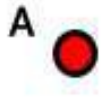
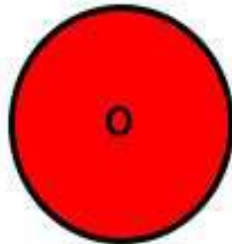


We start learning different things involved in the same subject area

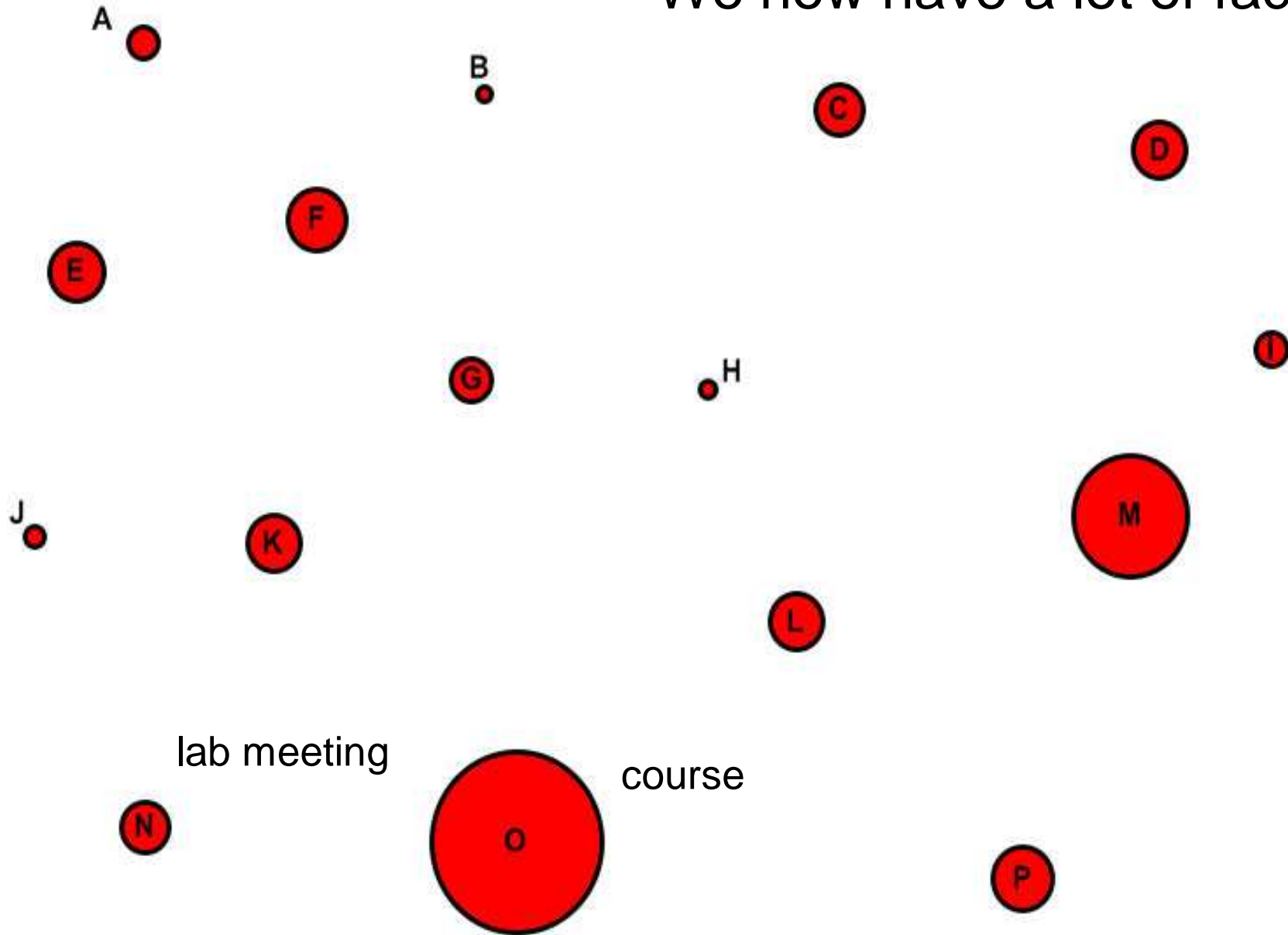


lab meeting



course

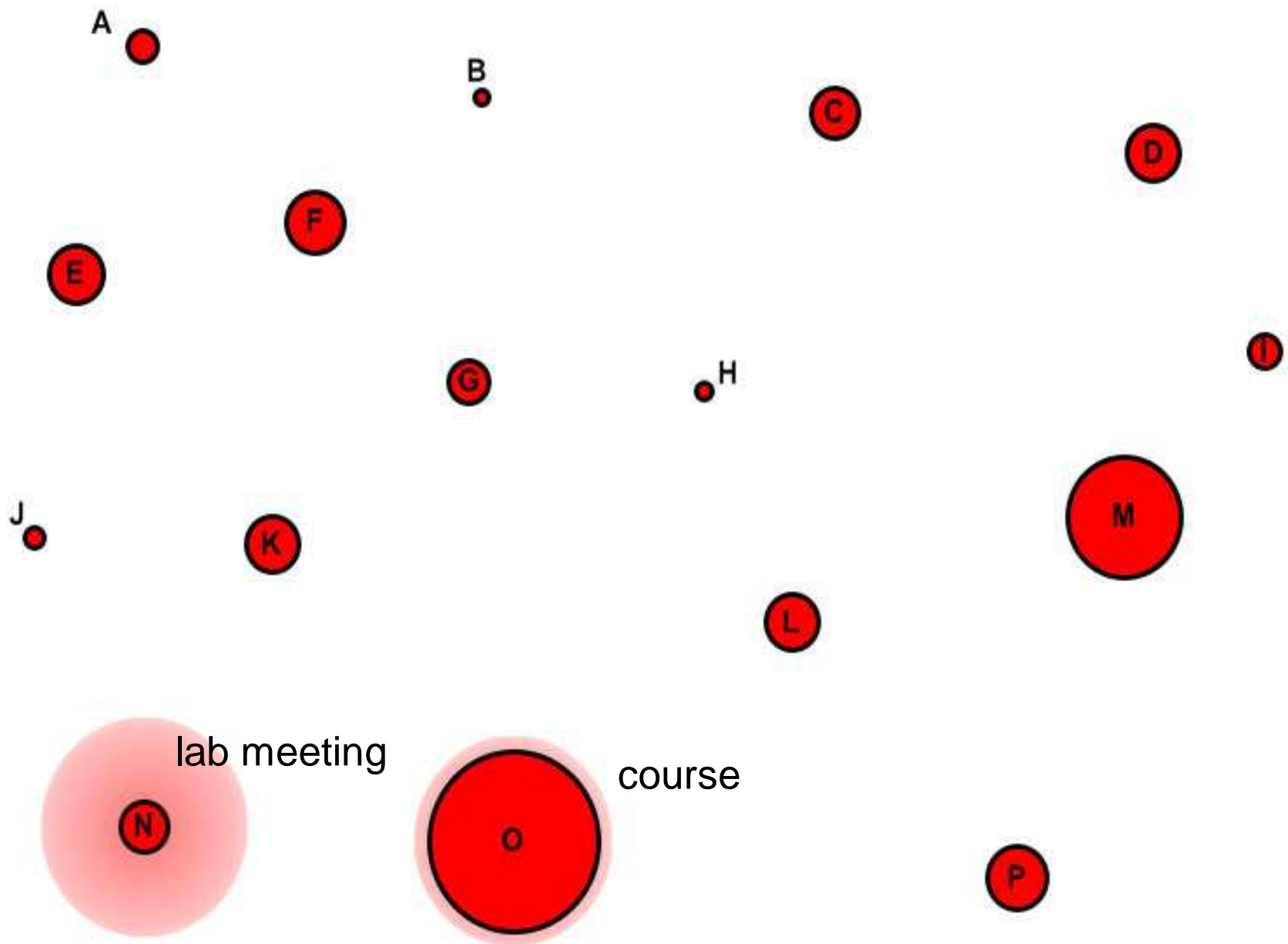
We now have a lot of facts



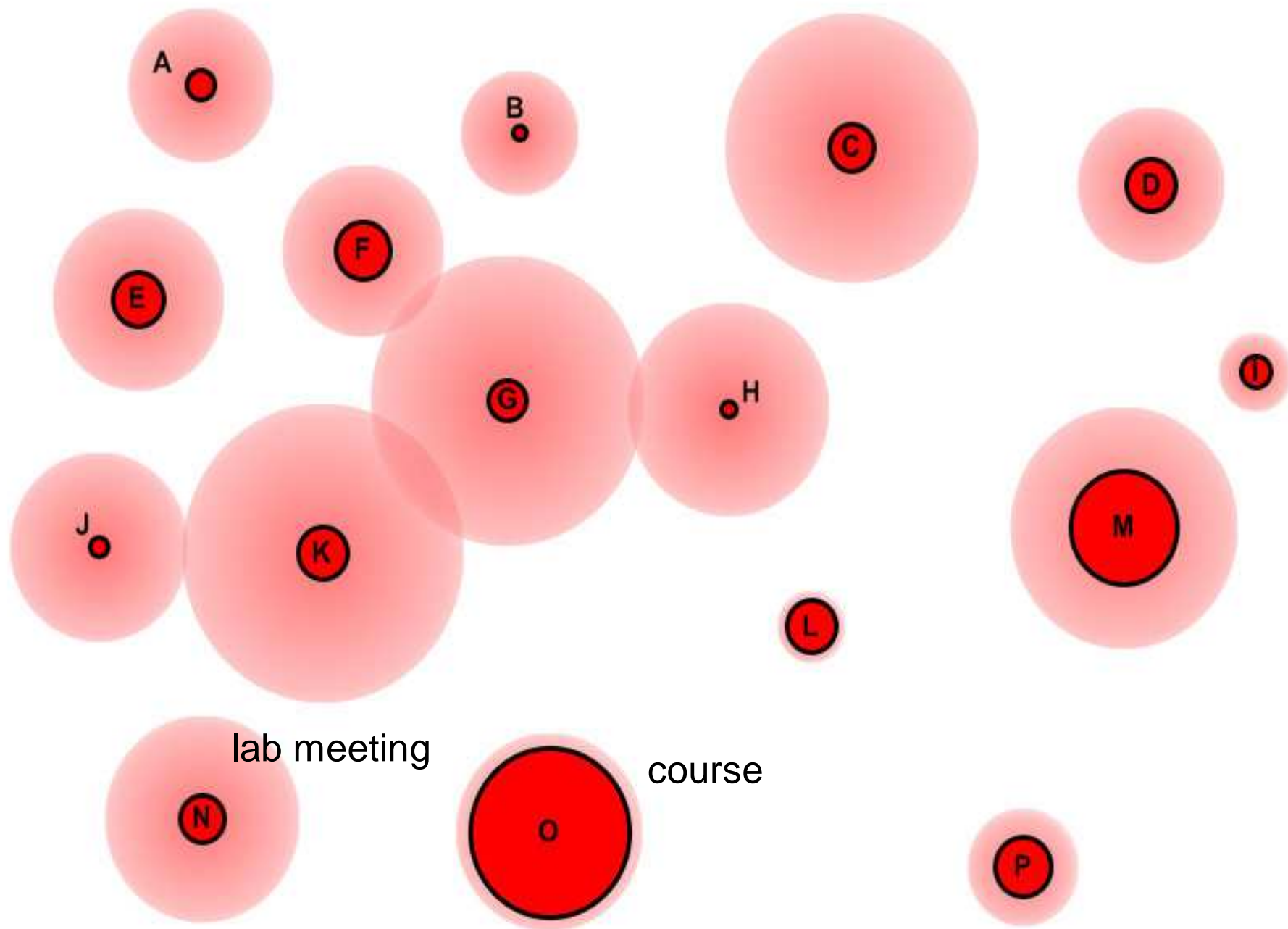
lab meeting

course

But very little *knowledge*



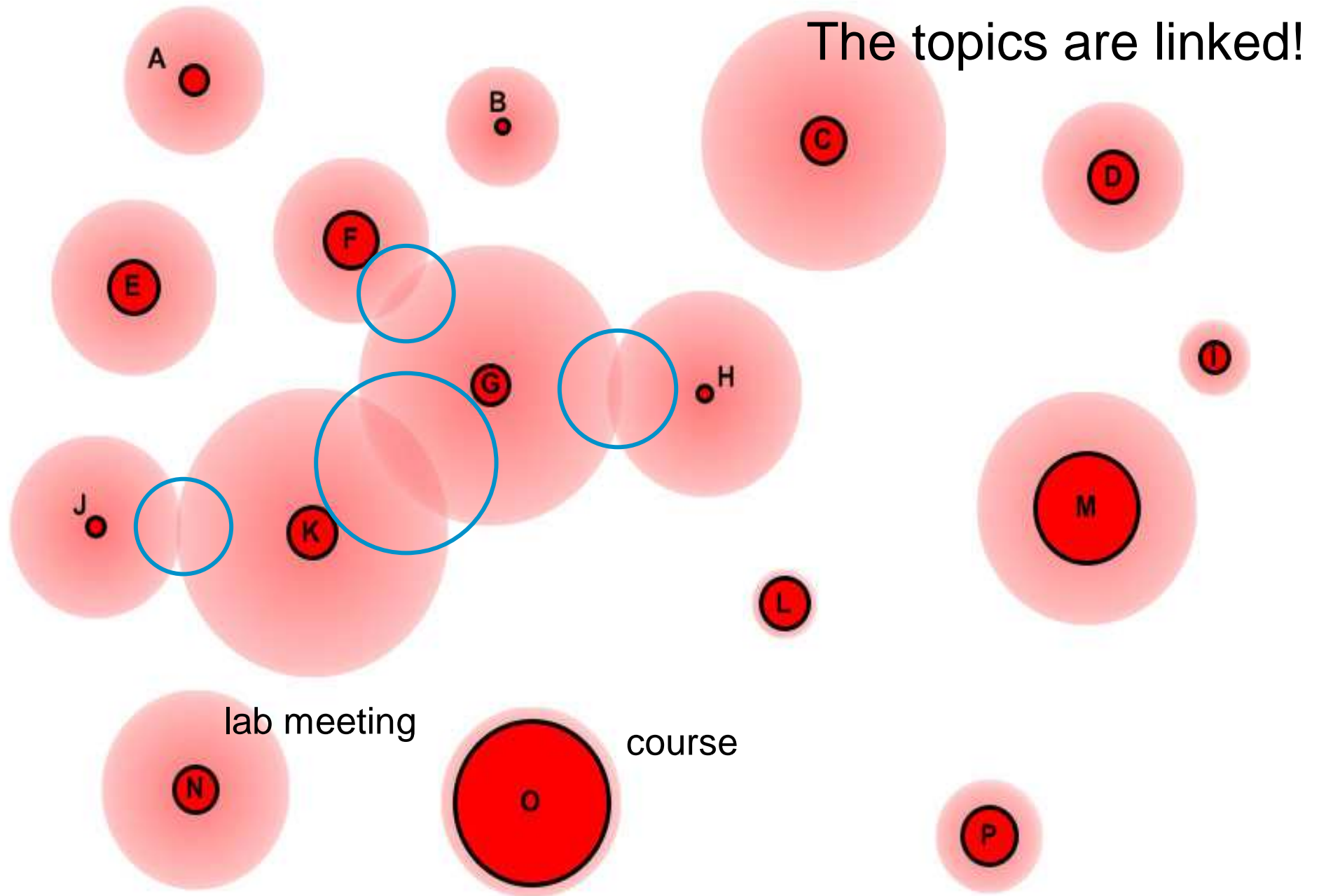
Discussion around subjects



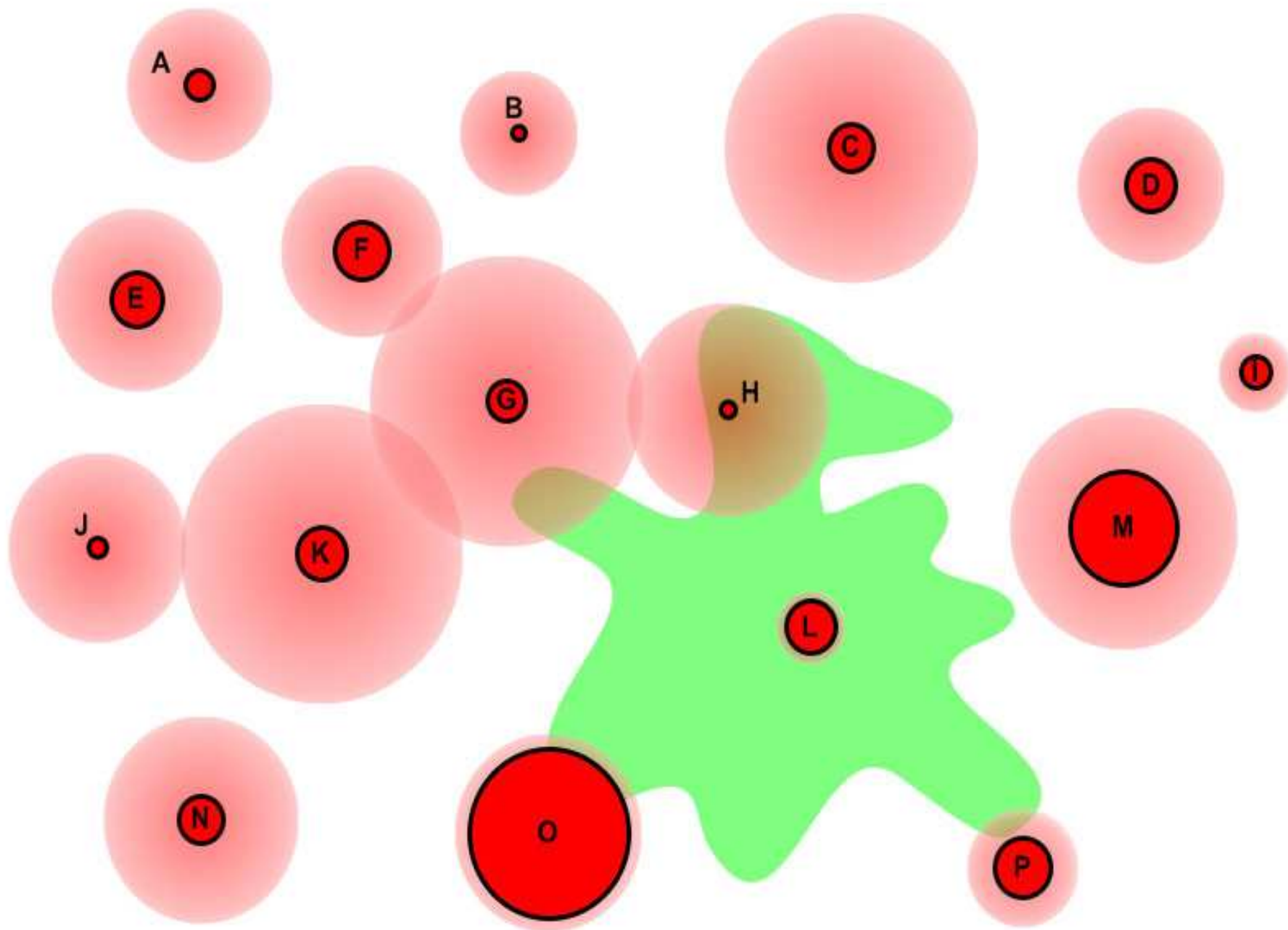
lab meeting

course

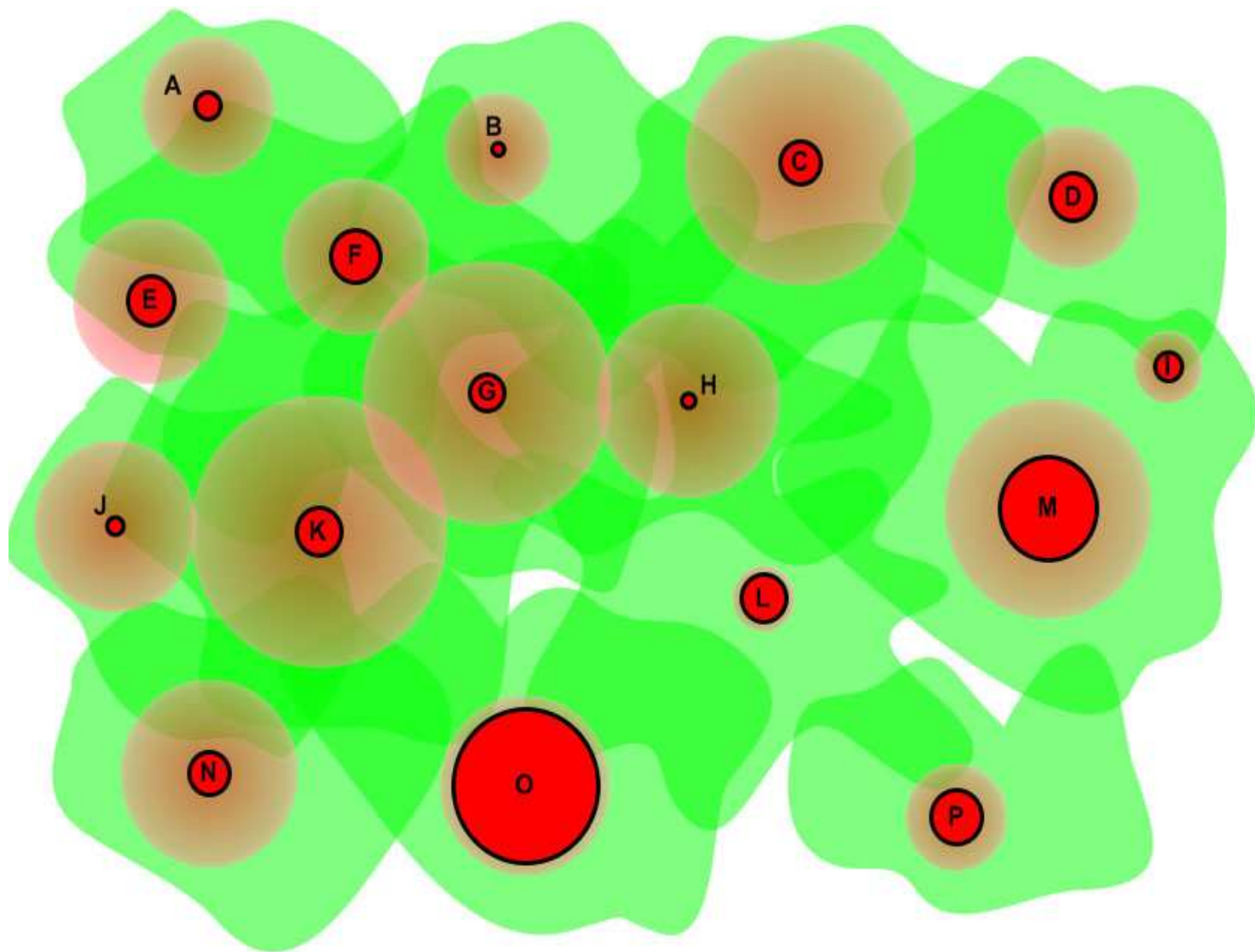
Discussion around the topics

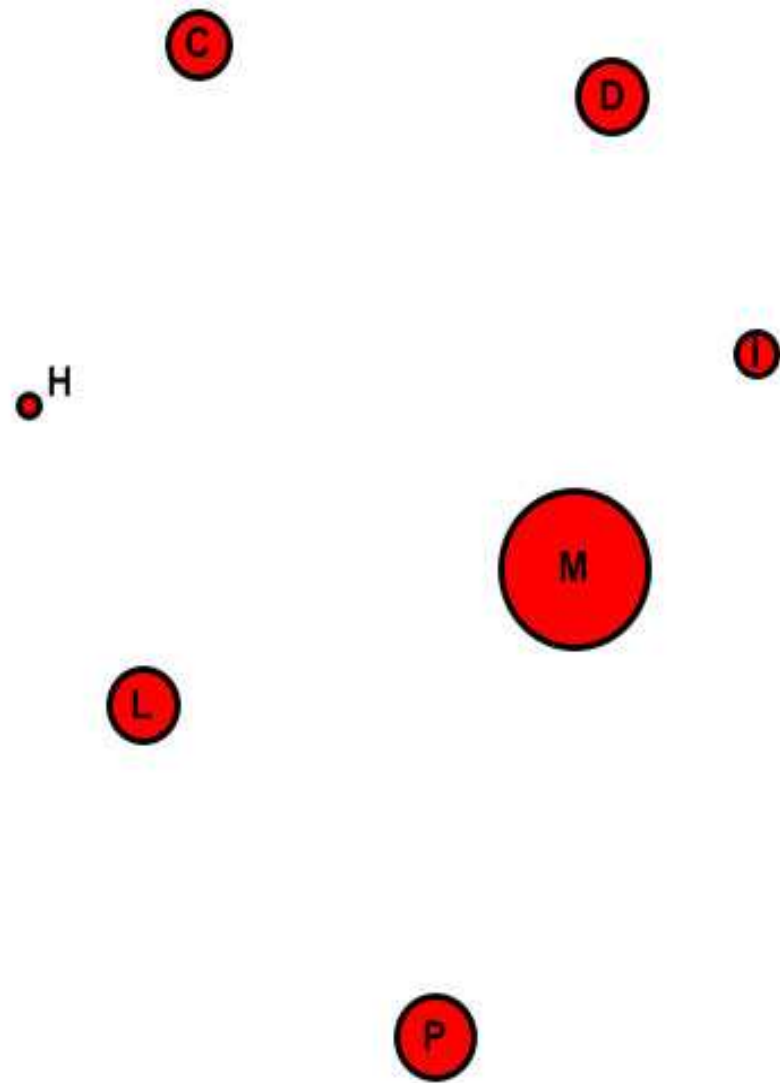
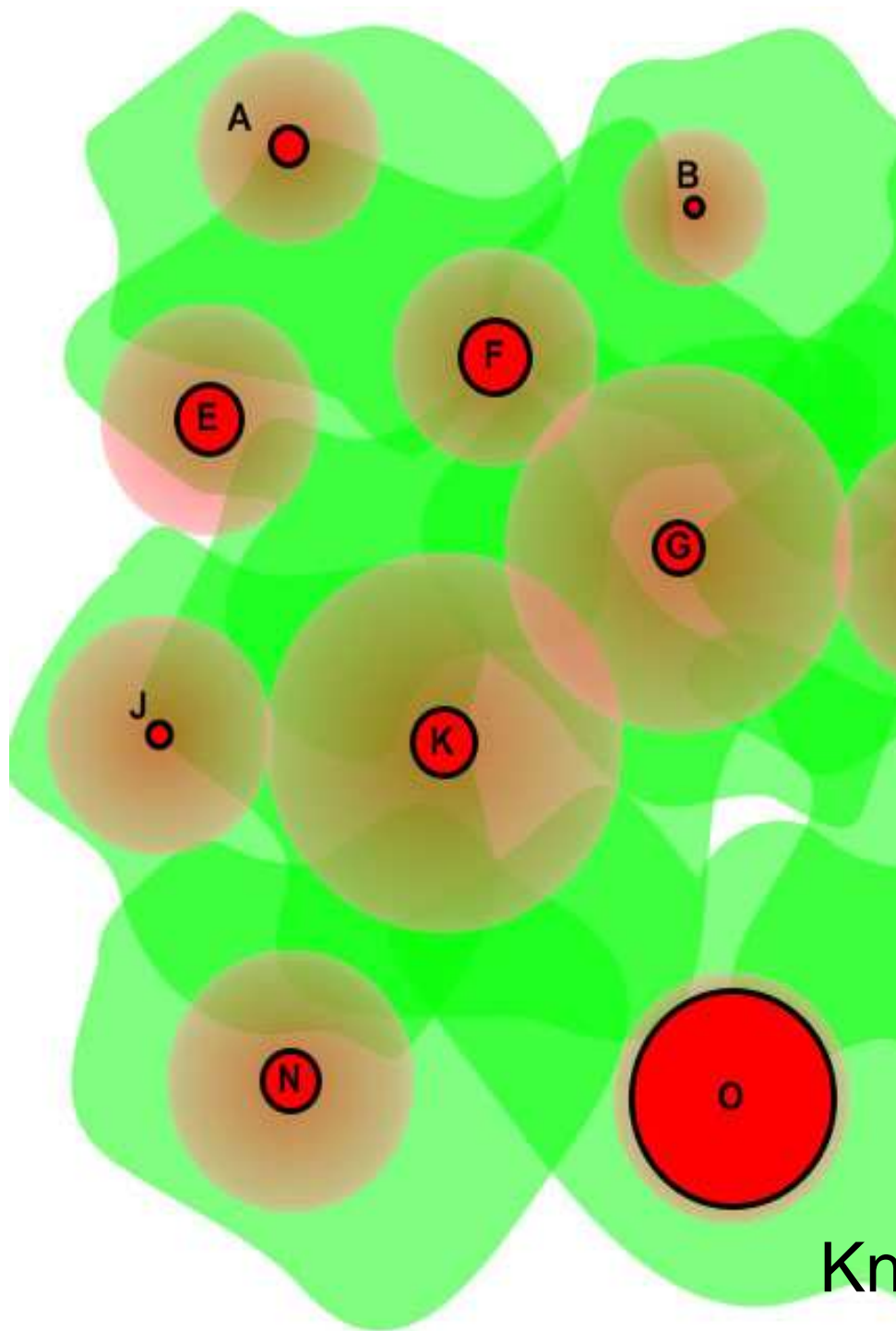


Knowing things → Knowledge

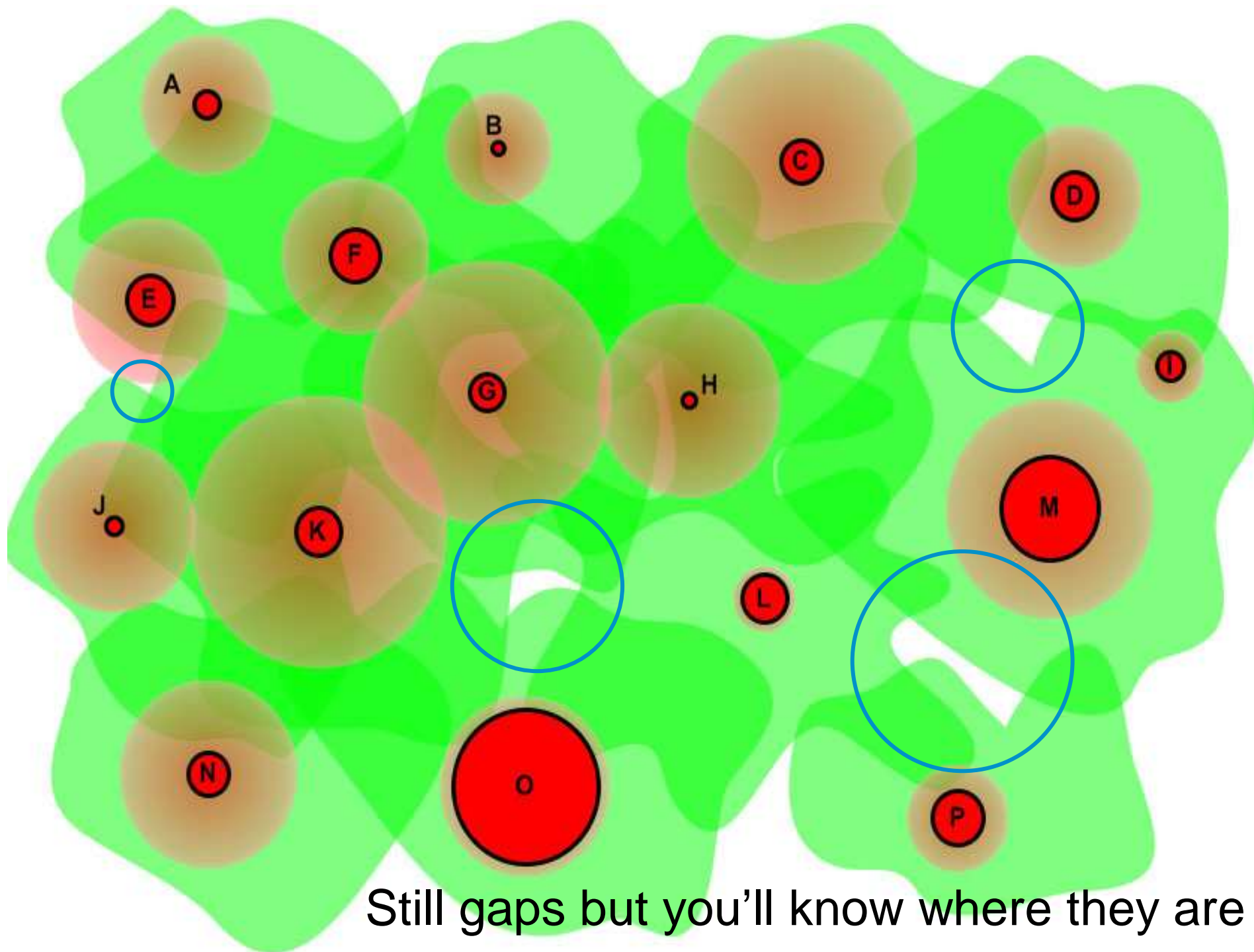


Add REFLECTION





Knowledge vs Knowing things



Your Brain

- Your brain is equipped with a set of exceptional features:
 - The ability to detect patterns and make approximations
 - A phenomenal capacity for various types of memory
 - The ability to self-correct and learn from experience by
 - Analysis of external data
 - Self-reflection
 - An inexhaustible capacity to create

Caine & Cain. “Making Connections: teaching and the human brain”.

We live in an information overloaded age

**We've Developed Strategies to
Learning**

TABLE 1.1
Defining features of approaches to learning

Deep Approach

Intention – to understand ideas for yourself

Relating ideas to previous knowledge and experience

Looking for patterns and underlying principles

Checking evidence and relating it to conclusions

Examining logic and argument cautiously and critically

Becoming actively interested in the course content

Transforming
by

Surface Approach

Intention – to cope with course requirements

Studying without reflecting on either purpose or strategy

Treating the course as unrelated bits of knowledge

Memorising facts and procedures routinely

Finding difficulty in making sense of new ideas presented

Feeling undue pressure and worry about work

Reproducing
by

Strategic Approach

Intention – to achieve the highest possible grades

Putting consistent effort into studying

Finding the right conditions and materials for studying

Managing time and effort effectively

Being alert to assessment requirements and criteria

Gearing work to the perceived preferences of lecturers

Organising
by

THIS IS THE ONE WE
 ARE AFTER IN OUR
 WORKING LIVES

The Experience of Learning.
 Chapter 1
 Noel Entwistle

Reflective Practice

Keeping a Reflective Journal

- Notebook
- Lever-arch file
- Reflective log forms
- Computer files
- PostIt™ notes
- Blogging

But remember...

OTHERS *MAY* WANT TO SEE YOUR WRITINGS

Health Professions Council

CPD Schemes – BBTS, IBMS, BSHI

Your manager

STT coordinators or managers

ADVICE

Open University and other websites

**Write in your journal regularly,
even if individual entries are
sometimes short**

**Write about what interests you –
why does it interest you?**

Focus on a specific event or issue for an individual entry – think about how you could address or resolve the issue, or what you'd like to improve, or why you acted in the way you did

**Use questions or prompts to
help you focus on the task**

Some questions

What happened?

- What took place?
- What do your peers / colleagues think took place?
- What worked really well?
- What needed improvement or change?

Why did it happen?

- What were the factors contributing to the success / problem?
- What assumptions, beliefs, motives and emotions were involved from you and your peers / colleagues?
- What theory can you recognise in what took place?
- What external factors had any effect?

What can be done?

- What are the possible ways to improve?
- How could you use some of the success factors in your actions?
- How do your peers / colleagues think you could use some of the success factors in your actions?
- How do your colleagues think you could use some of the success factors in your teaching?
- What ways forward are there?
- Which parts of the changes are the most straightforward / least straightforward?
- How will this affect your professional situation?

What will be done?

- What action will you take?
- When will you take action?
- What impact do you believe it will have on you, you and your colleagues?

What were the results?

- What impact did the action/s have?
- How do you know?
- How can you evidence the impact?

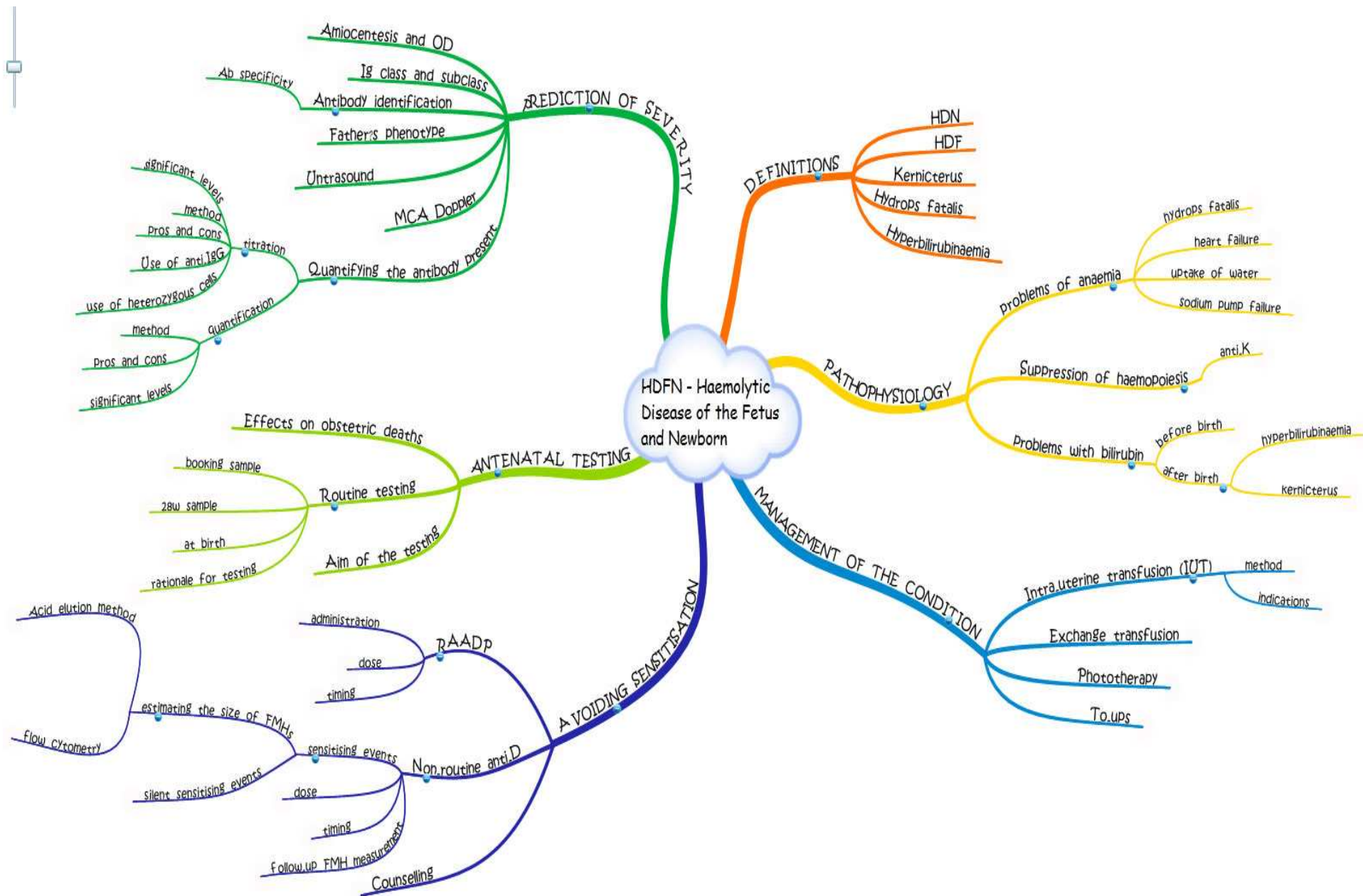
What will you do next?

- What may you do differently next time and why?
- What will you do next?

**Avoid descriptive writing, take
an analytical approach**

Use **techniques** such as mind mapping, diagrams, sketches or cartoons.

Use colour to make these more engaging and memorable



Review the entries that you've written to see if you can find key themes and recognise what longer-term action you might need to take (e.g. to improve a particular study skill)

Remember that **writing itself can be used as a learning tool: you can use writing to explore ideas as a way of understanding them**

It should feel “uncomfortable” at times – this means you are tackling important topics.

Praise yourself (but not all of the time!)

...and say **why**

Create actions – otherwise your journal is just a historical document.

Make sure those actions are SMART

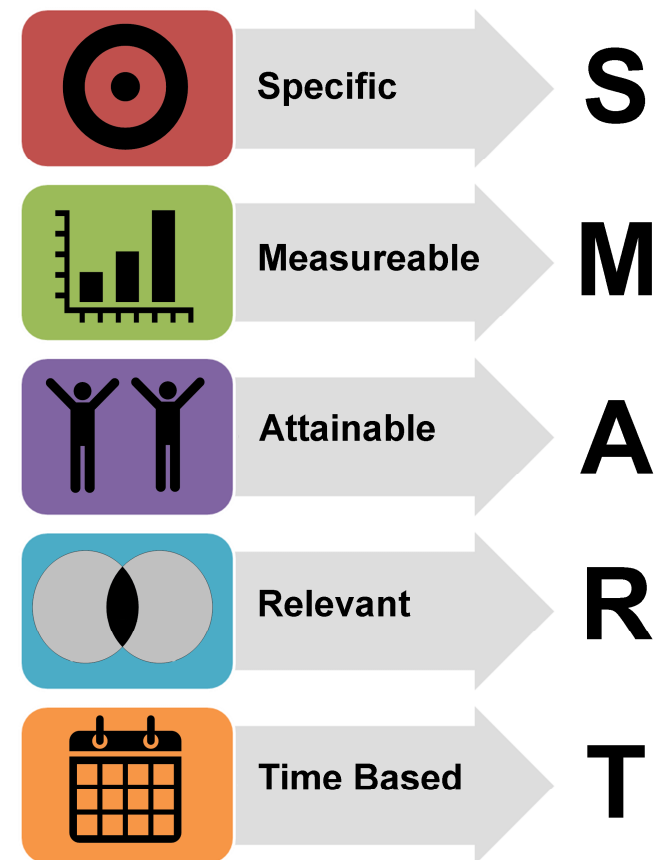
SMART Actions

- “I am going to learn more about HDFN”
 - How likely was I to do anything about this?
 - I did absolutely nothing!
 - So what was the point in writing it in the first place?
- The problems (or some of them)
 - **What** am I going to learn? 5 minutes or 5 months?
 - **How** will I know when I have achieved this?
 - **When** am I going to do this?

Making it work!

*I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.*

Rudyard Kipling, "Just So Stories"



SMART Actions

“I am going to learn more about HDFN”

Becomes...

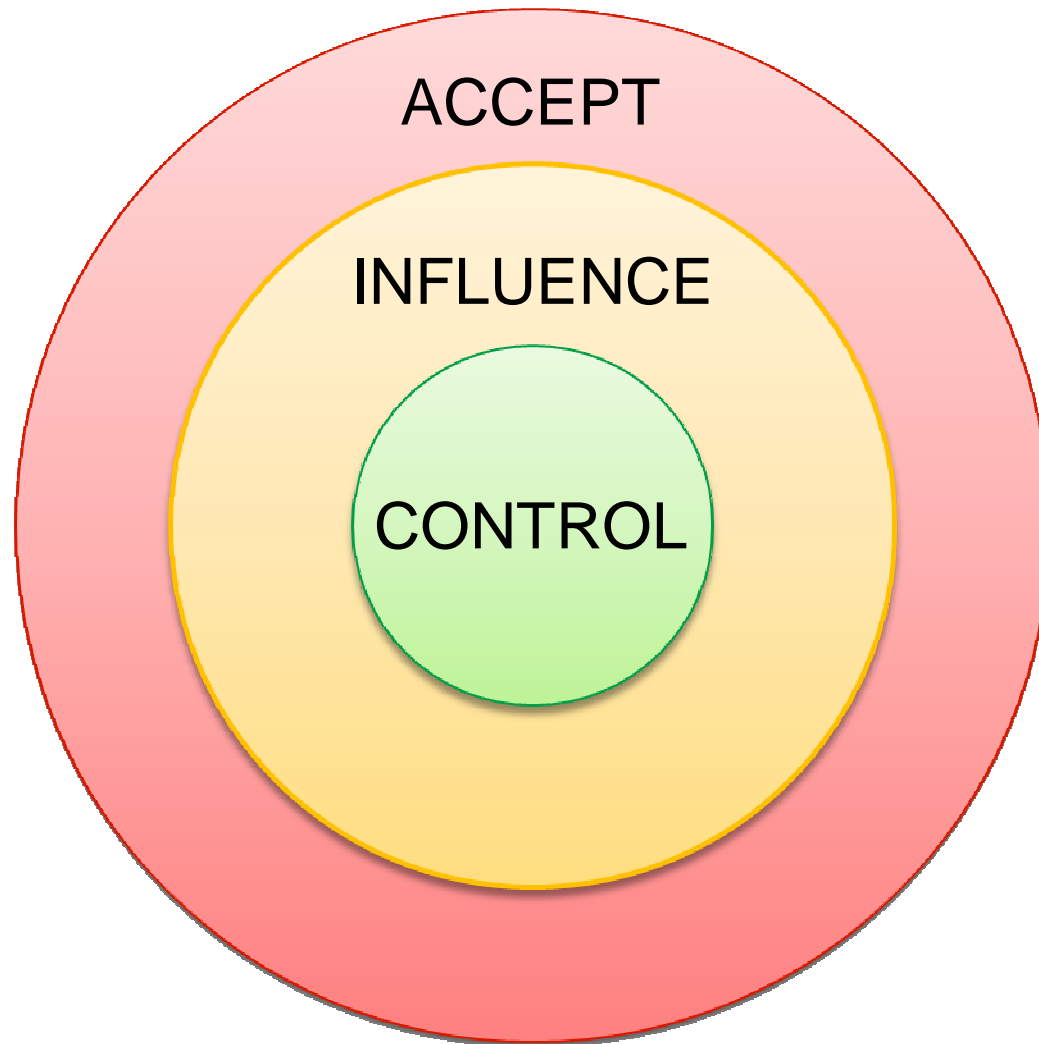
“I will read the chapter on HDFN in Mollison by the end of February”

What can you control in life?



- We have a range of control over the things in our lives
- How much **effort** does it take to bring about a change in each of these sections?
- What are our likelihood in getting the change we want?

Be realistic!



- **C**ONTROL – change it!
(but this can be easier said than done!)
- **I**NFLUENCE – we need to know where, who and how to influence
- **A**CCEPT does not mean “be happy with” but it is a waste of effort to try and change

Final Thoughts!

- There is no magic wand!
 - Do what you can when you can
 - Record in whatever method suits you best
 - Reflect on whatever interests you
 - Involve actions
 - Review your reflections and adapt
 - You will get better with practice...
 - ...but you'll never reach 100%
 - **WHICH IS GREAT!**

