

# Engaging the Learner Through Meta-Teaching.

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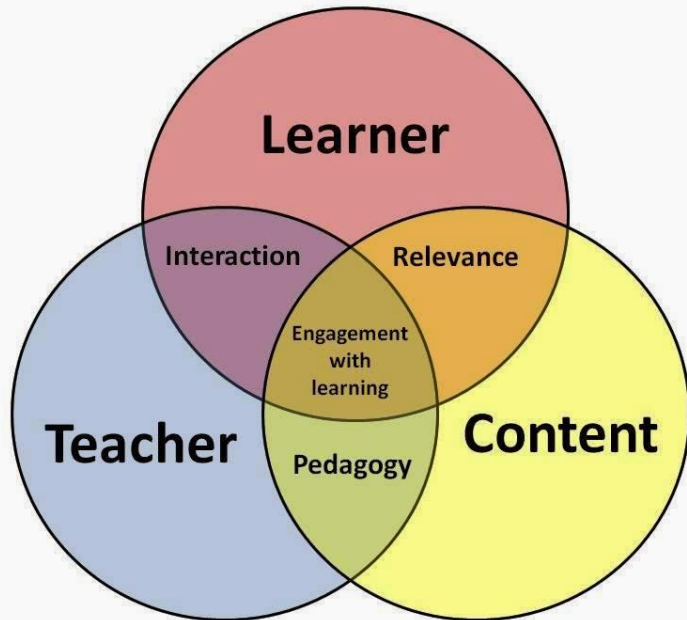
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# Engaging the Learner Through Meta-Teaching



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“Anyone, Anyone”

Teaching/Learning Methods



# Meta-Teaching

“Meta-teaching is the knowledge and reflection on teaching based on meta-ideas.

It is the teaching about teaching,  
a teaching process with practice consciously guided by thinking, inspiring teachers to teach more effectively.”

It doesn't matter how much we know. What matters is how clearly others can understand what we know.

"This is hard"



"Every learner is different; one likes this the other doesn't"

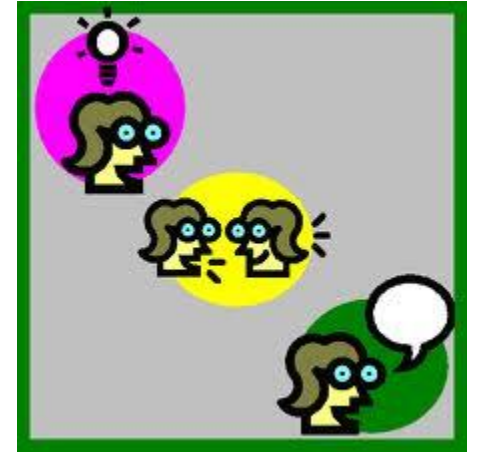
# I. Think-Pair-Share

## Getting to know your learner

- Introduce self
- Years of teaching
- Where do you teach (classroom, inpatient, outpatient)?

## Helping learners identify purpose

- What do you hope to learn?
- Why do you think this is an important topic for faculty?



"The active classroom is about inviting the learner to engage."



You're invited!



# I. Learner Centered – Audience

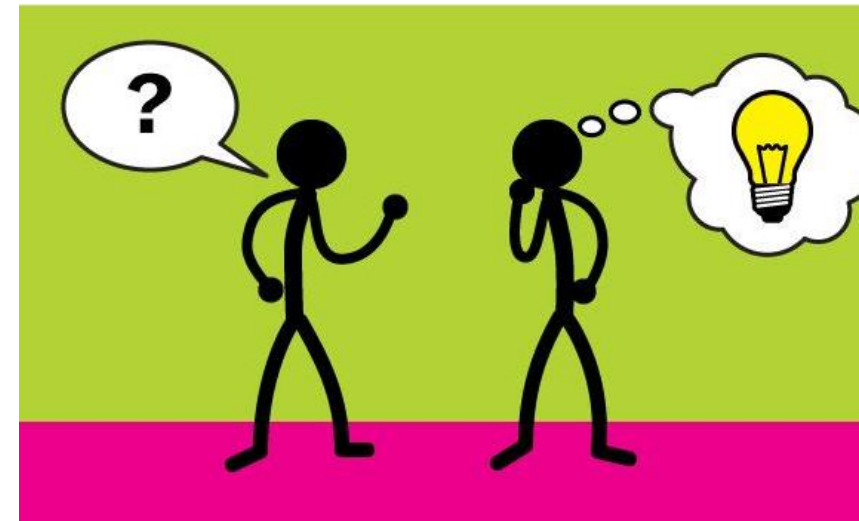
- Types of Classrooms
  - Passive (inactive) learners/Compliant classroom
  
  - Active
  
- Learners identify importance and impact of the session

# I. Learner Centered - Teacher

- Awareness
- Adaptable
- Accountable (modeling/mirroring)

## II. Asking the Right Question

- Questions of **Perspective**
  - Is there another point of view we could examine?
- Questions of **Importance**
  - What is the most important issue on which to focus?
- Questions of **Equity**
  - What conflicts of interest exist here?



## **II. Scenario – Difficult Conversation**

You witnessed a learner have a difficult conversation with a nurse. The learner attempted to solicit the nurse's opinion about discharging the patient (Ms. Leu). You observed the learner's discomfort in knowing what to say and where to stand.

1. What question would you ask about Perspective?
2. What question would you ask about Importance?
3. What question would you ask about Equity?

## II. Embodied Learning

- Engage learner to:
  - Demonstrate learnings and apply
  - Assess level of learning in the moment
- How do you tap into students' curiosity and interests through embodied learning?

## II. Scenario – Difficult Conversations

You witnessed a learner have a difficult conversation with a nurse. The learner attempted to solicit the nurse's opinion about discharging the patient (Ms. Leu). You observed the learner's discomfort in knowing what to say and where to stand.

1. What feedback would you provide the learner?
2. Invite the learner to demonstrate (verbally and non-verbally) what they would say and do in the conversation with the nurse.

## II. Engaged Teacher

- “...student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of **motivation** they have to learn and progress in their education.”

Hurst, 2013

## II. Engaged Teacher

- **teacher**  
“...~~student~~ engagement refers to the degree of attention, curiosity, interest, optimism, and passion that **teachers** ~~students~~ show when they are learning or being taught, which extends to the level of **motivation** they have to learn and progress in their education.”

Hurst, 2013



## II. Activity

### Questions to Ask Self before Teaching

1. Why am I a teacher?
2. What excites me about teaching, e.g. this topic?
3. How can I invite the learner to be involved?



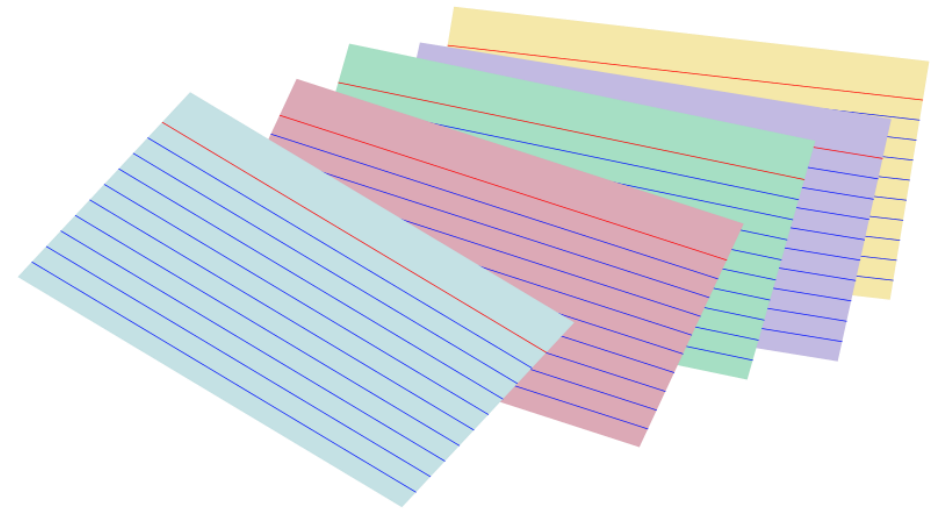
# Summary



- Learner Centered
  - Audience
  - Self
- Strategies
  - Embodied Learning
  - Questioning
  - Engaged Teacher

# Check Out/Action Plan

- What 1 strategy will you try with your learners in the next week?
- 3 things I learned
- 2 things that surprised me
- 1 question I still have



# References

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# Questions?

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