Learning from experience: a fresh look at an old idea

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How do you see learning?

Sfard’s metaphor (1998)

Learning-as-acquisition  Learning-as-participation
Old idea

Dewey (1938)
Kolb’s (1975)
Learning Cycle...

Significant model
Coffield (2000)

Authenticity
Fresh look...

Work-based learning – socio-cultural theories
How context influences learning??
Quality?

“Establishing and maintaining an effective environment for learning”
Domain 2 London Deanery Professional Development Framework
My work-based learning

Researching Clinical Learning and Practice network

CETL Work-based Learning for Education Professionals

Institute of Education

University of London
Thinking about the clinical firm

Community of Practice
(Lave and Wenger, 1991)

We cannot learn without belonging...

Site – outpatient clinics
integration, ‘talk’
(Morris, 2012)

London Deanery e-module – practical guidance
invitational qualities
making learning opportunities explicit
thinking aloud
Activity Theory
Communications Skills
Medical school to ward
Problems of transfer and dissonance

“that when they took a patient-centred approach in their relationships with patients, their senior colleagues communicated to them that they were working too slowly”

(Brown, Acad Med, 2010)

Developmental transfer
Semiotics – meaning making
(Bezemer et al., 2011, 2012)

Site: Operating theatre
Multi-modal environment
Speech, gesture, gaze, imitation

Greater awareness and recognition of learning
Embodiment
Thinking about the learning of faculty

How does context affect the learning of faculty?
What and how are colleagues learning about teaching through their everyday experience?
Do some sites afford more opportunities?

Agenda?

“faculty development can occur in a variety of contexts and settings, and often begins with informal learning in the workplace

...Steinert (2010)
Eraut

Research tool
8 domains

Task Performance, Role Performance, Personal Development, Academic Knowledge and Skills, Teamwork, Decision making and Problem solving, Judgement Awareness and Understanding

53 workplace learning trajectories (2005)
Tasks we are allocated
Challenge, expectation, feedback, make sense

People we encounter
Collaborate with, observe, ask Qs, reflect
Research Design

- Novice teachers < 3 years experience
- 12 staff
- Medical School, Hospitals, General Practice [Family Doctors]
  (Lecturers/researchers, FY docs, GP tutors)
- In-depth, semi-structured interviews
- Interviewed twice over 4 months
- Tacitness - map of their workplace
People and groups: Learning
Final Analysis

Thematically analysed all data from interviews and maps – ‘what’ and ‘how’

Eraut’s (2004) typology of ‘what’ is learnt

14 key themes
Learning through work activity

(adapted from: Cook V Med Teacher, 39(12) 2009)

Task Performance
- Getting the level right
- Questioning techniques

Role Performance
- Versatility and Spontaneity
- The ‘Art’ of the good teacher

Personal Development
- Developing confidence
- Disposition to keep updated
“How can I leave? (laughs) Can I invent an emergency or something...really, really nervous and my heart would be almost pounding out of my chest and I did, I could feel my face reddening and it was obvious that I was nervous...” Int 1 Lect

“Pushing through that was great”...Int 1 Lect

(from Cook V Med Teacher 31(12) 2009)

“I mean you’re always worried that somebody is going to come up with a killer question ...certainly I’ve got more confident, just you’ve had some tough audiences” Int 3 Lect
How...

Observing...skilful questioning
  technical slickness
  bringing ‘subjects to life’
  poor exemplars

They senior doctors feel they have to do it (teaching)…they’re not really getting anything out of it and the student’s just kind of sitting there hearing about it” (Case 5: Int 5b)
Expansive and Restrictive Framework


Working environments can be ....
Some indicators of difference

GPs and Hospital Doctors – feedback, co-tutoring, teaching

Less expansive environments

less participation-less challenge

“Most of the time I would like to do more teaching but it is difficult – you need to put your self forward much more to get teaching” Int 11b GP
Follow up study

Cook V. (2009) ‘Mapping the work-based learning of novice teachers: charting some rich terrain’, Medical Teacher. 31 (12), e608-e614

British Medical Journal BMJ on-line Learning questionnaire
Oct 2010-April 2011

42 responses

Compare opportunities for workplace learning across clinical settings
How would you describe your opportunities to engage in each of the following activities?

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be observed teaching</td>
<td>71.1%</td>
</tr>
<tr>
<td>Observe others teaching</td>
<td>67.6%</td>
</tr>
<tr>
<td>Engage in activities beyond teaching</td>
<td>67.6%</td>
</tr>
<tr>
<td>Co-tutor</td>
<td>66.7%</td>
</tr>
<tr>
<td>Practise teaching</td>
<td>44.7%</td>
</tr>
</tbody>
</table>
Maximising work-based learning

• Have the level of teaching skills and prior experience been identified and appropriate developmental activities matched and planned?
• Is current teaching experience sufficiently consistent and varied to allow for development?
• Are teaching tasks appropriately challenging so that they extend existing expertise?
• Are opportunities maximised for co-tutoring, observation of and being observed by experienced colleagues?
• Is feedback on teaching performance being provided?
• Are opportunities available for external networking e.g. attending teaching conferences

http://www.smd.qmul.ac.uk/quality/staffdevelopment/workbasedlearning/index.html
Community of Practice...

• “if you are able to immerse yourself in a group, it gives you so much...its being able to look at things critically with education glasses on..the same way you would look at a patient with, you know, diagnosis glasses on ...its a different approach, a different way of looking at things...”

Steinert (2010)
A few final thoughts...

At a juncture:
Learning through experience

Unsettling
Broader and deeper understanding
Gives new ideas for enhancing learning
Recontextualisation
Affordances

Thank you!
References


Brown J. Do the communication skills of medical students transfer to the clinical workplace *Academic Medicine* 85(6), 1052- 1059


References


Websites:
CETL in work-based learning
http://www.wlecentre.ac.uk

London Deanery e-module on facilitating work-based learning
http://www.faculty.londondeanery.ac.uk/e-learning/facilitating-learning-in-the-workplace

Book:

See Chapters 1, 2, 5 7

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