

We think we're pretty good at teaching X but how can we tell we're not just kidding ourselves?

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Published

2014

Conference Title

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ID:16378

Title: We think we're Pretty Good at Teaching X, but how can we tell we're not just Kidding Ourselves?

Neil Tuttle, Kerrie Evans, Andrea Bialocerkowski

Introduction/Background

Some aspects of teaching and learning can be evaluated relatively easily with Kirckpatrick's model. For others, evaluation can be more problematic. For example, we might think we are pretty good at teaching a 'soft', non-procedural skill such as manual therapy palpation, but:

- 1) How do we determine how student's reactions to our teaching approach compare with their reaction to other approaches when they are only exposed to one approach?
- 2) How do we evaluate learning when there is no objective way of assessing skills nor is there an agreed gold standard to compare the skills with?
- 3) The behaviours of interest are how the students perform in the clinical environment, but their performance is the result of a large range of inputs, so how can the impact of one aspect of our teaching be assessed?
- 4) Ultimately, results include factors such as patient outcomes, cost effectiveness, and therapist satisfaction which are perhaps even more multifactorial and difficult to assess.

Purpose/Objectives

To discuss and share experience and insights to expand our ability to evaluate learning and teaching outcomes.

Issues/Questions for exploration

What has worked in the past, what has failed? How might resources and experience be shared to improve our ability to evaluate our teaching effectiveness in 'soft' clinical skills?