Balancing Teaching and Learning: Shouldn’t Teachers and Learners be More Collaborative?

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Colleagues and Friends

Balancing Teaching and Learning

Objectives:
- To examine and analyze traditional (teacher-centered) and collaborative (learner-centered) teaching and learning models around cases
- To examine and analyze collaboration in group teaching/learning models
- To recognize Grow’s stages of self-directed learning and how these fit with faculty teaching
- To recognize the skills, attitudes and knowledge necessary to effect more creative, useful and enjoyable learning

Looking for the Model

Definition (Wikipedia)

Collaboration is a recursive process where two or more people or organizations work together toward an intersection of common goals — for example, an intellectual endeavor; i.e., that is creative in nature—by sharing knowledge, learning and building consensus.

Collaboration does not require leadership and can sometimes bring better results through decentralization and egalitarianism.

The Case for Collaborative Learning

- This is the way the world works
- Fits the model of adult learning
- Collaborative interactions can
  - promote patient safety
  - improve the quality of care around complex problems
  - help solve child care issues locally, regionally and nationally
  - dissolve the barriers between teacher and learner
  - encourage more innovative approaches to solving problems
We Are Not Re-Inventing the Wheel

If you want to walk fast, walk alone. If you want to walk far, walk together.

African proverb

Business and Personal Models for Collaborative Learning

- Stephen Covey (The 7 Habits of Highly Effective People, Simon and Schuster, 1989) addresses this in his maturity continuum model; i.e., people go from dependence to independence to interdependence.
- Tom Friedman (The World is Flat, Farrar, Strauss and Giroux, NY, 2005) observes how the world is moving from a vertical to a horizontal (connect and collaborate) integration.
- Michael Marquardt (Leading with Questions, Jossey-Bass, 2005) has advocated for Fortune 500 companies to collaborate through questioning to solve problems.
- Jane Westberg and Hiland (Collaborative Clinical Education: The Foundation of Effective Health Care, New York: Springer, 1993) describe the importance of narrowing the gap between teacher and learner in a clinically-oriented book.

Examples of Medical Models That Advocate Collaboration

- Organization to organization: e.g., medical schools and hospitals
- Interdisciplinary: e.g., non-physician specialty services around complex patient care, hospice
- Interprofessional; i.e., physician specialists
- Project-specific: e.g., developing a vertically and horizontally-focused curriculum
- Teachers to learners

The questions we should be asking ourselves are:
- How does power over learners transform into power with learners; i.e., the collaborative model?
- Who is doing most of the talking in the interaction?
- What are the levels of questions being asked? (knowledge Vs. problem-solving)

Lino Tagliapietra
Italian Glassblower

He describes the necessary seamless synchronization of his team as a tempo: “I say to the people I work with: ‘Please, we dance together. You must dance with me. You must stay with me.’”

The paradigms I am going to use in my presentation are those of traditional teacher-learner relationships Vs the collaborative model.
Models Around Teaching and Learning

Teacher-Centered

- Teacher
  - Assumes responsibility for learning
  - Sets the agenda for learning
  - Doesn’t account for learning style
  - Makes assumptions about what learner needs to know
  - Distances herself from the learner

- Learner
  - Dependent on teacher for learning
  - No input into the learning agenda
  - May not be conscious of learning style
  - Self-Assessment of knowledge may be inaccurate
  - May see the teacher as an impediment to learning

Collaborative

- Teacher
  - Engages learner about learning needs
  - Negotiates agenda for learning
  - Tries to understand diverse learning styles
  - Asks about previous learning experiences

- Learner
  - Generates own learning needs
  - Determines gaps in learning
  - Reflects on preferred learning styles
  - Confides in teacher what she needs to learn
10/17/2012

Collaborative Model of Teacher-Learner Around Cases

- **Teacher**
  - Collaborative in approach to learning
  - Establishes ‘safe’ learning climate
  - Major focus: challenges, inspires, and stimulates Vs giving information

- **Learner**
  - Sees teacher as an ally in learning
  - Sees ‘safe’ learning climate and willing to take chances
  - Understands need to be proactive in learning

Collaborative Model of Teacher-Learner

- **Teacher**
  - Gives reinforcing and corrective feedback in a timely and non-judgmental way
  - Ends discussions with asking learner his objects for the session

- **Learner**
  - Values prospective feedback on performance
  - Reflects on what she needs to do to improve performance

Blue Angels and School of Rock

What is happening in these two films that illustrate collaboration?

Blue Angels

School of Rock

When Teacher Meets Learner

What are the dynamics when teacher and learner are in-sync Vs out-of-sync?

First let's look at the characteristics of teaching and learning stages
Teaching Stages: From Teacher-Dependent to Learner-Centered (Grow)

T1: Teacher formally lectures; gives out specific assignments
   Models: Drill sergeants

T2: Teacher uses directive but supportive approach that stimulates learners;
   shows concrete in what she teaches and clear explanations for why skills are important
   Models: Inspiring lecturers, many school teachers

T3: Share decision-making with learners, focus on communication and facilitation, negotiation

T4: Learner Vs subject focus; cultivates the learner’s ability to succeed as a SDL

Learning Stages: From Teacher-Dependent to Learner-Centered

S1: Require specific instructions re: what to do and when. May lack knowledge and/or self-direction. This stage is situational

S2: Interested, respond to motivation

S3: Have skills ands knowledge; ready to explore with guidance as developing self-concept
   Models: Training literature for adult professionals, the humanistic teacher (listens, draws out, facilitates)

S4: Set their own goals and standards; use experts, resources to pursue these goals; inner-directed
   Models: Mentors, consultants

Let’s look at Grow’s model of the interaction diagrammatically

Grow’s Model of Teacher-Learner Interaction

<table>
<thead>
<tr>
<th>STAGE</th>
<th>LEARNER</th>
<th>TEACHER</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Dependent</td>
<td>Authority, Coach</td>
<td>Informational lecture; immediate feedback</td>
</tr>
<tr>
<td>II</td>
<td>Interested</td>
<td>Motivator, guide</td>
<td>Inspiring lecture, guided discuss.</td>
</tr>
<tr>
<td>III</td>
<td>Involved</td>
<td>Facilitator</td>
<td>Seminar, teacher facilitates</td>
</tr>
<tr>
<td>IV</td>
<td>Self-directed</td>
<td>Consultant, delegator</td>
<td>Self-directed study group</td>
</tr>
</tbody>
</table>

Mismatch and Match Between Learner Stages and Teaching Styles

Let’s look at some examples of teachers and learners collaborating
Examples of Collaborative Education

- Team learning
- Problem-based learning
- Small group learning
- Interdisciplinary community of caregivers

Team Learning

- Integrates theory with clinical application
- Involves small groups in large lecture halls
- Three phases: Preparation (before class), Readiness assurance (in class), application of course concepts (groups collaborate to complete in-class assignments)
- Empowerment and accountability as individuals and then in groups

Problem-based Learning

- Process whereby learners use a case to define their own and the group’s learning objectives
- Promotes self-directed learning between case discussions as a way to refine knowledge
- Encourages communication skills, teamwork, respect for peers, identification of learning needs and independent study

Small Group Learning

- Linked to real-world, collaborative learning
- Activates the learner using schemata
- Helps the learner shape her own learning; i.e., gain ownership by chunking information into schemata
- Allows learners to engage peers in the process

Community of Caregivers

- Not hierarchical
- The team acknowledges that every professional brings a unique set of experiences, knowledge, skills and attitudes to the plate
- Identify roles and recognize those skills such as communication and conflict resolution needed to provide better patient care

So, how are we as busy clinicians/teachers expected to master being more collaborative with our learners?
Being More Collaborative Means

- Understanding our learners and adult learning theory
- Opening ourselves up to new ideas, like medical education innovations that improve learning and behavior
- Being a role-model for the way the real world works
- Breaking down hierarchy and power differentials

Why Should Faculty be Trained as Teachers?

- Move towards a learner-centered, collaborative model based on adult learning theory
- The ACGME competency-based paradigm
- New technologies in teaching and evaluation such as SPs, simulators, visual reality, ‘the cloud’
- Move towards standard-setting using reliable and valid instruments
- Strategies to promote life-long learning in the ever-changing world of medical education

Take-Home Messages: Enhancing Collaboration

- Education in the 21st century is based on collaboration, not the past hierarchical model
- There are specific educational competencies in which faculty need to acquire expertise, similar to competencies in their own specialty
- There is a need to let go of the past; i.e., the anecdotal way most of us learned how to teach, and to be more learner-centered
- Understanding our learners will enable us to diagnose educational matches/mismatches and to assist learners to be better physicians
- Finally, ultimately this should lead to improved patient care

Action Plan

- What will I do to enhance/change my behavior in ________ to make my efforts more collaborative as a teacher and learner?
  - Clinical care
  - Teaching/Learning

References

2. Grow, G. Teaching learners to be self-directed. Educ Q 1991; 41: 125-149