

ADDRESSING FACTORS THAT IMPACT LEARNING



**FORMATION
CONTINUE
EN SANTÉ**



**CONSORTIUM NATIONAL
DE FORMATION EN SANTÉ**
Volet Université d'Ottawa

Targeted competency

The ability to address factors that impact learning in your professional practice.

Description

At the end of this workshop, participants will be able to support trainees in their learning process, recognize factors that have an impact on their learning, identify their learning preferences, plan and organize teaching strategies by integrating notions of learning styles, mastering emotions, managing stress and motivation. The workshop will also emphasize the importance for the supervisor to call on the trainee's prior knowledge.

Units

Unit 1: Demystifying learning

- What is learning?
- How does learning take place?
- What is Kolb's experiential learning and cycle?
- How to apply Kolb's cycle to supervision, stage by stage?
- What factors impact learning?

Unit 2: Exploring learning styles

- What is a learning style?
- What is my style?
- Which support strategies promote competency development?
- The VARK model and Dunn & Dunn's model

Unit 3: Optimizing learning by mobilizing your trainee's inner forces

- Do emotions influence his learnings?
- What is stress?
- Why focus on the trainee's motivation?
- What is perceived self-efficacy (PSE)?
- How to activate your trainee's prior knowledge to anchor new knowledge?

Unit 4: Taking account of factors that influence learning in simulations

- Three activities to foster the integration of notions acquired during the workshop

Addressing factors that impact learning

Several factors influence learning, including the learning style, intrinsic and extrinsic motivation, cognitive strategies, emotions, metacognitive strategies, prior experiences and knowledge, the level of engagement, heredity, gender, personality and age

(Knowles et al., 2015; Vienneau, 2017).

Considering these elements and characteristics will enable you to:

- Identify trainees' learning preferences;
- Select support strategies that foster the development of trainee's competencies.

We tend to mould our teaching to our way of learning!

A **learning style** is a "description of the attitudes and behaviours that determine a **preferred way of learning**"

Honey & Mumford, 1992, as quoted by Coffield et al., 2004, p. 70).

Is your style active, reflective, theorist or pragmatist? Why focus on this topic as a supervisor?

In order to:

- Explore your learning preferences;
- Become aware of the diversity of learning preferences among your trainees;
- Take learning styles into account in your teaching, and avoid limiting yourself to your own learning style;
- Use various supervisory activities, linked to the most relevant learning style, according to the situation.

(Chevrier et al., 2000; Leblanc et al., 2000; Gurpinar et al., 2011; Murray, 2011)

Knowing your trainee's learning style will allow you to:

- Initiate a discussion about learning preferences;
- Understand how he proceeds when learning;
- Stimulate his motivation by selecting or adapting activities so they better match his preferences;
- Make his learnings more effective (increase the quality of learnings);
- Promote the development of other styles; facilitate communication;
- Avoid constantly placing the trainee in a situation that does not correspond to his style;
- Understand his way of undertaking a task;
- Diversify teaching methods to develop different styles.

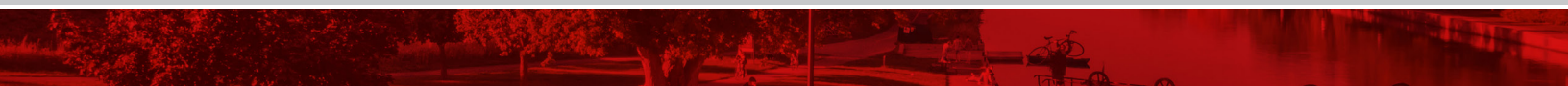
(Chevrier et al., 2000; Knowles et al., 2015; Leblanc et al., 2000; Gurpinar et al., 2011; Murray, 2011)

How do emotions impact learnings?

Emotions play a crucial role in academic success (Pekrun et al., 2009, as quoted by Mega et al., 2014). They will influence several cognitive abilities, such as attention and abilities to problem-solve and store information (Gooding et al., 2017; Leblanc et al., 2015).

Why focus on the trainee's motivation?

Although an individual may have the skills required to accomplish a task, it is his desire to act (his motivation) that will lead him to act (Raynal & Rieunier, 2014). In fact, **motivation is the driving force behind learning** and is associated with academic success (Murray, 2011; Poteaux & Pelaccia, 2016). Indeed, motivation fosters the trainee's involvement in placement-related tasks and enables him to fully invest himself in achieving his objectives (Poteaux & Pelaccia, 2016). You can stimulate motivation by exploring and integrating the trainee's beliefs and values into learning activities during the placement.



Références

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For the opportunity to access training on addressing factors that impact learning, register for the workshop at: <https://www.cnfs.ca/professionnels-de-la-sante/workshops>.

You will find more useful information on learning, including: Kolb's cycle, learning styles, emotions, stress, perceived self-efficacy, etc.