

Learning Styles and Clinical Education

Susanne Murphy

Occupational Therapy Faculty, School of Rehabilitation Therapy

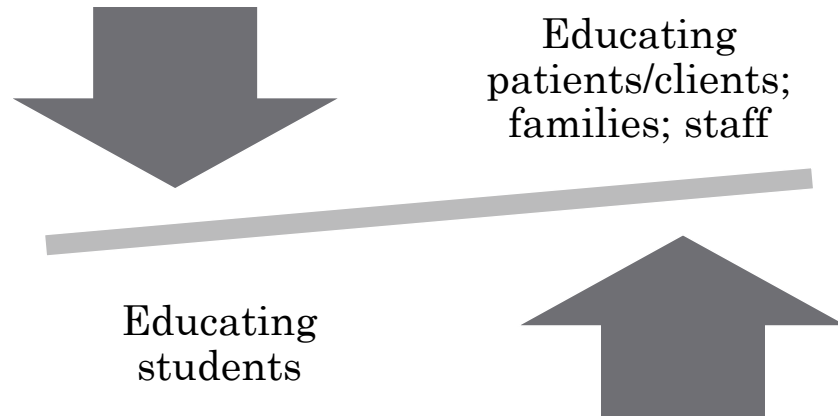
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Learning outcomes

- By the end of this webinar participants will be able to:
 - Explain the health professional role in clinical education;
 - Identify the determinants of learning that apply to their practice;
 - State the steps involved in assessing student learners' learning needs;
 - Describe different learning styles; and
 - Reflect on how teaching and learning styles are interrelated.

From clinician to clinical educator



Determinants of learning

1. Needs of the learner;
2. Readiness to learn; and
3. Preferred learning style to process information.

Role of the clinical educator in learning

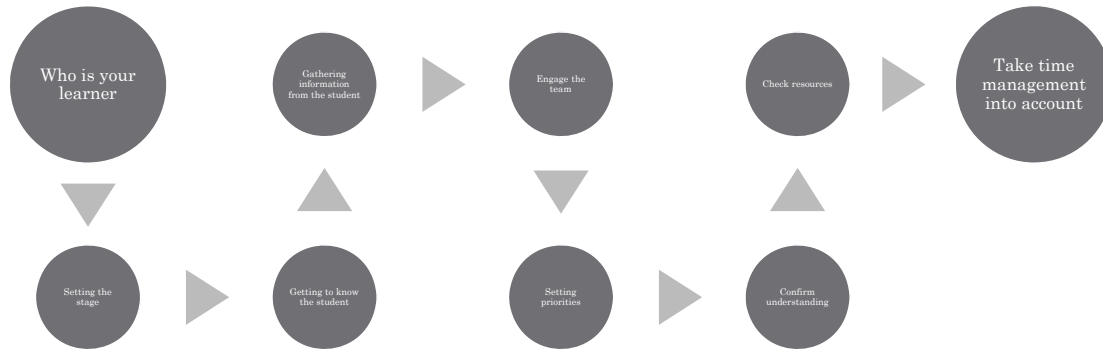
- Learner assessment
- Providing access evidence-informed information
- Identify progress
- Feedback
- Reinforcing acquisition of knowledge, skills and attitudes
- Determining the effectiveness of the clinical education experience

(Kitchie & Arnaud, 2019)

Important questions

- What does my student need to learn/want to learn?
- When is my student ready to learn what they need to learn/want to learn?
- How does my student learn best?

Steps to assess learning needs



(Kitchie & Arnaud, 2019)

Methodological approach to learning needs

- Conversations (structured/formal)
- Questionnaires
- Threshold knowledge tests
- Observations

PEEK-ing at readiness to learn

<u>P</u> hysical	• Measures of ability; complexity; environment
<u>E</u> motional	• Anxiety level; motivation; support; frame of mind; risk-taking
<u>E</u> xperiential	• Level of aspiration; coping mechanisms; locus of control
<u>K</u> nowledge	• Present knowledge base; cognitive ability; learning style

(Lichtenthal, 1990 in Kitchie & Arnaud, 2019)

Learning style

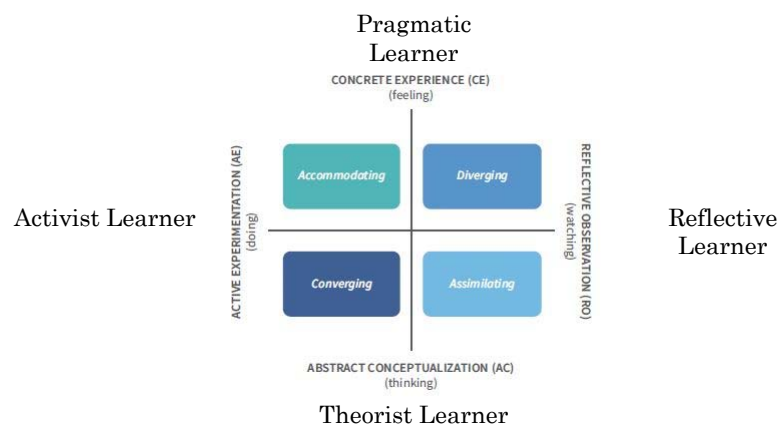
- Ways and conditions under which a person learns best and their preferred way of learning

(James & Carder, 1995; Cassidy, 2004; Furnham, 2012)

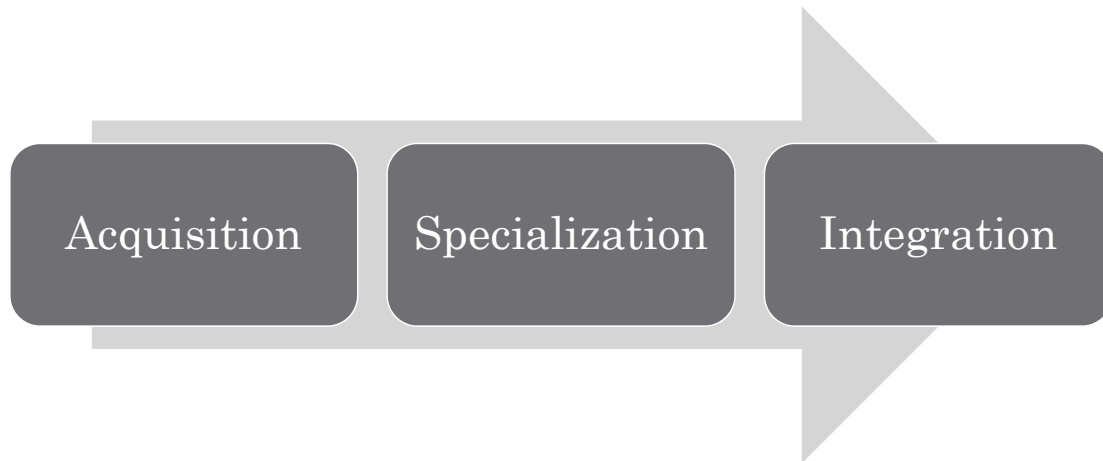
Models of learning

- Right-brain/left brain and whole brain thinking (1970s)
- Field-independent and field-dependent learners (1971)
- Dunn and Dunn learning styles (1967)
- Carl Jung (1921-1971) and Myers-Briggs (1980) typology
- Kolb's (1984) experiential learning model
- McCarthy's (1981) 4MAT system
- Gardner's (1983) eight types of intelligence
- Fleming and Mills (1992) visual, aural, read/write and kinesthetic (VARK) styles

Learning modes and styles – Kolb (1984)

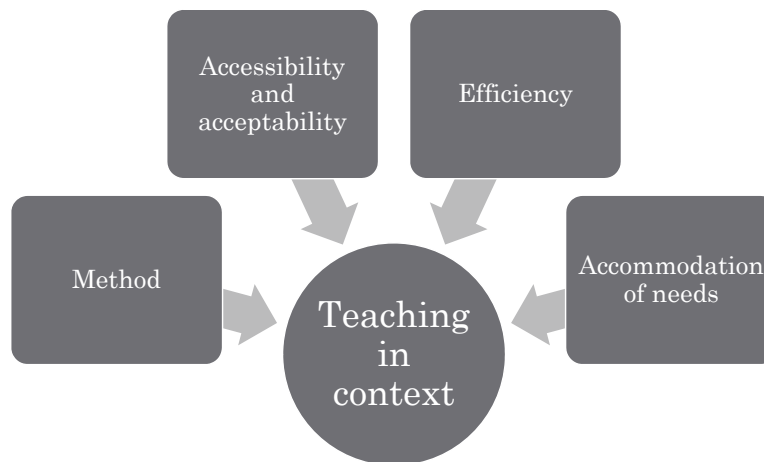


Learning as a developmental process



(Higher Education Quality Council of Ontario, 2016)

Examining clinical teaching



Enhancing your clinical teaching

- Serve as a role model
- Use anecdotes and examples
- Use technology
- Use methods to elicit discussion with the student:
 - One-minute preceptor
 - “Juicy” question of the day/week
- Use questions
- Elicit and give **specific** feedback

Teaching for specific learning styles

Learning Style	Tips and ideas
Activist	Offer new/novel practice opportunities; focus on the ‘doing’ of learning; give opportunities to ‘jump in’.
Theorist	Provide resources or things to study; talk about models, frameworks and concepts linked to practice.
Reflector	Allow opportunities to think before acting/practice; review the concept or clinical challenge, and provide time to go away and come back to the ‘issue’.
Pragmatist	Offer short cuts and tips; make clear links to competency development and allow opportunities to practice.

Resources

- Kolb Learning Style Inventory
- <https://www.bunbury.wa.gov.au/pdf/environment/u472/Appendix%2019%20U472%20Community%20Facilitator%20Kolb%20Questionnaire%20Final.pdf>
- One Minute Preceptor
- <https://fhs.mcmaster.ca/facdev/documents/oneminutepreceptor.pdf>
- Preceptor Education Program
- <https://preceptor.ca/index.html>
- E-Tips
- <http://www.practiceeducation.ca/>

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