Learning Together: Education Planning

Clinical Implementation

April 11, 2023

Agenda

- Language of Learning
- Pre-session Activity Review
- Adult Learning Principles
- Education and Training Planning Tools
- Planning for Engagement
- Making Time for Learning
- Overcoming Technological Challenges of Digital Learning
- Lessons Learnt

Clarification of Language

Education
- Classroom
- Foundational, wide-base of knowledge
- Theoretical orientation

Training
- Knowledge, skills and attitudes to perform a task
- Practical application
- Hands on/job experience, interactive

Communication of Information
- Sender, message and recipient
- Written, visual or verbal
- Awareness of change

Pre-Session Activity – Email/Survey

The Tipping Point

Did Not Respond
Attended the Session

No Response
Did Not Attend

Responded to Survey

Responded and Read

10 Responses   65 others →

2.5% Innovators | 13.5% Early adopters | 34% Early majority | 34% Late majority | 16% Laggards

I have read the attached link on adult education and learning. (This is completely optional)
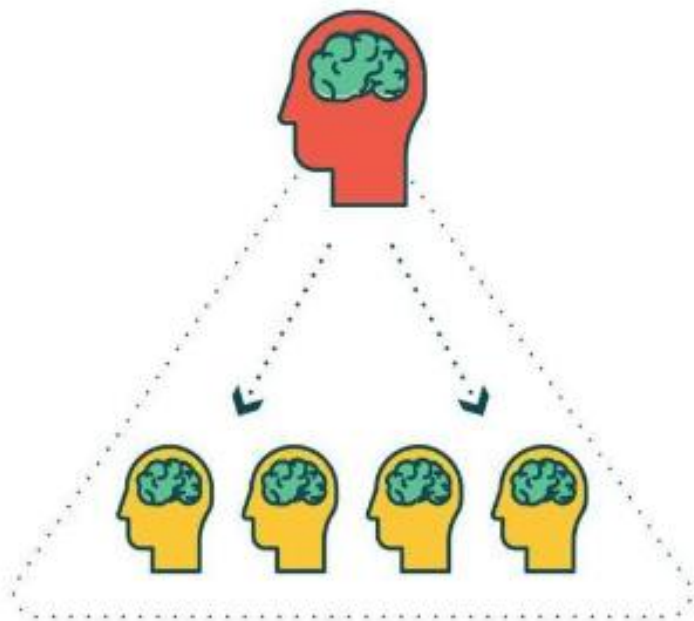
Answered: 10   Skipped: 0
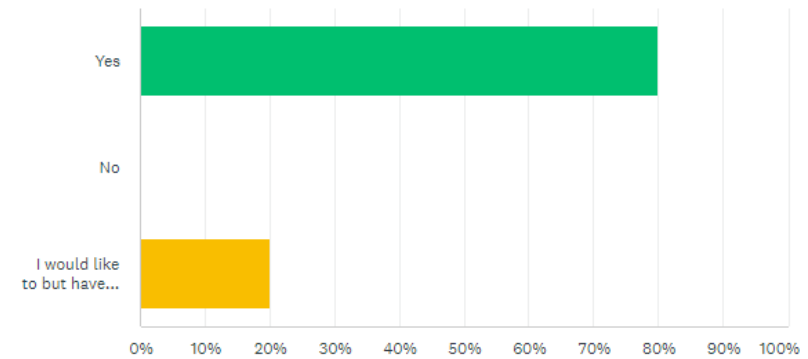
- For 70% this topic is directly relevant to your role
- Top 3 ways we learn: doing, watching and reading
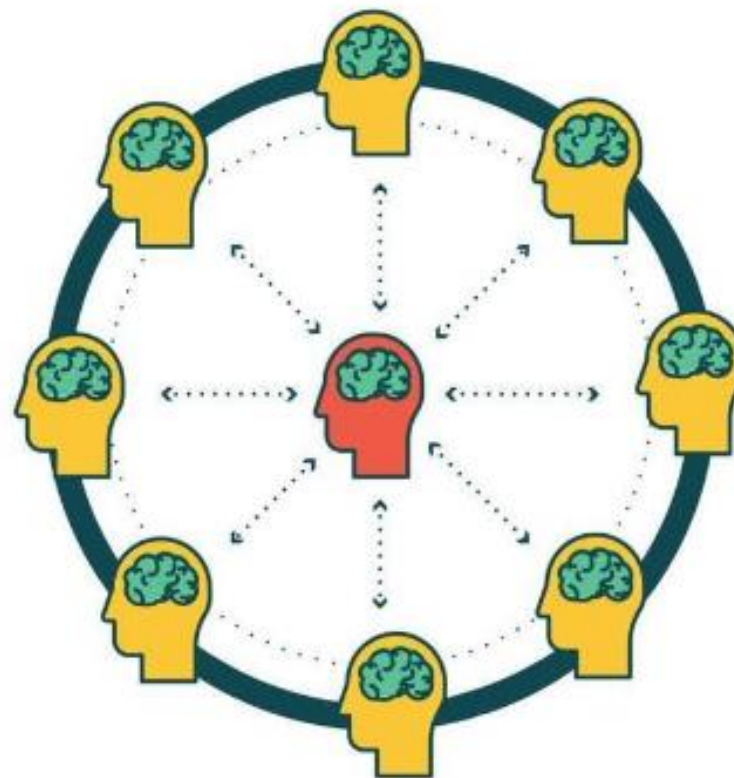- Law of Diffusion of Innovations: Simon Sinek Video (8min 41sec)

PEDAGOGY

CHILDREN'S LEARNING PROCESS

ANDRAGOGY

ADULT LEARNING PROCESS

VS

Adult Learning Principles

Learning Styles

Visual

Auditory

Reading & Writing

Kinesthetic

VARK - Learning Style Questionnaire
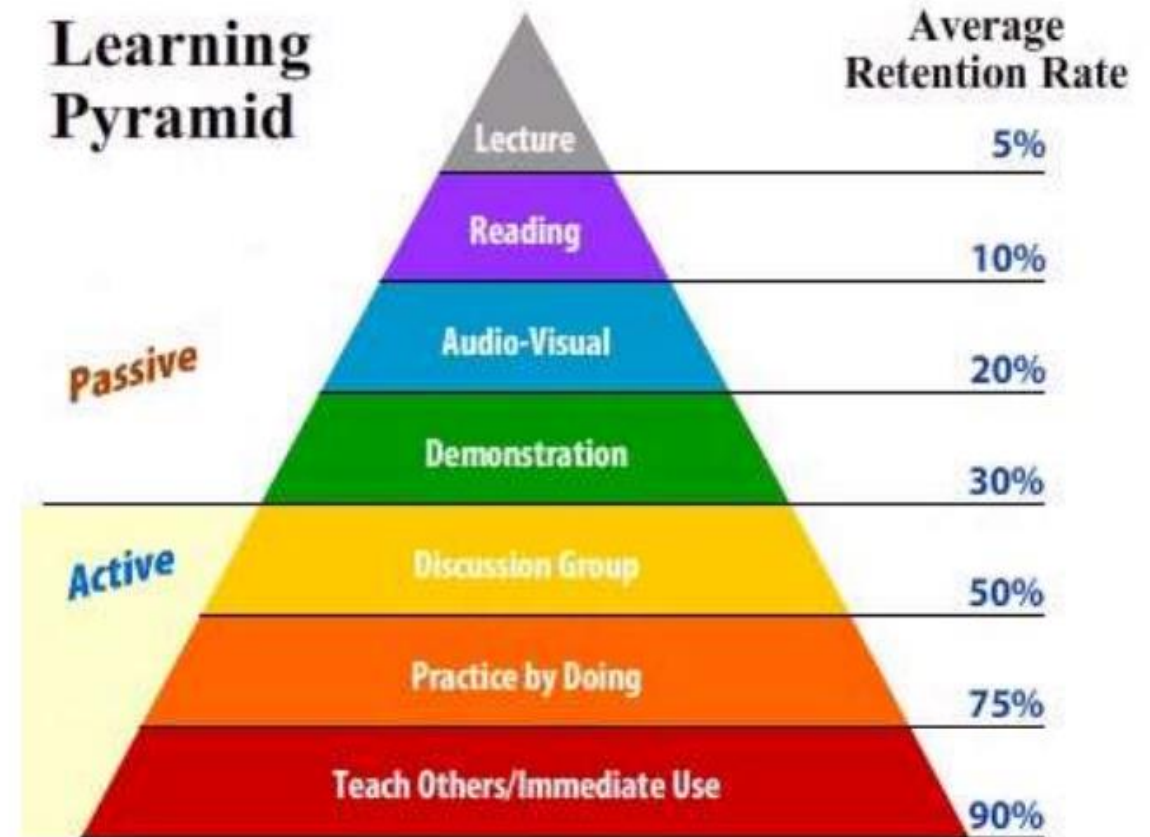https://vark-learn.com/wp-content/uploads/2014/08/The-VARK-Questionnaire.pdf

As a content developer and facilitator why is knowing your own learning style important?

Visual Strategies
Aural Strategies
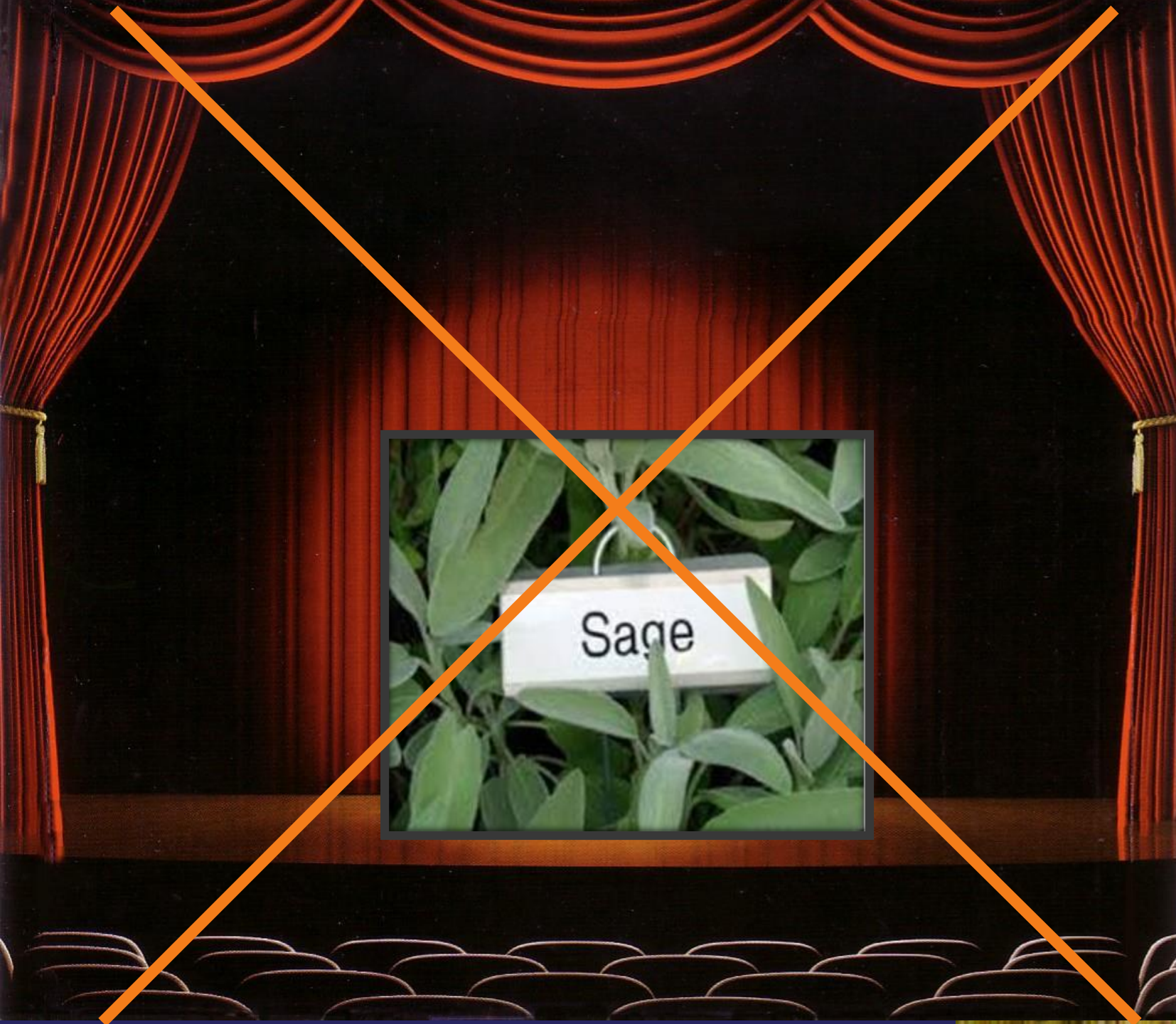Read/Write Strategies
Kinesthetic Strategies
Multimodal Strategies

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15 Strategies for Teaching Adult Learners

1. Keep your topic/information relevant
2. Tell stories as you're teaching
3. Break up the information to avoid cognitive overload
4. Get everyone involved
5. Keep them engaged
6. Focus on your learners' life experience
7. Be mindful of different learning styles
8. Make your material visually stimulating
9. Let them explore on their own
10. Encourage questions and discussion
11. Provide feedback
12. Offer encouragement
13. Be flexible
14. Be passionate
15. Have fun

Learning Pyramid — Average Retention Rate

Passive:
- Lecture — 5%
- Reading — 10%
- Audio-Visual — 20%
- Demonstration — 30%

Active:
- Discussion Group — 50%
- Practice by Doing — 75%
- Teach Others/Immediate Use — 90%

Source: National Training Laboratories, Bethel, Maine

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Education Plan Template

- Assists in identifying education and training considerations
- Hover above each hyperlinked header for more information

Identify the known risks and barriers to education plan implementation and learning.

Are there system or educational constraints that must be worked within?

Are there system dependencies e.g. 'this' must happen first before training can occur?

What is the impact of not addressing these concerns?

Learning and Sharing, Short Education Plan Template

| Education Project Title: |
| Education Lead(s): |
| Estimated Education Development Completion Date: Click or tap to enter a date. |

- This document contains collapsible headers and word screen tips. Hover & click on hyperlinks for additional information
- Alternate, long version education plan templates are available upon request SHLearningSharing@sharedhealthmb.ca

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Education Planning

Education Project Goal

Scope

Objectives

Blooms Verb Taxonomy.pdf

Evaluation

Content Stakeholders

Learners

Learner Needs Assessment

Risks and Barriers

Document Scan

Methods: Delivery of Content

Education Decision Matrix V3 May 16 22

Resources

Roll Out and Learning

Location of Education Content

Communication Plan

PDSA

Education Decision-Making Matrix

How to Best Package Educational Material for End-User Consumption
Provincial Learning and Sharing Decision-Making Matrix

Legend: Y = Meets objective · 0 = Neutral · N = Does not meet objective

Common Educational Products

Objective(s) that you would like to accomplish	PowerPoint Presentation	LMS (Online) Course	Videos, Online	Simulation	Skills Lab/Demo	Poster	Checklist	Case Study	Decision Aid
Purpose									
Information transmission	Y	Y	Y	0	0	0	N	N	N
Hands-on skill development	N	0	Y	Y	Y	N	N	N	N
Change attitudes, beliefs and behaviour	0	0	Y	Y	N	Y	0	0	0
Critical thinking	N	0	0	Y	0	N	Y	Y	Y
Content Development									
Easy development	0	N	N	N	0	Y	0	Y	0
Easy content revision	Y	0	0	0	0	0	0	0	0
Quick production	0	N	0	N	0	0	0	Y	0
Uses common computer skills	0	N	0	0	Y	0	Y	Y	Y
Uses readily accessible technology	Y	N	0	0	Y	0	Y	Y	Y
Low production cost	Y	N	Y	0	0	N	Y	Y	Y
Appropriate for complex content	0	0	0	Y	Y	N	Y	Y	Y
Appropriate for regularly changing content	0	N	N	0	0	N	N	N	N
Learner Accessibility									
Asynchronous learning	0	Y	Y	N	N	Y	Y	Y	Y
Learner uses common tech to access information	Y	Y	Y	N	N	Y	Y	Y	Y
Learner selects the location of learning	0	Y	Y	N	N	Y	Y	Y	Y
Messaging can be tailored during learning	0	N	N	Y	Y	N	N	0	0
Learning can occur quickly (not time intensive)	0	0	0	Y	Y	0	0	0	0
Allows for or is ammendable to broad dissemination	Y	0	Y	N	N	Y	Y	Y	Y
Content can be saved or accessed for future reference	Y	Y	Y	N	N	Y	Y	Y	Y
Learning Theory									
Appeals to visual learners	0	0	Y	Y	Y	Y	0	N	0
Appeals to auditory learners	0	0	0	Y	0	N	N	0	N
Appeals to kinesthetic learners	N	N	N	Y	Y	N	N	N	N
Appeals to reading/writing learners	Y	Y	0	N	0	Y	Y	0	Y
Interactive between learner and instructor	0	N	N	Y	Y	N	N	0	N
Actively engages learner	N	0	N	Y	Y	N	0	0	0
Dialogue occurs between participants	N	N	N	Y	0	N	N	N	N
Implement									
Ease of instructor implementation	Y	Y	Y	0	0	Y	Y	Y	Y
Allows for an assessment of learning	0	Y	N	Y	Y	N	Y	Y	0
Consistent content delivery	Y	Y	Y	0	0	Y	Y	Y	Y
Easy documentation (tracking) of learner participation	N	Y	0	Y	N	N	N	N	N

How to Best Disseminate Educational Material
Provincial Learning and Sharing Decision-Making Matrix

Legend: Y = Meets objective · 0 = Neutral · N = Does not meet objective

Common Distribution Methods

Objectives that you would like to accomplish	SharePoint Site (Portal)	TEAMS Channel/Presentation	Local Champions	Education Outreach Visits	Email	Webpage	LMS
Purpose							
One way knowledge transmission	Y	Y	Y	Y	Y	Y	Y
Participant collaboration and interaction	0	Y	Y	Y	N	N	N
Breadth and scalability of information sharing	0	0	0	0	Y	Y	0
Specificity, ability to target the right end-user	Y	Y	Y	Y	Y	N	0
Development & Maintenance							
Easy development	N	Y	0	0	Y	N	N
Easy content revision	Y	Y	Y	Y	0	0	N
Minimal content upkeep and revision	N	N	0	0	Y	0	0
Minimal consultation outside of HSIQ	N	Y	N	Y	Y	N	N
Uses common computer skills to develop	N	Y	Y	Y	Y	N	N
Minimal use of resources (fiscal, HR)	N	Y	0	0	Y	N	N
Administrative control over end-user access	Y	Y	Y	Y	0	N	Y
Minimize risk of users distributing information	0	0	Y	Y	N	N	Y
Appropriate for complex content	0	0	0	Y	N	N	0
Appropriate for regularly changing content	Y	Y	0	0	N	0	N
Ed Product Integration							
Allows for PowerPoint presenting or file sharing	Y	Y	0	0	Y	Y	N
Provides a forum for case study presentation or sharing	Y	Y	0	Y	0	0	Y
LMS course access	N	N	N	N	N	N	Y
Allows for decision aid presentations or file sharing	Y	Y	0	Y	Y	Y	0
Provides a forum for simulation	N	N	N	Y	N	N	0
Provides a forum for skills lab	N	0	Y	Y	N	N	N
Allows for video presentation or file sharing	Y	Y	Y	Y	0	Y	Y
Allows for the sharing of checklists or file sharing	Y	Y	Y	Y	Y	Y	Y
Allows for the sharing of electronic posters	Y	Y	Y	Y	Y	Y	Y

How to Package Education

Helps identify what educational products (outputs) lend themselves to what you're hoping to achieve.

How to Disseminate Education

Helps identify how to best distribute/share your education and training materials based on what you're hoping to accomplish.

Blooms Taxonomy Wheel

- Lower (remembering) to higher-order thinking and effort (creating)

- Dark blue – learning objective verbiage and descriptors
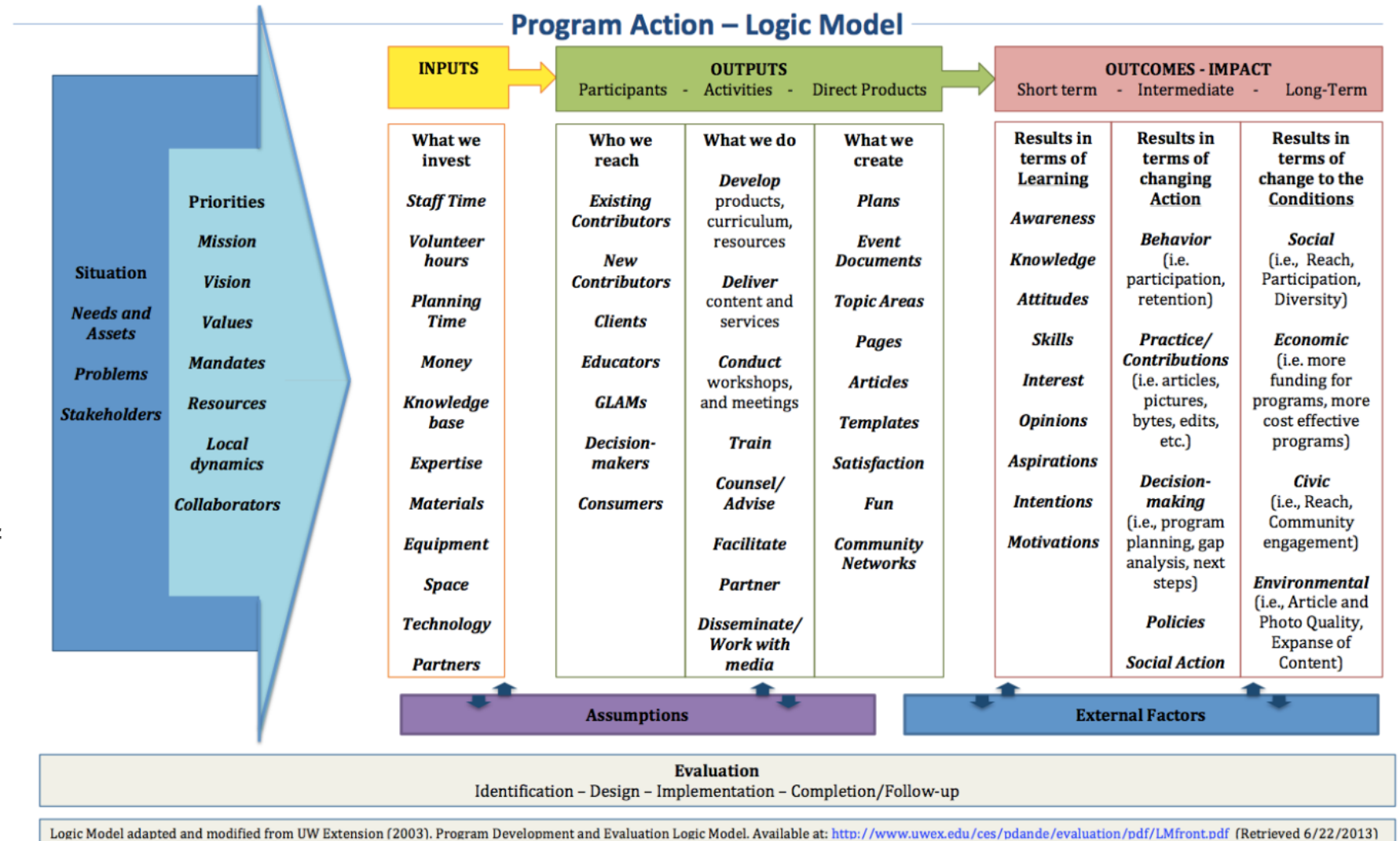
- Light blue – learning activities

Logic Model

Purpose:

Alignment between:

- Your resources (inputs)
- Your learners
- Your intended ed/training activities
- The outputs of those activities
- The expected outcomes of those activities

Is there a logical connection between inputs, outputs and outcomes?

Program Action – Logic Model

Situation
- Needs and Assets
- Problems
- Stakeholders

Priorities
- *Mission*
- *Vision*
- *Values*
- *Mandates*
- *Resources*
- *Local dynamics*
- *Collaborators*

INPUTS — What we invest
- *Staff Time*
- *Volunteer hours*
- *Planning Time*
- *Money*
- *Knowledge base*
- *Expertise*
- *Materials*
- *Equipment*
- *Space*
- *Technology*
- *Partners*

OUTPUTS — Participants - Activities - Direct Products

Who we reach
- *Existing Contributors*
- *New Contributors*
- *Clients*
- *Educators*
- *GLAMs*
- *Decision-makers*
- *Consumers*

What we do
- Develop products, curriculum, resources
- Deliver content and services
- Conduct workshops, and meetings
- *Train*
- *Counsel/ Advise*
- *Facilitate*
- *Partner*
- *Disseminate/ Work with media*

What we create
- *Plans*
- *Event Documents*
- *Topic Areas*
- *Pages*
- *Articles*
- *Templates*
- *Satisfaction*
- *Fun*
- *Community Networks*

OUTCOMES - IMPACT — Short term - Intermediate - Long-Term

Results in terms of Learning
- *Awareness*
- *Knowledge*
- *Attitudes*
- *Skills*
- *Interest*
- *Opinions*
- *Aspirations*
- *Intentions*
- *Motivations*

Results in terms of changing Action
- *Behavior* (i.e. participation, retention)
- *Practice/ Contributions* (i.e. articles, pictures, bytes, edits, etc.)
- *Decision-making* (i.e., program planning, gap analysis, next steps)
- *Policies*
- *Social Action*

Results in terms of change to the Conditions
- *Social* (i.e., Reach, Participation, Diversity)
- *Economic* (i.e. more funding for programs, more cost effective programs)
- *Civic* (i.e., Reach, Community engagement)
- *Environmental* (i.e., Article and Photo Quality, Expanse of Content)

Assumptions

External Factors

Evaluation
Identification – Design – Implementation – Completion/Follow-up

Logic Model adapted and modified from UW Extension (2003). Program Development and Evaluation Logic Model. Available at: http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf (Retrieved 6/22/2013)

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Plan for Engagement

Relevance

Hierarchy of needs
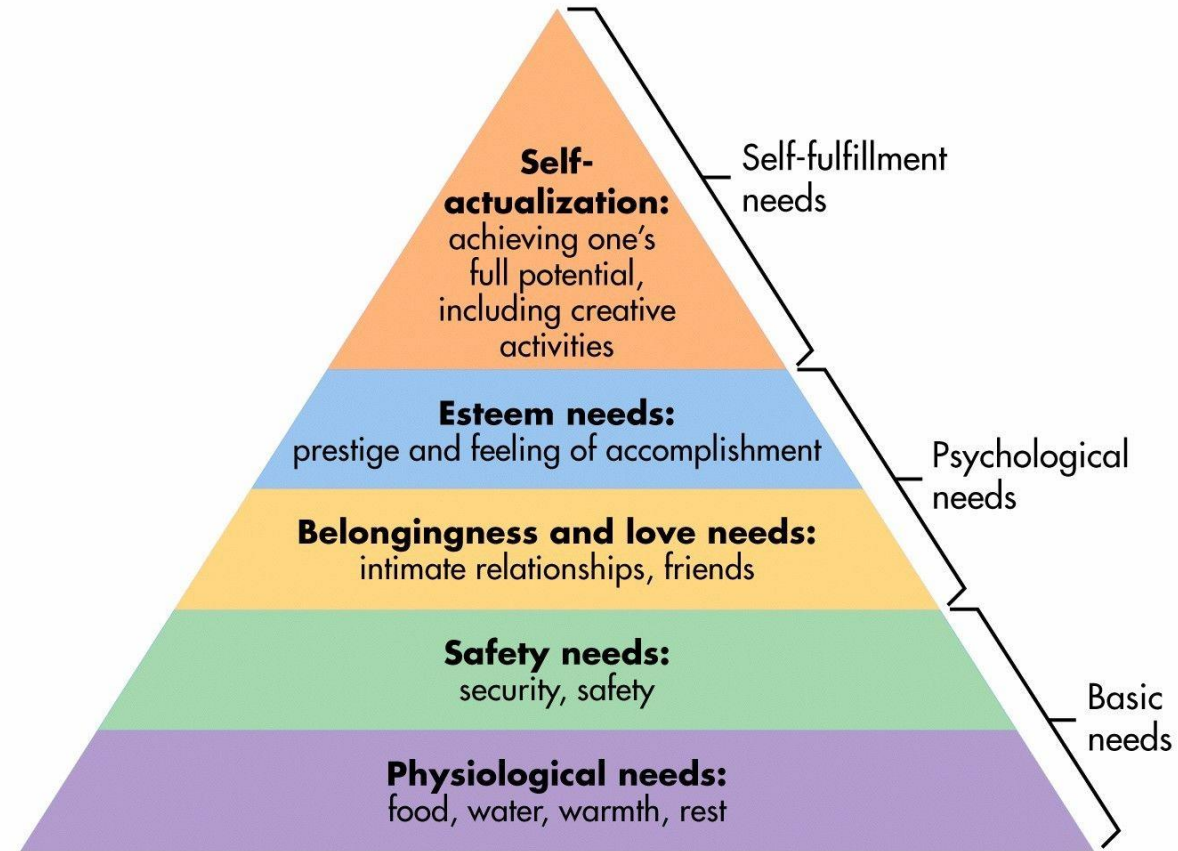
Appeal to different learning styles

Avoid information overload

Share stories and examples

Personality management

Use silence

Video cameras on

Maslow's Hierarchy of Needs

Making Time for Learning

Readiness to Learn
- Cognizance of competing priorities
- Create buy-in: what's in it for me?
- Just-in-time learning and applicability (forgetting curve)

Digestible Content
- [Microlearning](#) (< 5 minutes) or breaking up break up content

**Asynchronous and Accessible Learning**
- Self-directed learning
- Availability of information. Avoid information gate keeping!

Administrative Support
- Meaningful allotment of time or reprioritization of tasks

Figure 1. **Barriers to participation in adult learning**

Reasons for non-participation in adult learning (percentage of adults who wanted to participate but did not)
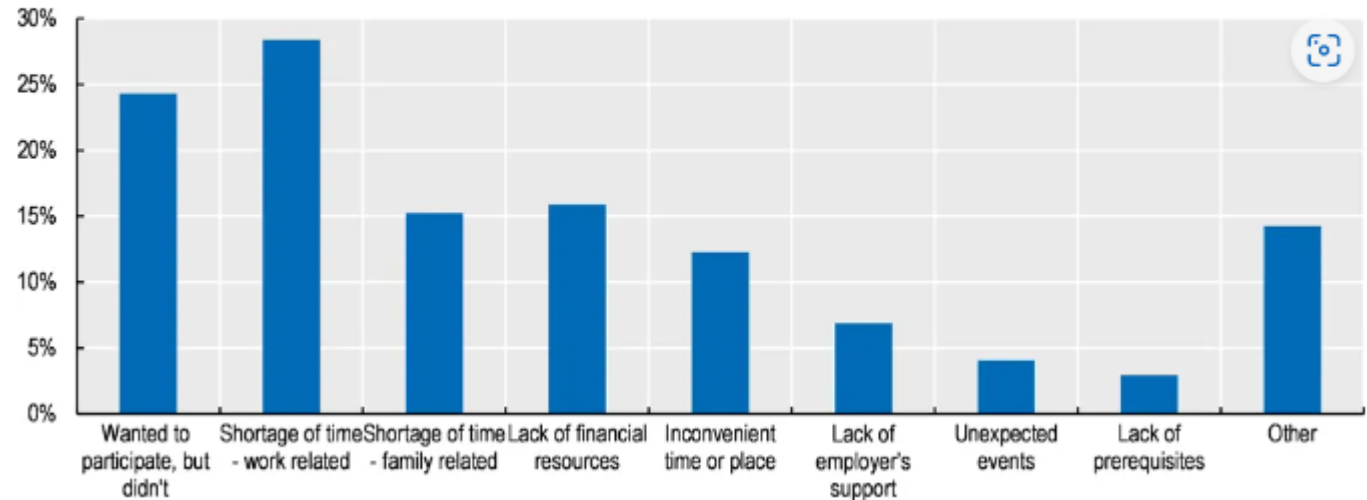
Canary in the Coal Mine?

Overcoming the Technical Challenges of Online Learning

- Digital literacy is an issue of inclusivity
- 1 in 3 struggle to perform their job effectively due to limited digital problem solving skills

Challenges

- Technical (access, understanding platform)
- Where to obtain assistance
- Time management (need more time)
- Awareness

Impact

Anxiety (<concentration/retention)
Alienation
Decreased engagement
Decreased efficacy of training/education

Practical Tips

- Synchronous or blended training methods provide a forum for real-time peer troubleshooting
- Do NOT assume that your audience has a familiarity with the technology being used for training
- Actively offer early assistance r/t tech: contact instructor, provide links to resources (next slide) or inform learners that you will log-in early to assist with troubleshooting
- Identify the technological requirements that learners need to possess in order to engage in learning (up front)
- Evaluate technological accessibility to improve future cohorts
- Communicate meeting netiquette: prompts learners to self-identify whether they know how to operate specific functions e.g. raise hands, turn on a camera or put themselves on mute
- Presenter must possess tech competence: e.g. turn off cameras, share screens, mute everyone

Overcoming the Technical Challenges of Online Learning

Practical Online Resources

Northstar Digital Literacy Assessments www.digitalliteracyassessment.org
Online assessments: internet basics, email, Windows, Excel, Word, PPT, Google Docs.

Digital Literacy Skills Tutorials https://edu.gcfglobal.org/en/
Zoom, Google Docs, Outlook, Office Suite, Browsers, Sharepoint.

MS TEAMS Training Microsoft Teams video training - Microsoft Support

SH Learning Management System (LMS)
https://sharedhealthmb.learnflex.net/include/login.asp?url=/users/index.asp
Host Virtual Meetings with Confidence – Mastering the Technology LMS-1542 (MS TEAMS tutorial)

Service Desk

Ditch That Textbook – How to Manage Microsoft Teams Like a PRO
https://ditchthattextbook.com/microsoft-teams/

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Education Planning Lessons Learnt

1. Importance of active leadership/sponsor
2. Start education planning close to beginning of project
3. One size fits all approach does not work with more complicated education and training roll outs
4. Involve stakeholders across SDO's
5. Set clear goals –this will help to ⬇ scope creep
6. Determine the decision making process
7. Communicate, Communicate, Communicate
8. Assess readiness for training – gap analysis
9. Determine barriers & facilitators to training
10. Incorporate Change Management principles

    ADKAR

11. PDSA improvement approach – have we achieved what we hoped to achieve?
12. Listen to stakeholders, what is working well what needs improvement (evaluate)
13. Importance of sharing lessons learned – continuous improvement

ADKAR — AWARENESS | DESIRE | KNOWLEDGE | ABILITY | REINFORCEMENT

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