Teaching and Learning in the Workplace

Post study day activity and workplan

Module Aims:

- To introduce students to theories and principles relevant to teaching and learning in the workplace.
- To allow students to explore different educational approaches relevant to their practice.
- To develop participants’ ability to organise and manage workplace-based teaching.
- To facilitate development of skills in the practice of on-the-job teaching.

Module Intended Learning Outcomes

- Critically appraise theories of learning in relation to work-based practice
- Evaluate the effectiveness of learner-centred strategies within specific contexts
- Discuss the principles of workplace assessments
- Apply the principles of learner-centred education to the workplace
- Devise strategies to teach flexibly and adaptively in unpredictable learning environments
- Design and implement plans to identify and meet more junior colleagues’ learning needs
- Demonstrate the ability to give effective feedback

Module Assessment summary

2 examples of workplace teaching;

Describe, using literature and module content;
- How you planned the session
- How you taught the session
- How you monitored the learning during the session

For each case discuss, giving specific examples, how you would plan, teach and/ or monitor the learning differently in the future, based on your understanding of how people learn in the workplace.

The purposes of the workplan are;

- To help you develop your understanding of module content
- To help you think about applying the module content to your educational practice
- To help you to structure your study towards the assignment

Timetable overview for module

- Study day 1 – 13/11 to 27/11
- Study day 2 – 1/12 – 22/12
- Study day 3 – 25/2 – 18/3
- Submission deadline 9/5
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Thoughts, applications, and possible discussion forum links</th>
<th>Assignment links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between study days 1 and 2</td>
<td>Review the slides and handouts from the 1st study day. What sticks in your mind? What interests you?</td>
<td>Post any early thoughts and observations on the discussion forum.</td>
<td>Useful early thoughts you might draw on for your assignment</td>
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<td></td>
<td>Read around Vygotsky and the zone of proximal development. (if you search on Google Scholar you will find a number of short references that will help you) Look at socratic questioning (see ‘module docs’ or your handout from the study days for some examples) Try some out;  - In teaching?  - In conversations??!!</td>
<td>Post some ideas; how might you use the ZPD idea to help you pitch your teaching at the right level of challenge? Post one example of a Socratic question that you think does, or could, work well in workplace teaching</td>
<td>Links to how you taught your session or to how you might make changes to the session</td>
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<td>Think about your approach to feedback. Read the following (all available on the reading tab on MENU);  ‘Seeking a different angle on feedback in clinical education: the learner as seeker, judge and user of performance information’ Molloy &amp; Boud  ‘Feedback: the complexity of self-perception and the transition from ‘transmit’ to ‘received and understood’” Murdoch-Eaton  ‘Twelve tips for giving feedback effectively in the clinical environment’ Ramani and Krackov</td>
<td>Post any thoughts or observations on how your approach to giving feedback might change as a result of this material. Do you have a view on what might work best when?</td>
<td>There might be links here to your suggested plans for changes to your sessions</td>
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<tr>
<td>For study day 2</td>
<td>Complete the Honey and Mumford Questionnaire</td>
<td>We will discuss it on the morning of study day 2</td>
<td>Links to how you taught your session or to how you might make changes to the session</td>
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<td>Bring notes on your case examples once again</td>
<td>We will be applying the content to your own examples</td>
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<td>Write short notes; Think of a role model – could be for any aspect of your life  - What is it that makes them a role model?  - What effect have they had on you?</td>
<td>We will be discussing this topic more fully during the study day</td>
<td>Links to how you taught your session or to how you might make changes to the session</td>
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### Between Study days 2 and 3

**Read the following:**

Zimmerman, B.J. (2000) Self-efficacy; an essential motive to learn Contemporary Educational Psychology vol 25: 82-91 (available on the reading tab on MENU)

**What do you do, or could you realistically and specifically do, to enhance self efficacy in your learners, based on this theory?**

**Links to how you taught your session or to how you might make changes to the session**

**http://www.mrscullen.com/images/wd_hw_evengenuisesworkshard.pdf**

**Can you think of learners that exhibit a fixed ability mindset? What do you do, or might you do, to help them move to a growth mindset?**

**Which mindset do you have as a learner?**

**Links to how you taught your session or to how you might make changes to the session**


**To what extent do you exhibit good role modelling according to these principles?**

**What hidden curricular messages to do transmit when teaching?**

**Links to how you taught your session or to how you might make changes to the session**

**Revisit the discussion in study day 2 on the importance of the environment for learning, and the idea of expansive and restrictive environments**

**To what extent is your current working an environment ‘expansive’ or ‘restrictive’ to you as a learner?**

**What could you do to enhance how expansive the current teaching environment is for your learners?**

**Links to how you taught your session or to how you might make changes to the session**

### For study day 3

**Read the following article:**


This is a very good overview of workplace learning. Give yourself the time to read it in chunks, and/ or a few times!! Make a few notes on anything you might use to plan, teach, or monitor learning in your workplace teaching sessions.

Think of examples of something you might do that is new or different, either before or during a workplace teaching session, that you think might make it a better learning experience for the learner. We will build on those ideas in the workshop in the afternoon of study day 3

**Think of one example of something you might do that is new or different, either before or during a workplace teaching session, that you think might make it a better learning experience for the learner.**

**Link this idea to one of the theories of learning discussed in the paper or on the study days**

**We will spend some time discussing this during the study day.**

**Following the reading and the discussion on study day 2 you may like to post on the discussion forum**

**By sharing these ideas, and seeing and hearing the ideas from others, you will have a number of possibilities you can use in your assignment write-up**

We will discuss and apply this in the study day.

By mid March: Have you booked a one to one surgery for your assignment? Have you written and emailed a draft by 24hrs before the surgery?

Feel free to post any specific questions on the forum.

Final clarifications.

9th May: Submission deadline

Blue = optional

Red = required