



**Karolinska
Institutet**

Learning about Learning

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Disclosure

- Associate residency director, Karolinska University Hospital
- WHO expert in medical education
- Co-course Director KI-BMJ Leading for Change in Health Professional Education
- Royal College of Physicians and Surgeons of Canada

Objectives

- Be able to **list** some basic key adult learning principles, based on educational research.
- Be able to **discuss** how these principles translate into designing educational activities in the domain of health professional education

*Learning is to
understand
something in a
qualitatively different
way*

Approaches to Learning

Surface (low cognitive)

- List
- Remember
- Enumerate

Deep (high cognitive)

- Compare
- Integrate
- Evaluate
- Discuss
- Create





What makes learning interesting?

Theories about Learning

- *Tabula Rasa*
- Behaviourism
- Cognitive Revolution: Information Processing
- Constructivism
 - Knowledge
 - Experience
- Social context

TEACHER

Can

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Adult Learning Principles (Knowles, M.)

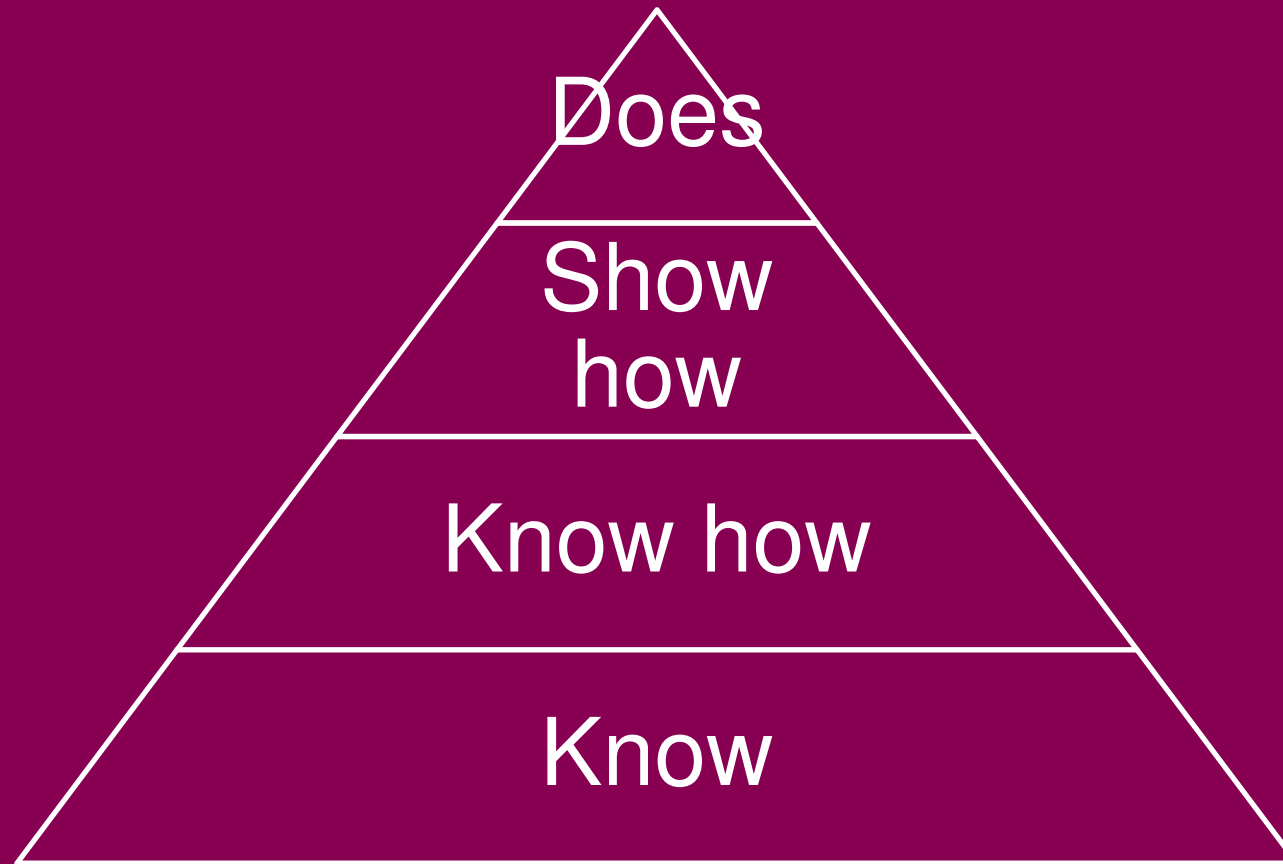
- A Need to know
- B Previous experience
- C Interactivity



How do we design learning?

Constructive Alignment





Educational Design and the Adult Learning Principles

| | |
|----------|----------------------------|
| A | Previous experience |
| B | Previous knowledge |
| C | Interactivity |
| D | Needs to know why |

Educational Design and the Adult Learning Principles

| | Learning Activity | Applies? |
|-----------------------|-------------------|----------|
| A Previous experience | | |
| B Previous knowledge | | |
| C Interactive | | |
| D Needs to know why | | |

Learning Objectives are KEY

- Formulate your learning objectives properly
- If not: no assessment, no evaluation
- Make an alignment analysis: backwash analysis!

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Conclusion

- Approaches to learning
- High and low quality learning
- Importance of previous knowledge and experience
- Make an alignment analysis
- Blended curricula

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- ki.se/mcc
- bmj.com/leadforchange
- ki.se/learningspaces