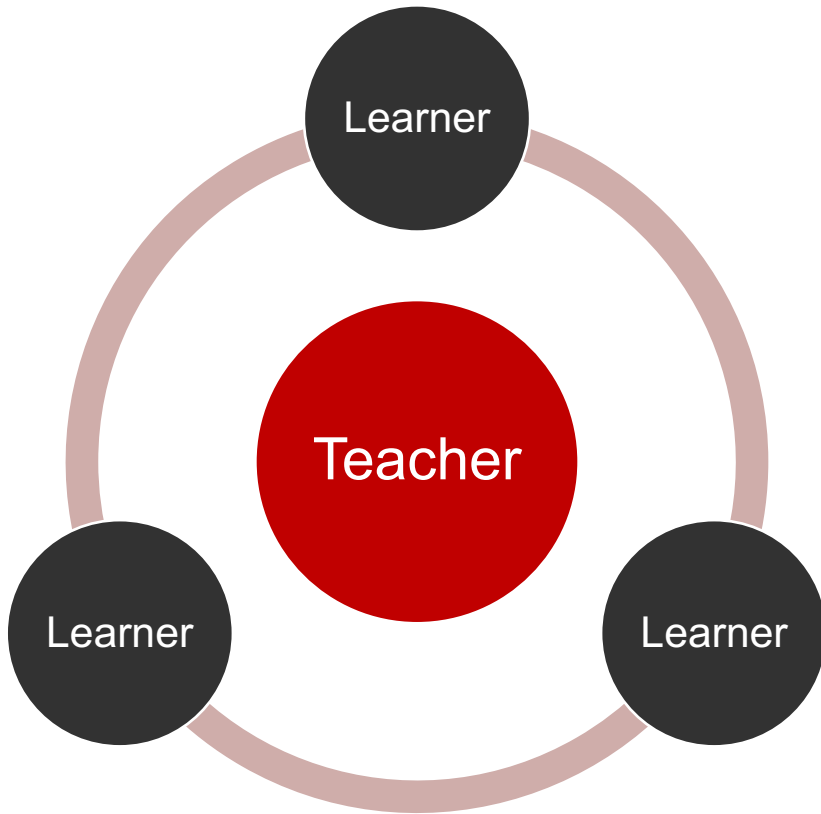
Reflective practice

- Reflection in action
- Reflection on action

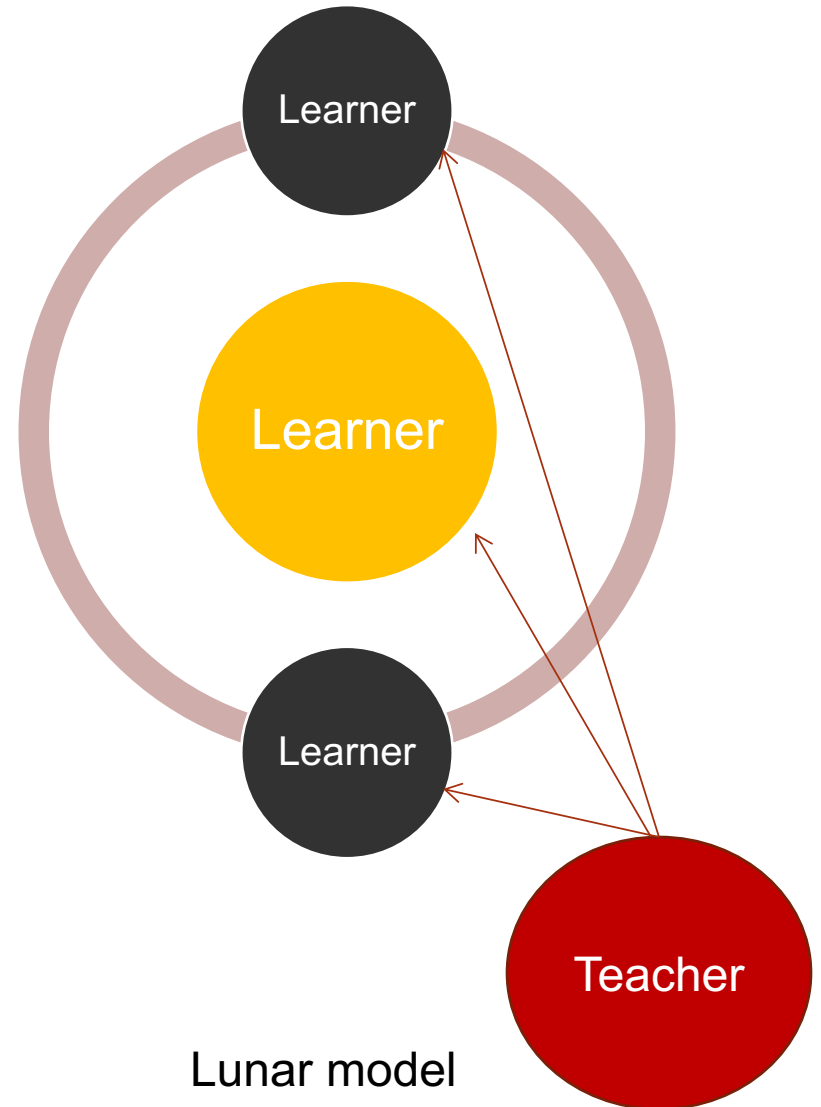
A proposed model of adult learning



CHANGING THE TEACHING PARADIGM



Solar model



Lunar model

Table 1. From Principles to Practice

Principles of Learning	Corresponding Recommendations for Teaching
1. Knowledge is constructed, not accumulated	Begin with students' conceptualization Use probing questions Encourage reflection
2. Expertise depends on experience with cases	Focus discussions on the patient Teach at the bedside Compare and contrast cases
3. Students learn when they are involved	Provide challenge <i>and</i> support Stimulate interest; make rounds fun Encourage independent learning
4. Learning is both a personal and a social process	Develop a learning community; provide orientation Leaven credibility with authenticity Know your learners

Ende . What if Osler were one of us? Inpatient teaching today. JGIM. 1997