

Crafting a Teaching-Learning Encounter

Preparation:

Once a need for a teaching-learning encounter is established, one approach you may consider is Schwab's Curriculum Theory (1969), which consists of the four commonplaces of curriculum development and enactment: **teacher, learner, subject matter & milieu**.

As **teacher**/presenter, ask yourself:

- What is the topic (**subject matter**) I will teach/present on? Do I have sufficient knowledge and/or experience on this topic?
- Who is my audience (**learner**), peers, patients/clients [age group] and/or their families, policy makers etc.? What knowledge and/or experience on this topic do the learners already have?
- Where is the teaching-learning encounter going to take place (**milieu**), in a classroom, at patient's/client's bedside, at a conference, online, in community etc.?
- What would be the most effective way(s) to teach/present the information on the chosen topic (interactive lecture; individual &/or group activities; creative self-expression activities; online, other)?
- To reach/engage the greatest number of learners, keep in mind holistic education (Miller, 1996): mind-body-spirit-emotion.

Teaching-Learning Encounter:

The following six steps are informed by Instructional Skills Workshop (2006) guidelines (**B**ridge; learner-centred **O**utcomes; **P**re-asses; **P**articipatory lesson; **P**ost-asses; **S**ummary = BOPPPS):

- **Introduce the topic**, using a "bridge-in" ... to set the stage for the teaching-learning encounter. How you accomplish this will depend on the purpose of this encounter, the audience and the milieu.
- **Assess the level of antecedent knowledge of the learners** i.e. What do they already know on the subject matter? Meet learners at the level of their knowledge/understanding.
- Share with the audience what you hope they will learn/achieve, as a result of your teaching-learning encounter ... (**learner-centred outcomes**)
- **Engage the audience/participants in holistic teaching-learning**, which ought to include a variety of teaching-learning activities that address cognitive, psychomotor and affective domains of learning, &/or patterns of knowing (Chinn & Kramer, 2018).
- **Assess what has been learned by the audience/participants** i.e. Were your proposed learner-centred outcomes achieved by the audience/participants?
- **Summarize/re-cap the teaching-learning encounter**: purpose of the encounter, what was done, what was learned (**post-assessment**). Explore with audience how they could apply the learning in their respective personal-professional life situations.

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Originated: October 1, 2017
Reviewed: Dec 8, 2020

Reflection:

Following the teaching-learning encounter, reflect on what went well and what could be improved upon for similar future encounters, and how you could achieve this.

References:

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