Bumblebees and transformers

Contemporary learning

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Elements to consider

central idea

Can you highlight any identifying / essential components to this theory/model

Philosophy?

Ways to use it...

Comments

Kolbs learning cycle

Learning is a cycle through which we explore our experiences using reflection, abstract thought and experimentation

There are four sequential events / elements

1. concrete experience
2. Reflective observation
3. Abstract conceptualisation
4. Active experimentation

Individualistic / aligns with cognitivism

Often used in reflective practice, could be used in developing understanding of clinical skills learning

Comments

Has been ==criticised== for sequential nature. Over simplified. Not accounting for social components of learning

Transformational learning

Is thinking how you are going to put new theory into practice and where it fits in the grand scheme of things. Changes to one's frame of reference

Transformational learning is holistic but also occurs in a community.
You need dialogue, challenge, other people to point out certain things to you.
On our own we have our value system.

CENTRAL IDEA:Based on 2 tenets of learning, are INFORMATIVE and TRANSFORMATIVE.

A shock, or dissonant moment spurs or triggers the process, the need to make sense of an experience and transform it into personal meaning.

INF--information gathering with little meaning making or encapsulation. More explicit and lower level thinking. Changes to WHAT we know. Facts, figures, etc. that are explicit but not attached to larger picture, meaning or clinical relevance.

TRANF--turning information into knowledge, making sense of information connections, encapsulating for transferability into different contexts/settings. Turning explicit into tacit knowledge. Changes in HOW we know.

Transformative learning describes a change in the WAY we know things

ESSENTIAL ELEMENTS:

Informative and Transformative.
10 levels, steps, phases:
Disorienting dilemma
Self-examination
Sense of alienation
Relating discontent to others   Explaining options of new behavior   Building confidence in new ways   Planning a course of action   Knowledge to implement plans   Experimenting with new roles   Reintegration.

Philosophy:

Active and intentional blending of experiential and constructivist approach to learning, focused on making meaning of one's experience. In clinical sense, active process of making case patterns/illness scripts

Ways to Use It:

Create positive environment and culture for this to occur, clinically and dicactically. Express need for "thinking and linking" of information , into clinical and professional meaning.

Supervision groups and Balint groups — ANONYMOUS

reflective practice? — ANONYMOUS

Transformational learning going hand in hand with threshold concepts? — ANONYMOUS

Communities of practice

Collective learning in a shared domain

Need a community, a joint focus and a place of meeting (does not need to be defined physically or in time). Need all three to have a community of practice as opposed to just one element.

Social constructivist

Ways to use it:

Using social media to create a community of practice.
How the apprentice model has evolved for students to create peer learning in a community of practice.
Why do GPs continue in a community of practice after training?
Potential for reflective/focus group study on why it continues - maybe GT or thematic analysis.

Communities of inquiry

helps to understand online learning

Three essential components:

1. Social presence
2. Cognitive presence
3. Teaching presence

Ways to use it...

1. Online learning techniques to encourage social interaction/discourse e.g. putting videos on, breakout rooms, fora/discussion boards

Critical reflection and motivation are essential components.

Philosophy

Social and cognitive

Comments

Quite relevant in a covid world with undergraduate and postgraduate medical education.

interaction between participants is critical with social discourse, dialectic interaction and reflection all important for developing as a learner in online environment

Ways to use it

Some responsibility on the teacher/facilitator to set the scene for students to increase a social presence.
Assuming all learners are motivated and will exercise critical reflection, modular approach to learning with regular assessment.
Formative (or summative) assessment of engagement has been used (based on the groups experiences)
Equipping learners enough to drive inquiry.

There are three key domains to optimise educational experience

1. Social presence
2. Cognitive presence
3. Teaching presence

Interesting discussion about overlap with other learning theories:

cognitivism
experiential learning
communities of practice
Socio cultural theories eg:
Social constructivism
Reflective practice
Expansive learning!

Useful for considering approach to remote teaching and in particular longitudinal online courses

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