

How to make learning relevant

Overview

- Define relevance
- Discuss pedagogy
- Discuss aspects of relevance in the design, preparation of material and delivery of teaching

Relevance

- Relevance is the perception that something is interesting and worth knowing.
- When students determine the content is worth knowing, it will then hold their attention.
- Relevant content is easier to remember
- Relevance of material is integral to motivating the student

Andragogy

Adult learning is a collection of assumptions and principles to guide the design of adult learning. It results in content and activities that are relevant and effective whilst providing learners with an engaging experience

- **Andragogy** refers to the methods and approaches used in adult education and is directed towards self-actualization, gaining experience, and problem-solving
- **Pedagogy** is an education method in which the learner is dependent on the teacher for guidance, evaluation, and acquisition of knowledge.

5 assumptions of adult learners

- **Self-concept** – adult learners are independent and self-directed – versus dependent on teacher as a child
- **Experience** – adult learners have experience that is a resource for learning
- **Readiness to learn** – oriented to tasks that they can use in their social role
- **Orientation to learning** – they need immediacy of application of the learning, not subject centered but problem centered
- **Motivation** – intrinsic, comes from within

4 principles of adult learning

1. Involve adult learners in the planning of their learning
2. Leverage prior experience
3. Make learning relevant so that it has immediate impact
4. Design learning to be problem centered so that learners can solve the problems

There are steps you can take in the design, preparation and delivery of your teaching to ensure that you keep it relevant.

DESIGN

- Know your audience
- Understand what's in it for them
- Know what the return on investment is for their time
- Ask questions of your audience – do a training needs assessment
 - What are the top three clinical questions they want to use ultrasound for diagnosis or management of the patient?
 - What is the one take home skill that they need?
 - What will stop them achieving their goals?
 - Why do they need to or want to learn ultrasound?
 - What equipment do they currently have?
 - What experience do they already have?
 - Have they had prior formal training?
 - How many scans per week are they currently performing?

PLANNING

- Consider cognitive load
- Create achievable deliverables
- Encourage exploration – adult learners accumulate knowledge when they are active participants
- Link new skills with prior or existing knowledge to make it relevant for them and aide their memory
- Design tasks that are within the learner's Zone of Proximal development – tasks that will adequately challenge and stretch the learner without being too easy (or boring) or too difficult so that the task is unachievable
- Use case studies
- Tell stories
- Integrate emotionally driven content

DELIVERY

- Emphasise real world benefits
- Make it relevant – how will this improve work performance
- Pose questions
- Help each other to benefit from their experiences
- Give immediate feedback
- Emphasise the benefits to their clinical practice
- Provide the utility value
- Tell stories
- Use case studies