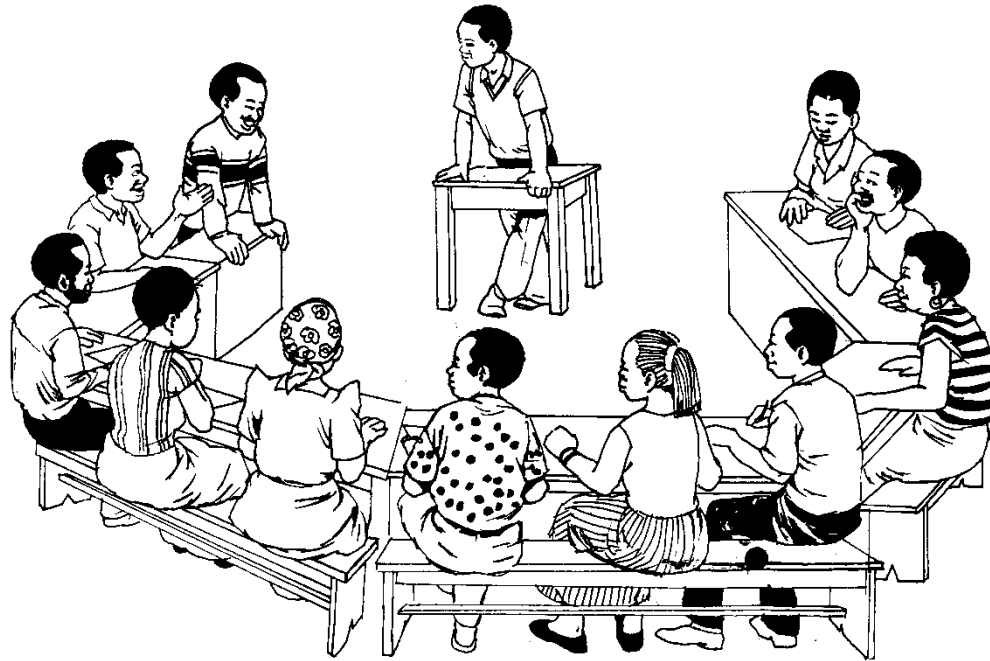


How do we learn well?



Introduction to learning theory, and methods
used in training

Ane Haaland, Mwanamvua Boga, Siti Ndaa, Francis Kombe

Learning objectives

Strengthen awareness of

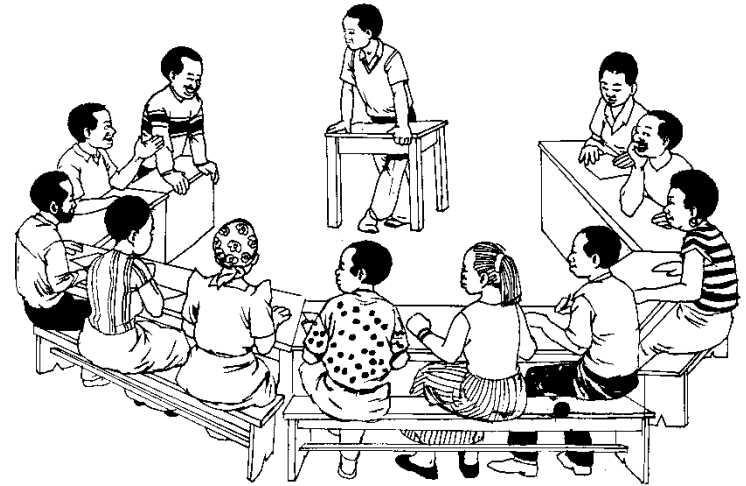
- What characterizes adult learners
- what makes adults learn well
- Why use participatory methods to teach about communication and emotional competence

Strengthen knowledge about

- purpose and effect of process training on learning
- relevance of learning about emotions in this course
- Linking principles of adult learning, to theory

My best teacher: Exercise

- Think about a teacher (or someone else) who ***inspired you to learn***
- What ***characterized*** this teacher?
- How does this relate to us as health providers?



Learning in our course



LEARN THIS AND DON'T ASK WHY! - BLA, BLA, BLA...



Theories behind this course

- **Research evidence shows that to learn effective communication skills we must understand -**
 - That people have different experiences and perspectives (e.g. providers and community members), which -
 - Need to be understood and respected for good learning to happen
 - We need to learn – from medical perspectives ***as well as from*** social and psychological perspectives
 - This includes learning about issues from ***cognitive AND emotional perspectives***
 - Influenced by the **humanistic approach and Patient Centred Care**, where ***respect and empathy*** are key concepts
- **In other words** – we need to move from our usual, “comfortable” (lecture) learning methods which allows us to sit back and be passive learners) to
- **Experience based learning - which requires us to engage, and be active: We have to commit to the learning**

How do we apply these theories to our learning in the course?

- Look at **ourselves** and **our own process of learning**, before we can teach others effectively
- You will be **confronted and challenged**, to encourage ***critical thinking*** and analysis
- We will talk about **emotional competence**
- **Your reactions** – could be negative. Natural. Make choice: Talk, or withdraw?
- **Using participatory methods** makes learning alive and flexible. Engages participants, and makes learning more effective

Emotions are natural, and influence learning



- Emotions influence the way our patients learn from us
- **How?**

Emotions are natural, and influence learning

- Our patients have many *emotions* when they come to hospital
- When *worried or scared*, they do not learn well
- Emotions also *influence providers*
- We need to learn **how to deal with fear**, anger and conflict

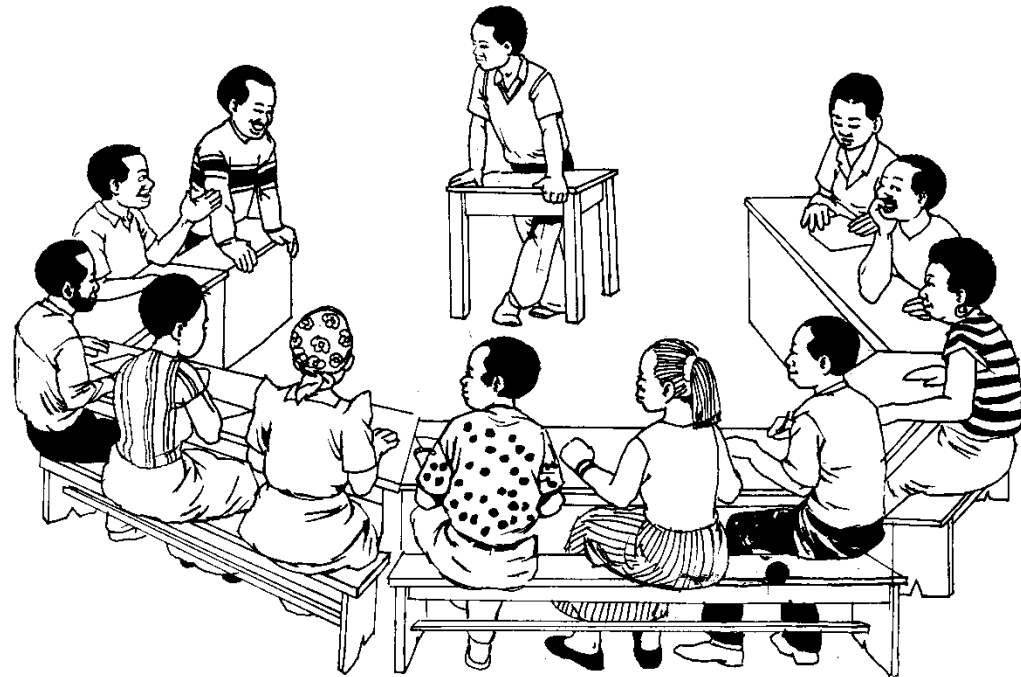
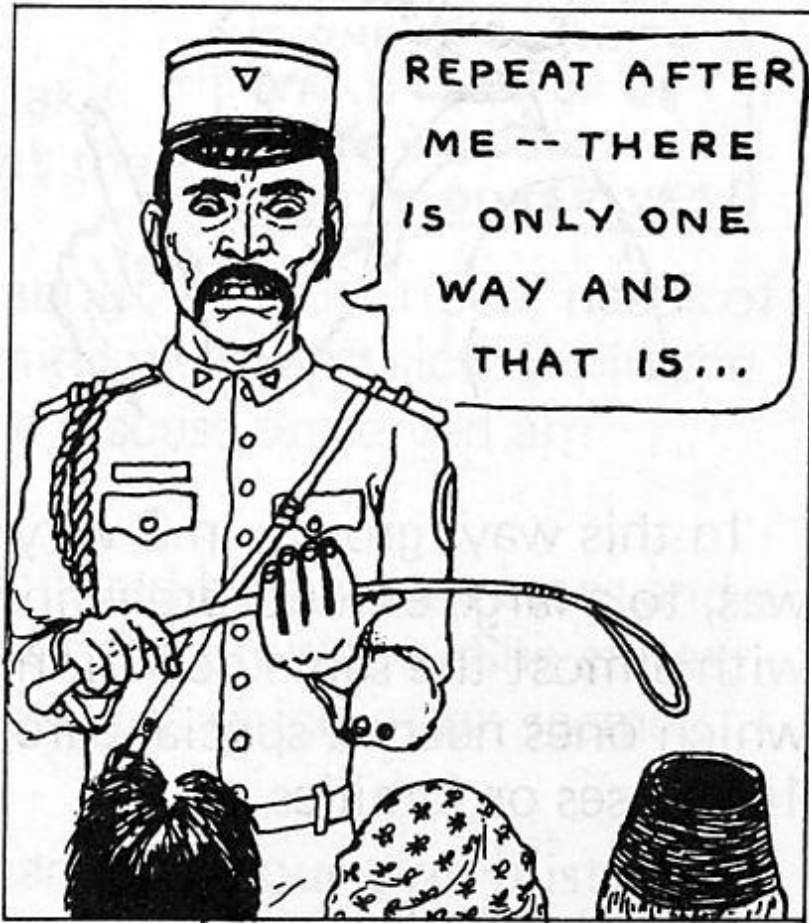


The power of emotions

- *“I have known myself very well to be hindering good communication and this hinders me giving quality of care because clients/patients fear me so much that they are not ready to share with me anything and I normally find out some very good information late which could have assisted me in the care of that patient»*
- *“Patients/guardians will be free to ask you questions when you wear a smiling face, when they observe you listening at others with concern and when you respect them for what they are. People feel good and positive when they realize that they are treated so important and without discrimination.”*



Why use participatory methods?



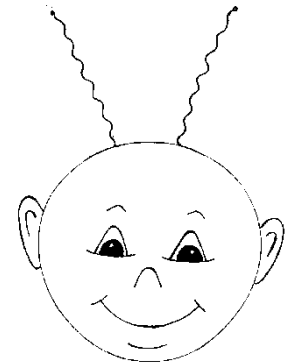
Participatory methods are best when teaching communication skills

Because:

- Learner centred, alive, flexible
- Example focus, learning by observation
- Combines cognitive and emotional learning

Results:

- Participants develop antennae, become aware
- Motivation to learn is higher
- Effective for learning skills
- Ownership
- Can use methods to teach others



Examples: What participants do to **facilitate learning**

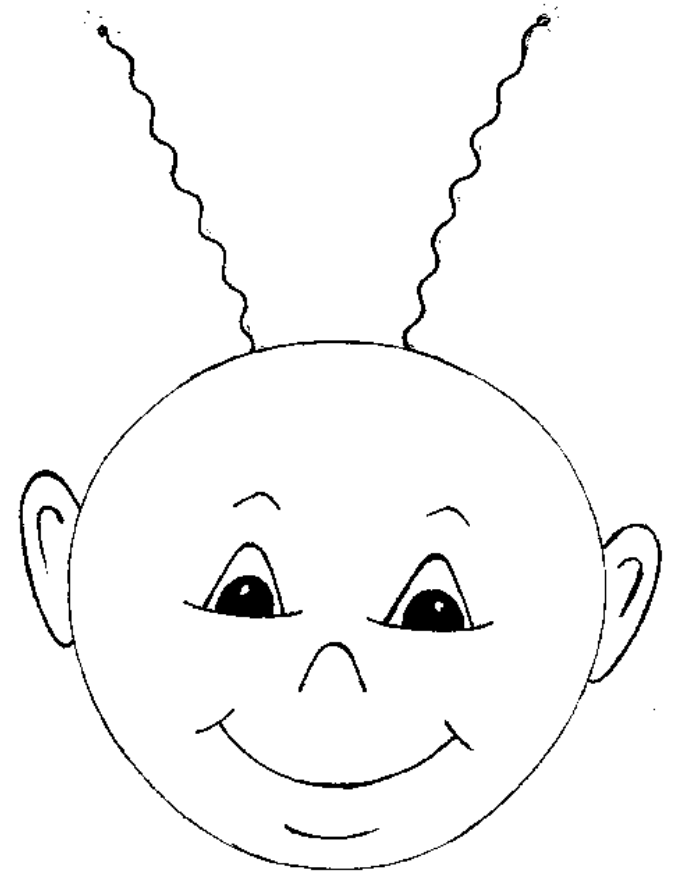


“What I have realized is that the approach to a colleague, patient using the correct tone of voice, facial expressions – (smile) make communication easier and reduces unwanted stress.”

“I have learned that over-reaction makes clients scared, but explaining facts to clients/patients give them a chance to make their own informed decision which helps the service provider & patient.”

What is "process training"?

- Flexible, gradual learning
- Participants define own problems, and request training based on this
- The main methods: Awareness, reflection, critical thinking
- Use of experience-based participatory methods, practical exercises, with feedback
- Then we link the theory to practice



Why process training?



- Effective in changing attitudes and behavior, based on own awareness
- Decision to change comes from within each person, not imposed from outside
- Ownership of process and results



The effect of observations

“I am a good listener, or so I thought. I am not in many occasions. I am quick to make judgements. I am the worst person when am angry, I just don listen. What a shame! I have realized the way I talk/react to situations both verbal and non-verbal has a lot of impact on whoever am communicating with”



Exercise 2:

What characterizes adult learners?



In groups of 3 – discuss:

- What characterizes adult learners?
- What skills and resources do they have (related to learning)?
- What kind of advice are they likely to remember, and use?

Characteristics of adult learners

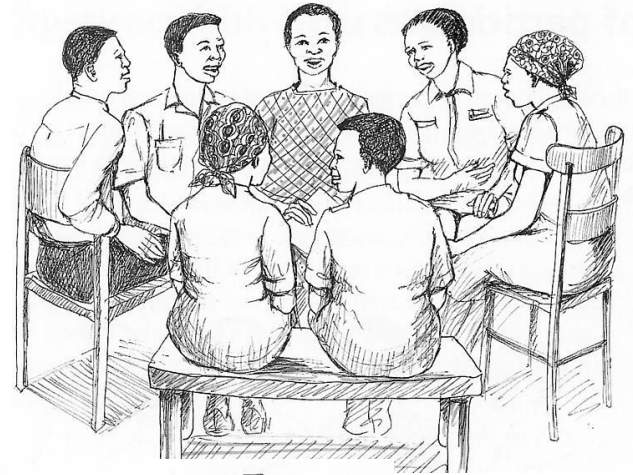
- **Adult learners**

- have a lot of experience from coping with work, family and life in general
- are used to solving practical problems
- command respect in the family and the community
- are busy, and have no time for things that do not feel useful to them
- are likely to value and remember knowledge and skills that are of direct use to them
- learn at their own pace.



How do we relate adult learning principles to our work with patients?

- We now understand what characterizes adult learners
- How do we relate this to working with patients and colleagues?



“Find out what they know already”



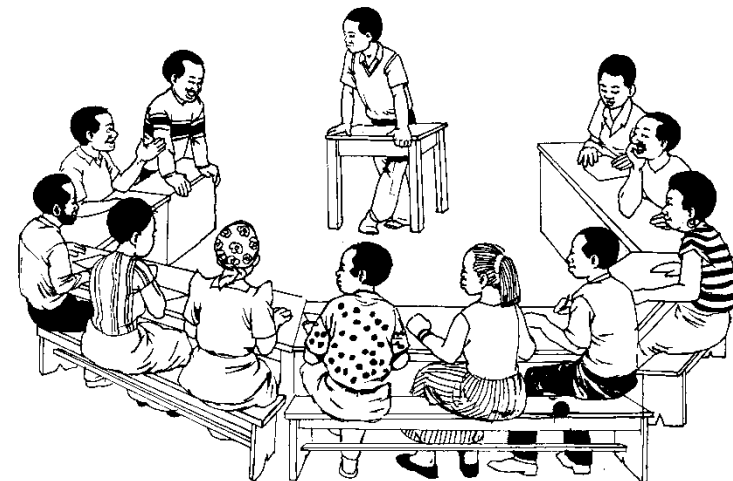
- *“Finally, I have adopted a pattern of seeking to know what my clients already know about the subject we are discussing. I encourage them to tell me everything so that I only add to what they may have forgotten, or omitted.”*

P. Freire: Adults learn best when:

- What they learn is relevant to what they feel they need
- They can practice what they learn, in a positive and encouraging atmosphere, using participatory methods with feedback.
- They are valued for the contributions they make.
- Visual aids and practical examples are used
- Regular breaks, physical activities, songs, games, exercises and drama are used
- They are comfortable in the teaching room(s)
- They are fed well

Principles we follow in the course

- Encourage to open up, broaden perspective **BUT** – never force
- Being silent, choosing not to bring your point is OK. Talk when you are ready.
- People's ideas are welcomed, and ***never ridiculed or rejected***
- People's ideas are ***respected***
- *No one will be forced to do something that does not feel right*



Questions?

