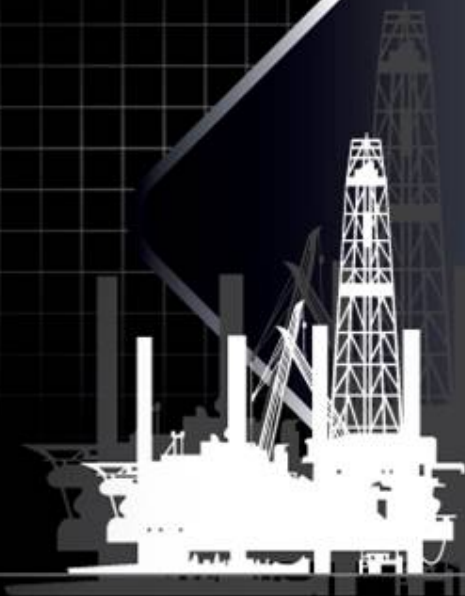




TRINITY
MEDICAL MANAGEMENT

PRINCIPLES OF INSTRUCTION



LEARNING ASSUMPTIONS:

- ❖ PERSONS AT ALL AGES HAVE THE POTENTIAL TO LEARN, WITH SOME LEARNING FASTER THAN OTHERS.**
- ❖ AGE MAY OR MAY NOT AFFECT A PERSON'S SPEED OF LEARNING.**
- ❖ INDIVIDUALS VARY IN THE WAY THEY THAT THEY LIKE TO LEARN**
- ❖ A NEW LEARNING PROCESS CAN CAUSE STRESS AND CONFUSION. THIS CAN INCREASE THE MOTIVATION TO LEARN BUT TOO MUCH ANXIETY CAN CAUSE FATIGUE, INABILITY TO CONCENTRATE, RESENTMENT, AND OTHER BARRIERS TO LEARNING.**



- ❖ **LEARNING IS MORE COMFORTABLE AND EFFECTIVE WHEN THE ENVIRONMENTAL CONDITIONS SUPPORT OPEN EXCHANGE, SHARING OF OPINIONS, AND PROBLEM SOLVING STRATEGIES.**
- ❖ **THE ATMOSPHERE SHOULD FOSTER TRUST AND ACCEPTANCE OF DIFFERENT IDEAS AND VALUES.**
- ❖ **IN THE CLASSROOM THE INSTRUCTOR FACILITATES LEARNING BY INCORPORATING STUDENT'S EXPERIENCE, OBSERVATIONS OF OTHERS, AND PERSONAL IDEAS AND FEELINGS.**
- ❖ **EXPOSURE TO VARIED BEHAVIOR MODELS AND ATTITUDES HELPS LEARNERS TO CLARIFY ACTIONS AND BELIEFS THAT WILL AID IN MEETING THEIR OWN LEARNING NEEDS.**



- ❖ **THE DEPTH OF LONG TERM LEARNING MAY DEPEND ON THE EXTENT TO WHICH LEARNERS TRY TO ANALYZE, CLARIFY, OR ARTICULATE THEIR EXPERIENCES TO OTHERS IN THEIR FAMILY, WORK OR SOCIAL GROUPS.**
- ❖ **THE DEPTH OF LEARNING INCREASES WHEN NEW CONCEPTS AND SKILLS ARE USEFUL IN MEETING CURRENT NEEDS OR PROBLEMS. THIS ALLOWS FOR IMMEDIATE APPLICATION OF THE THEORY TO A PRACTICAL SITUATION.**



- ❖ **AN EDUCATIONAL PROGRAM MAY ONLY PROVIDE ONE STEP IN AN INDIVIDUAL'S PROGRESS TOWARD ACQUIRING NEW BEHAVIORS.**
 - ❖ **THE ADOPTION OF A NEW BEHAVIOR DEPENDS ON MANY FACTORS.**
 - ❖ **SOME CONDITIONS PREDISPOSE AN INDIVIDUAL TO TAKE A PARTICULAR ACTION, SUCH AS FORMER KNOWLEDGE AND ATTITUDES.**
- ❖ **AVAILABILITY AND ACCESS TO RESOURCES, SUCH AS EXERCISE OR PRACTICE FACILITIES, MAY ENABLE A PERSON TO CARRY OUT NEW PLANS OF ACTIONS.**
 - ❖ **OTHER ENVIRONMENTAL CONDITIONS AND FAMILY CHARACTERISTICS HELP TO REINFORCE OR HINDER BEHAVIOR CHANGES.**



- ❖ **LEARNING IMPROVES WHEN THE LEARNER IS AN ACTIVE PARTICIPANT IN THE EDUCATIONAL PROCESS.**
 - ❖ **WHEN SELECTING AMONG SEVERAL TEACHING METHODS, IT IS BEST TO CHOOSE THE METHOD THAT ALLOWS THE LEARNING TO BECOME MOST INVOLVED.**
 - ❖ **USING VARIED METHODS OF TEACHING HELPS THE LEARNER MAINTAIN INTEREST AND MAY HELP TO REINFORCE CONCEPTS WITHOUT BEING REPETITIOUS.**
- ❖ **IN RECENT YEARS TEACHERS HAVE FOUND THAT MANY PRINCIPLES OF ADULT LEARNING ALSO APPLY TO CHILDREN AND ADOLESCENTS.**
 - ❖ **FOR EXAMPLE, ADULTS AND CHILDREN PREFER LEARNING EXPERIENCES THAT ARE PARTICIPATORY; THEY LEARN FASTER WHEN NEW CONCEPTS ARE USEFUL IN THEIR PRESENT AS WELL AS FUTURE LIVES.**



TEN PRINCIPLES OF LEARNING:

- **1. WE LEARN TO DO BY DOING.**
- **2. WE LEARN TO DO WHAT WE DO AND NOT SOMETHING ELSE.**
- **3. WITHOUT READINESS, LEARNING IS INEFFICIENT AND MAY BE HARMFUL.**
- **4. WITHOUT MOTIVATION THERE CAN BE NO LEARNING AT ALL**
- **5. FOR EFFECTIVE LEARNING, RESPONSES MUST BE IMMEDIATELY REINFORCED.**
- **6. MEANINGFUL CONTENT IS BETTER LEARNED AND LONGER RETAINED THAN LESS MEANINGFUL CONTENT.**



- **7. FOR THE GREATEST AMOUNT OF TRANSFER LEARNING, RESPONSES SHOULD BE LEARNED IN THE WAY THEY ARE GOING TO BE USED.**
- **8. ONE RESPONSE WILL VARY ACCORDING TO HOW ONE PERCEIVES THE SITUATION.**
- **9. AN INDIVIDUAL'S RESPONSES WILL VARY ACCORDING TO THE LEARNING ATMOSPHERE.**
- **10. ONE DOES THE ONLY THING ONE CAN DO GIVEN THE PHYSICAL INHERITANCE, BACKGROUND, AND PRESENT ACTING FORCES.**



30 THINGS WE KNOW FOR SURE ABOUT ADULT LEARNING:

- ❖ A VARIETY OF SOURCES PROVIDE US WITH A BODY OF FAIRLY RELIABLE KNOWLEDGE ABOUT ADULT LEARNING.**
- ❖ THIS KNOWLEDGE MIGHT BE DIVIDED INTO THREE BASIC DIVISIONS:**
 - ❖ THINGS WE KNOW ABOUT DESIGNING CURRICULUM FOR ADULTS**
 - ❖ THINGS WE KNOW ABOUT WORKING WITH ADULTS IN THE CLASSROOM**
 - ❖ THINGS WE KNOW ABOUT ADULT LEARNERS AND THEIR MOTIVATIONS.**



1. ADULT LEARNERS TEND TO BE LESS INTERESTED IN, AND ENTHRALLED BY, SURVEY COURSES.

THEY TEND TO PREFER SINGLE CONCEPT, SINGLE-THEORY COURSES THAT FOCUS HEAVILY ON THE APPLICATION OF THE CONCEPT TO RELEVANT PROBLEMS.

THIS TENDENCY INCREASES WITH AGE.

2. ADULTS NEED TO BE ABLE TO INTEGRATE NEW IDEAS WITH WHAT THEY ALREADY KNOW IF THEY ARE GOING TO KEEP – AND USE – THE NEW INFORMATION.



- 3. INFORMATION THAT CONFLICTS SHARPLY WITH WHAT IS ALREADY HELD TO BE TRUE, AND THUS FORCES A RE-EVALUATION OF THE OLD MATERIAL, IS INTEGRATED MORE SLOWLY.**
- 4. INFORMATION THAT HAS LITTLE “CONCEPTUAL OVERLAP” WITH WHAT IS ALREADY KNOW IS ACQUIRED SLOWLY.**
- 5. FAST PACED, COMPLEX OR UNUSUAL LEARNING TASKS INTERFERE WITH THE LEARNING OF THE CONCEPTS OR DATA THEY ARE INTENDED TO TEACH OR ILLUSTRATE.**



- 6. ADULTS TEND TO COMPENSATE FOR BEING SLOWER IN SOME PSYCHOMOTOR LEARNING TASKS BY BEING MORE ACCURATE AND MAKING FEWER TRIAL AND ERROR VENTURES.**
- 7. ADULTS TEND TO TAKE ERRORS PERSONALLY AND ARE MORE LIKELY TO LET THEM AFFECT SELF ESTEEM. THEREFORE, THEY TEND TO APPLY TRIED AND TRUE SOLUTIONS AND TAKE FEWER RISKS.**
- 8. THE CURRICULUM DESIGNER MUST KNOW WHETHER THE CONCEPTS OR IDEAS WILL BE IN CONCERT OR IN CONFLICT WITH THE LEARNER. SOME INSTRUCTION MUST BE DESIGNED TO EFFECT A CHANGE IN BELIEF AND VALUE SYSTEMS.**



- 9. PROGRAMS NEED TO BE DESIGNED TO ACCEPT VIEWPOINTS FROM PEOPLE IN DIFFERENT LIFE STAGES AND WITH DIFFERENT VALUE SETS.**
- 10. A CONCEPT NEEDS TO BE “ANCHORED” OR EXPLAINED FROM MORE THAN ONE VALUE SET AND APPEAL TO MORE THAN ONE DEVELOPMENTAL LIFE STAGE.**
- 11. ADULTS PREFER SELF-DIRECTED AND SELF-DESIGNATED LEARNING PROJECTS OVER GROUP-LEARNING EXPERIENCES LED BY A PROFESSIONAL, THEY SELECT MORE THAN ONE MEDIUM FOR LEARNING, AND THEY DESIRE TO CONTROL PACE AND START/STOP TIME.**

12. NONHUMAN MEDIA SUCH AS BOOKS, PROGRAMMED INSTRUCTION AND TELEVISION HAVE BECOME POPULAR WITH ADULTS IN RECENT YEARS.

13. REGARDLESS OF MEDIA, STRAIGHTFORWARD HOW-TO IS PREFERRED CONTENT ORIENTATION.

ADULTS CITE A NEED FOR APPLICATION AND HOW-TO INFORMATION AS THE PRIMARY MOTIVATION FOR BEGINNING A LEARNING PROJECT.



14. SELF DIRECTION DOES NOT MEAN ISOLATION.

STUDIES OF SELF DIRECTED LEARNING INDICATE THAT SELF DIRECTED PROJECTS INVOLVE AN AVERAGE OF 10 OTHER PEOPLE AS RESOURCES, GUIDES, ENCOURAGERS AND THE LIKE.

BUT EVEN FOR THE SELF-PROFESSED, SELF-DIRECTED LEARNER, LECTURES AND SHORT SEMINARS GET POSITIVE RATINGS, ESPECIALLY WHEN THESE EVENTS GIVE THE LEARNER FACE-TO-FACE, ONE-TO-ONE ACCESS TO AN EXPERT.



- 15. THE LEARNING ENVIRONMENT MUST BE PHYSICALLY AND PSYCHOLOGICALLY COMFORTABLE; LONG LECTURES, PERIODS OF INTERMINABLE SITTING AND THE ABSENCE OF PRACTICE OPPORTUNITIES RATE HIGH ON THE IRRITATION SCALE.**
- 16. ADULTS HAVE SOMETHING REAL TO LOSE IN A CLASSROOM SITUATION. SELF ESTEEM AND EGO ARE ON THE LINE WHEN THEY ARE ASKED TO RISK TRYING A NEW BEHAVIOR IN FRONT OF PEERS AND COHORTS. BAD EXPERIENCES IN TRADITIONAL EDUCATION, FEELINGS ABOUT AUTHORITY AND THE PREOCCUPATION WITH EVENTS OUTSIDE THE CLASSROOM EFFECT IN-CLASS EXPERIENCE.**



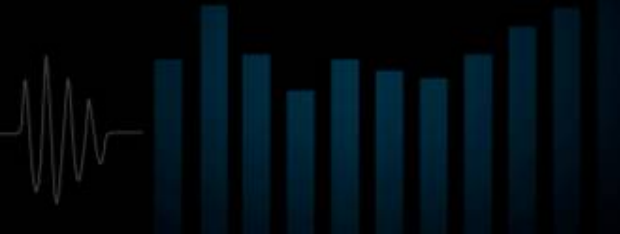
17. ADULTS HAVE EXPECTATIONS, AND IT IS CRITICAL TO TAKE TIME EARLY ON TO CLARIFY AND ARTICULATE ALL EXPECTATIONS BEFORE GETTING INTO CONTENT. THE INSTRUCTOR CAN ASSUME RESPONSIBILITY ONLY FOR HIS OR HER OWN EXPECTATIONS, NOT FOR THOSE OF STUDENTS.

17. ADULTS BRING A GREAT DEAL OF LIFE EXPERIENCE INTO THE CLASSROOM, AN INVALUABLE ASSET TO BE ACKNOWLEDGED, TAPPED AND USED.

ADULTS CAN LEARN WELL – AND MUCH – FROM DIALOGUE WITH RESPECTED PEERS.



- 19. INSTRUCTORS WHO HAVE A TENDENCY TO HOLD FORTH RATHER THAN FACILITATE CAN HOLD THAT TENDENCY IN CHECK – OR COMPENSATE FOR IT – BY CONCENTRATING ON THE USE OF OPEN ENDED QUESTIONS TO DRAW OUT RELEVANT STUDENT KNOWLEDGE AND EXPERIENCE.**
- 20. NEW KNOWLEDGE HAS TO BE INTEGRATED WITH PREVIOUS KNOWLEDGE; STUDENTS MUST ACTIVELY PARTICIPATE IN THE LEARNING EXPERIENCE. THE LEARNER IS DEPENDENT ON THE INSTRUCTOR FOR CONFIRMING FEEDBACK ON SKILL PRACTICE; THE INSTRUCTOR IS DEPENDENT ON THE LEARNER FOR FEEDBACK ABOUT CURRICULUM AND IN CLASS PERFORMANCE.**



21. THE KEY TO THE INSTRUCTOR ROLE IS CONTROL

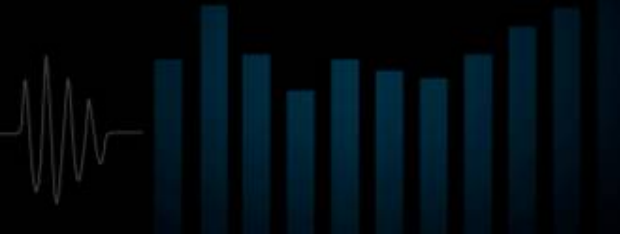
THE INSTRUCTOR MUST BALANCE THE PRESENTATION OF NEW MATERIAL, DEBATE AND DISCUSSION, SHARING OF RELEVANT STUDENT EXPERIENCES, AND THE CLOCK.

IRONICALLY, IT SEEMS THAT INSTRUCTORS ARE BEST ABLE TO ESTABLISH CONTROL WHEN THEY RISK GIVING IT UP.

WHEN THEY SHELVE EGOS AND STIFLE THE TENDENCY TO BE THREATENED BY CHALLENGE TO PLANS AND METHODS, THEY GAIN THE KIND OF FACILITATIVE CONTROL NEEDED TO EFFECT ADULT LEARNING.



- 22. THE INSTRUCTOR HAS TO PROTECT MINORITY OPINION, KEEP DISAGREEMENTS CIVIL AND UNHEATED, MAKE CONNECTIONS BETWEEN VARIOUS OPINIONS AND IDEAS, AND KEEP REMINDING THE GROUP OF THE VARIETY OF POTENTIAL SOLUTIONS TO THE PROBLEM. THE INSTRUCTOR IS LESS ADVOCATE THAN ORCHESTRATOR.**
- 23. INTEGRATION OF NEW KNOWLEDGE AND SKILL REQUIRES TRANSITION TIME AND FOCUSED EFFORT ON APPLICATION.**



24. LEARNING AND TEACHING THEORIES FUNCTION BETTER AS RESOURCES THAN AS A ROSETTA STONE.

A SKILL-TRAINING TASK CAN DRAW MUCH FROM THE BEHAVIORAL APPROACH, FOR EXAMPLE, WHILE PERSONAL GROWTH-CENTERED SUBJECTS SEEM TO DRAW GAINFULLY FROM HUMANISTIC CONCEPTS,AN ECLECTIC, RATHER THAN A SINGLE THEORY-BASED APPROACH TO DEVELOPING STRATEGIES AND PROCEDURES, IS RECOMMENDED FOR MATCHING INSTRUCTION TO LEARNING TASKS.



25. ADULTS SEEK OUT LEARNING EXPERIENCES IN ORDER TO COPE WITH LIFE CHANGING EVENTS: MARRIAGE, DIVORCE, A NEW JOB, A PROMOTION, BEING FIRED, RETIRING, LOSING A LOVED ONE, MOVING TO A NEW CITY.

26. THE MORE LIFE CHANGE EVENTS AN ADULT ENCOUNTERS, THE MORE LIKELY HE OR SHE IS TO SEEK OUT LEARNING OPPORTUNITIES.

JUST AS STRESS INCREASES AS LIFE-CHANGE EVENTS ACCUMULATE, THE MOTIVATION TO COPE WITH CHANGE THROUGH ENGAGEMENT IN A LEARNING EXPERIENCE INCREASES.



- 27. THE LEARNING EXPERIENCES ADULTS SEEK OUT ON THEIR OWN ARE DIRECTLY RELATED – AT LEAST IN THEIR PERCEPTION – TO THE LIFE CHANGE EVENTS THAT TRIGGERED THE SEEKING.**
- 28. ADULTS ARE GENERALLY WILLING TO ENGAGE IN LEARNING EXPERIENCES BEFORE, AFTER, OR EVEN DURING THE ACTUAL LIFE CHANGE EVENT. ONCE CONVINCED THAT THE CHANGE IS A CERTAINTY, ADULTS WILL ENGAGE IN ANY LEARNING THAT PROMISES TO HELP THEM COPE WITH THE TRANSITION.**



29. ADULTS WHO ARE MOTIVATED TO SEEK OUT A LEARNING EXPERIENCE DO SO PRIMARILY BECAUSE THEY HAVE A USE FOR THE KNOWLEDGE OR SKILL BEING SOUGHT.

LEARNING IS A MEANS TO AN END, NOT AN END IN ITSELF.

30. INCREASING OR MAINTAINING ONE'S SENSE OF SELF-ESTEEM AND PLEASURE ARE STRONG SECONDARY MOTIVATORS FOR ENGAGING IN LEARNING EXPERIENCES:

❖ **SOCIAL RELATIONSHIPS:**

❖ **TO MAKE NEW FRIENDS, TO MEET A NEED FOR ASSOCIATIONS AND FRIENDSHIPS.**



MOTIVATION TO LEARN

❖ EXTERNAL EXPECTATIONS:

- ❖ TO COMPLY WITH INSTRUCTIONS FROM SOMEONE ELSE; TO FULFILL THE EXPECTATIONS OR RECOMMENDATIONS OF SOMEONE WITH FORMAL AUTHORITY.

❖ SOCIAL WELFARE:

- ❖ TO IMPROVE ABILITY TO SERVE MANKIND, PREPARE FOR SERVICE TO THE COMMUNITY, AND IMPROVE ABILITY TO PARTICIPATE IN COMMUNITY WORK.

❖ PERSONAL ADVANCEMENT:

- ❖ TO ACHIEVE HIGHER STATUS IN A JOB, SECURE PROFESSIONAL ADVANCEMENT, AND STAY ABREAST OF COMPETITORS.

❖ ESCAPE/STIMULATION:

- ❖ TO RELIEVE BOREDOM, PROVIDE A BREAK IN THE ROUTINE OF HOME OR WORK, AND PROVIDE A CONTRAST TO OTHER EXACTING DETAILS OF LIFE.

❖ COGNITIVE INTEREST:

- ❖ TO LEARN FOR THE SAKE OF LEARNING, SEEK KNOWLEDGE FOR ITS OWN SAKE, AND TO SATISFY AN INQUIRING MIND.



FIVE WAYS TO SQUELCH MOTIVATION

- 1. HAVE LITTLE PERSONAL CONTACT**
- 2. GET PARTICIPANTS IN A PASSIVE MOOD AND KEEP THEM THERE**
- 3. ASSUME THE CLASS WILL APPLY WHAT IS TAUGHT; DO NOT BOTHER WITH EXAMPLES**
- 4. BE ALERT TO CRITICISM**
- 5. MAKE THEM FEEL STUPID FOR ASKING QUESTIONS IN CLASS**

