How our brains learn

Tips for Teaching

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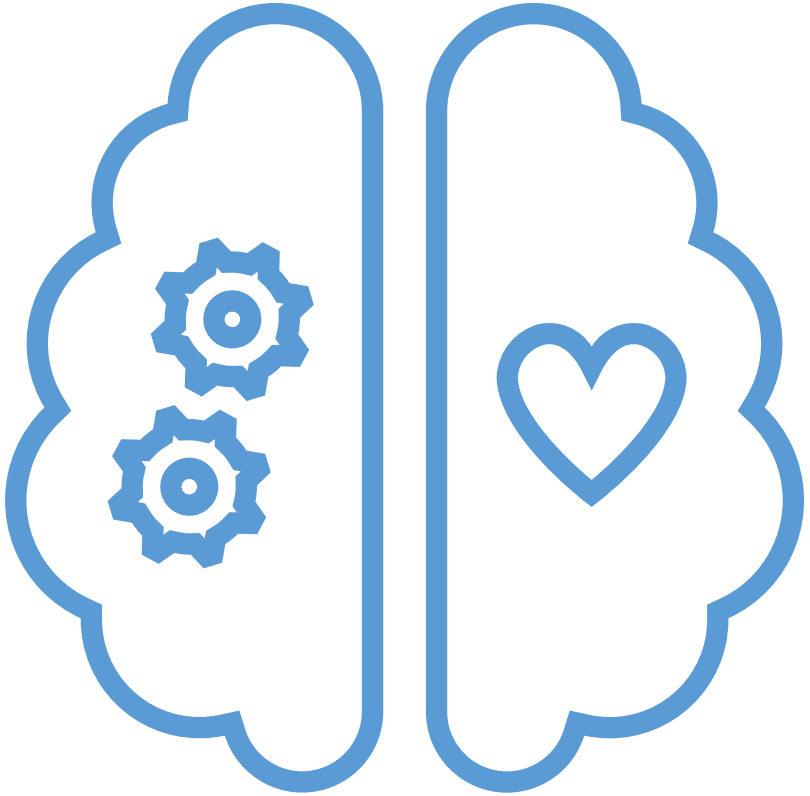
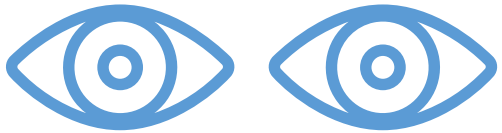
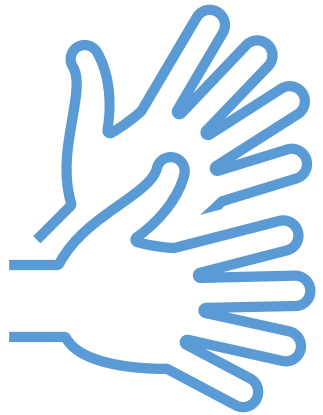
@danielledok







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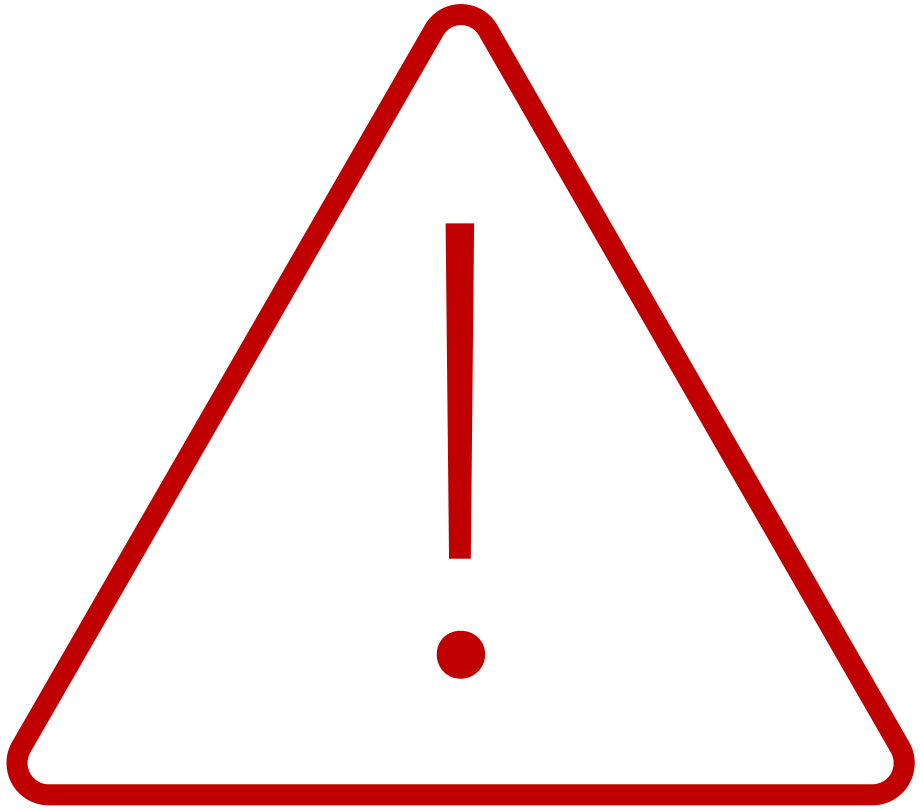
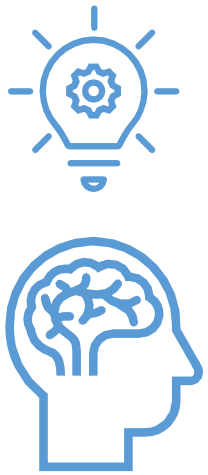


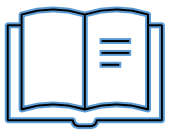


Learning objective

To give you ideas, based on how the brain learns, that you can use to help your participants to really learn from your courses!

Overview

Learning → Memory → 3 Tips! → Practice



“Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience.”

"Learning is an **enduring change** in behavior, or in the capacity to behave in a given fashion, which results from **practice** or other forms of **experience**."


90
IEC II / TYPE II HIGH POSITION
SUPER AVILYN CASSETTE SUPER HIGH RESOLUTION
B:
SUPER PRECISION ANTI-RESONANCE CASSETTE MECHANISM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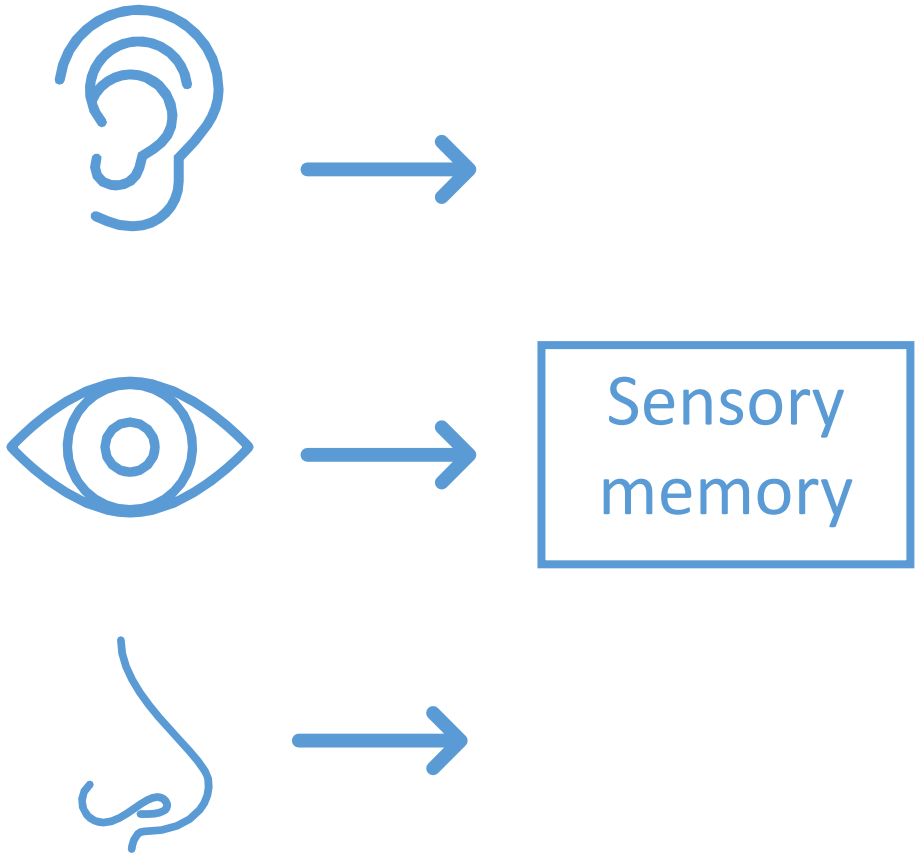
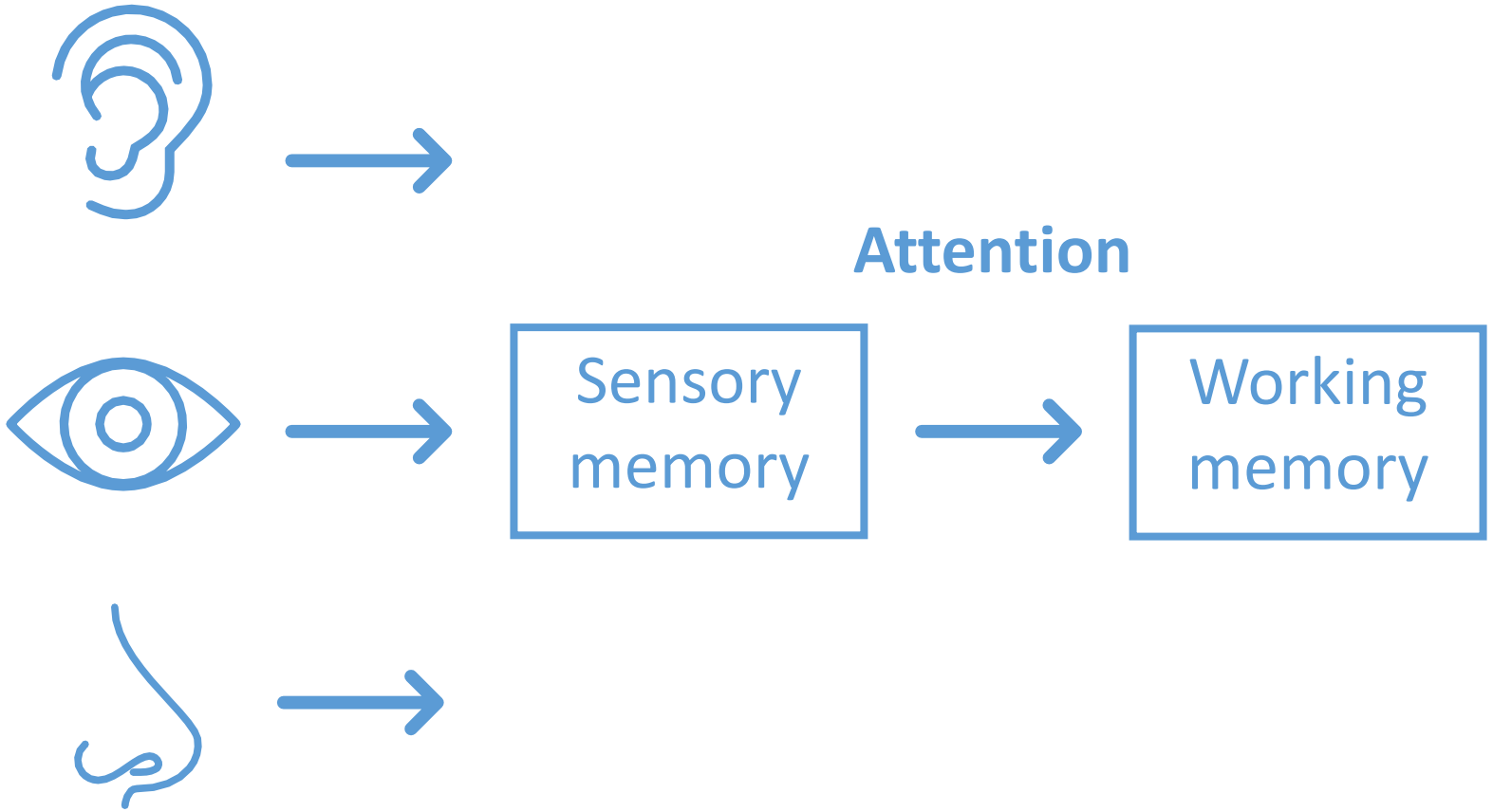
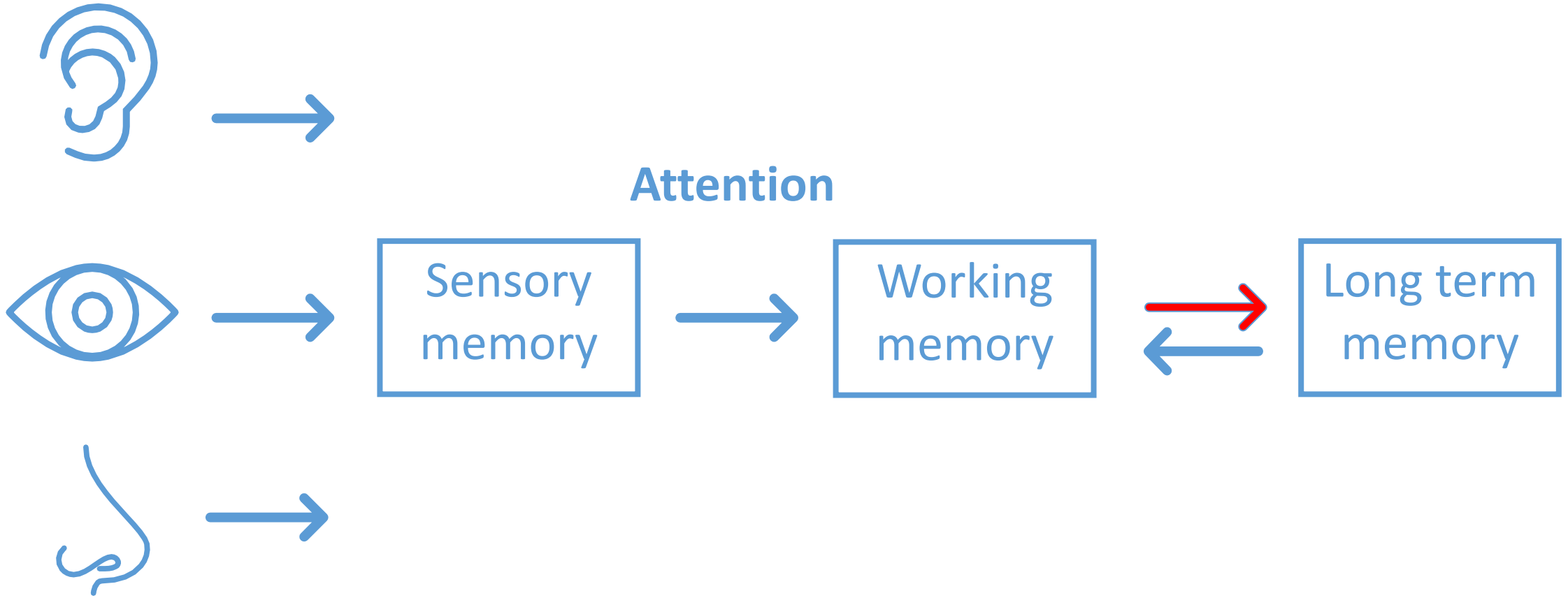
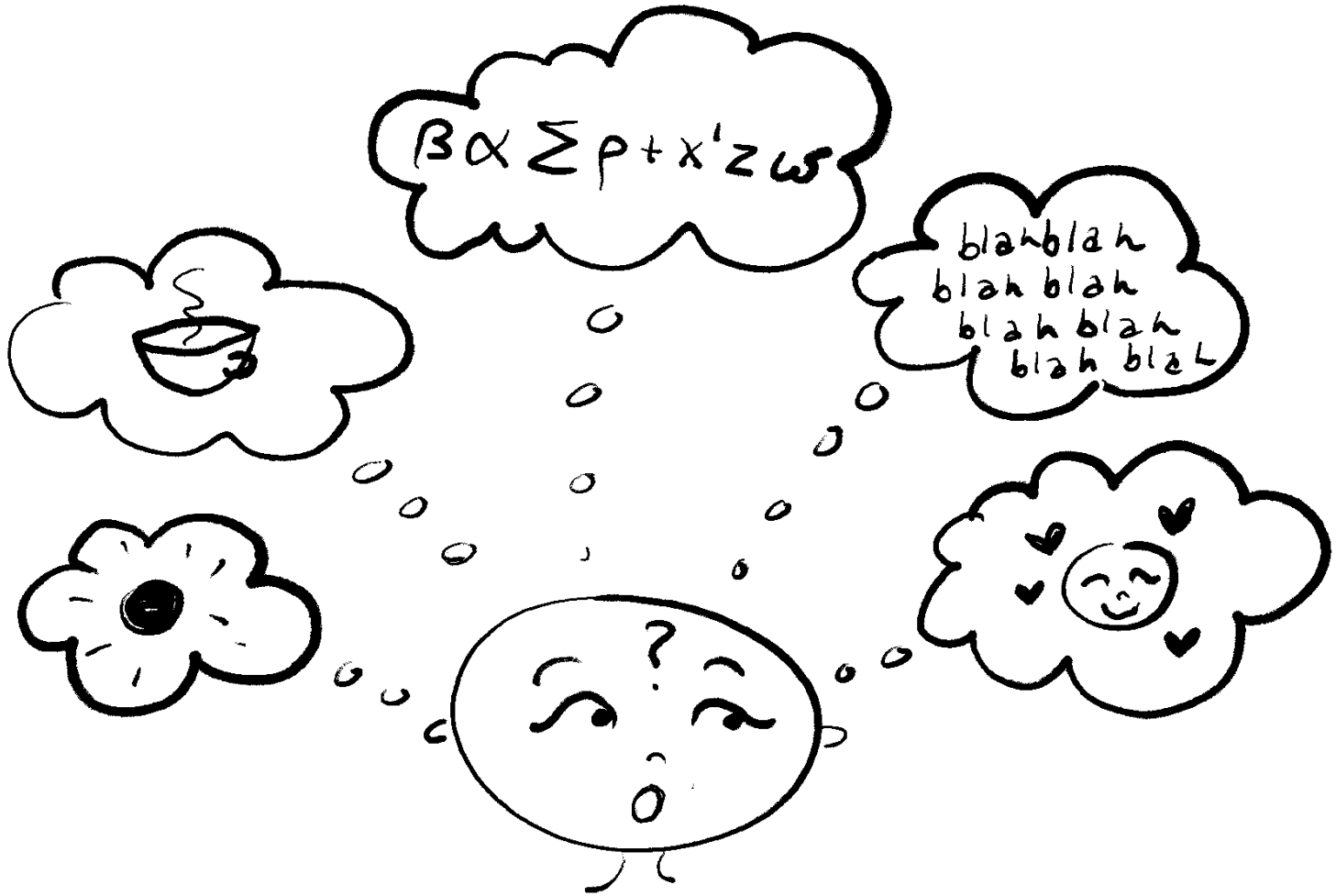
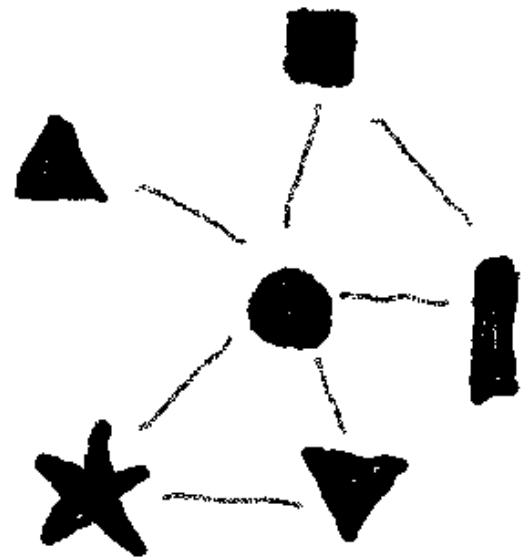

Sensory
memory


Attention
Sensory memory
Working memory

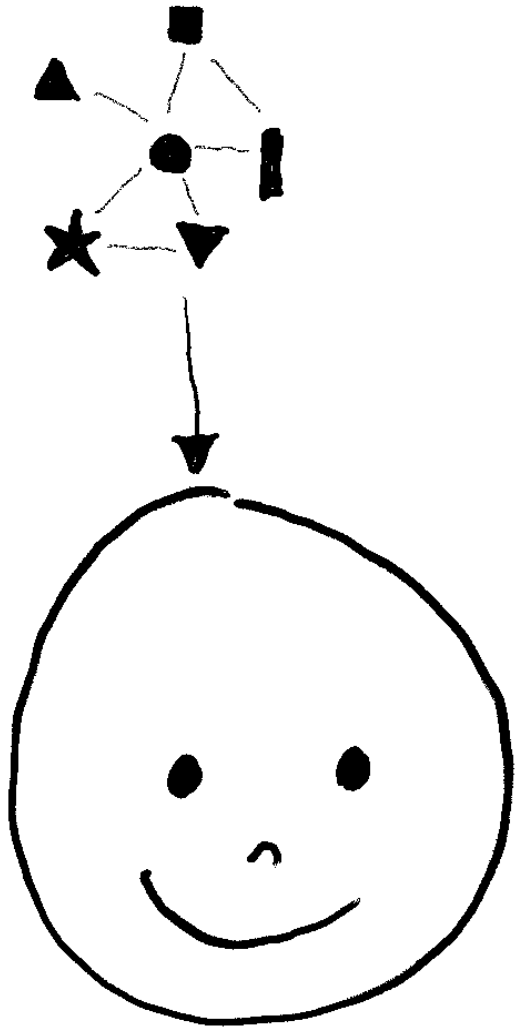

Attention
Sensory memory
Working memory
Long term memory

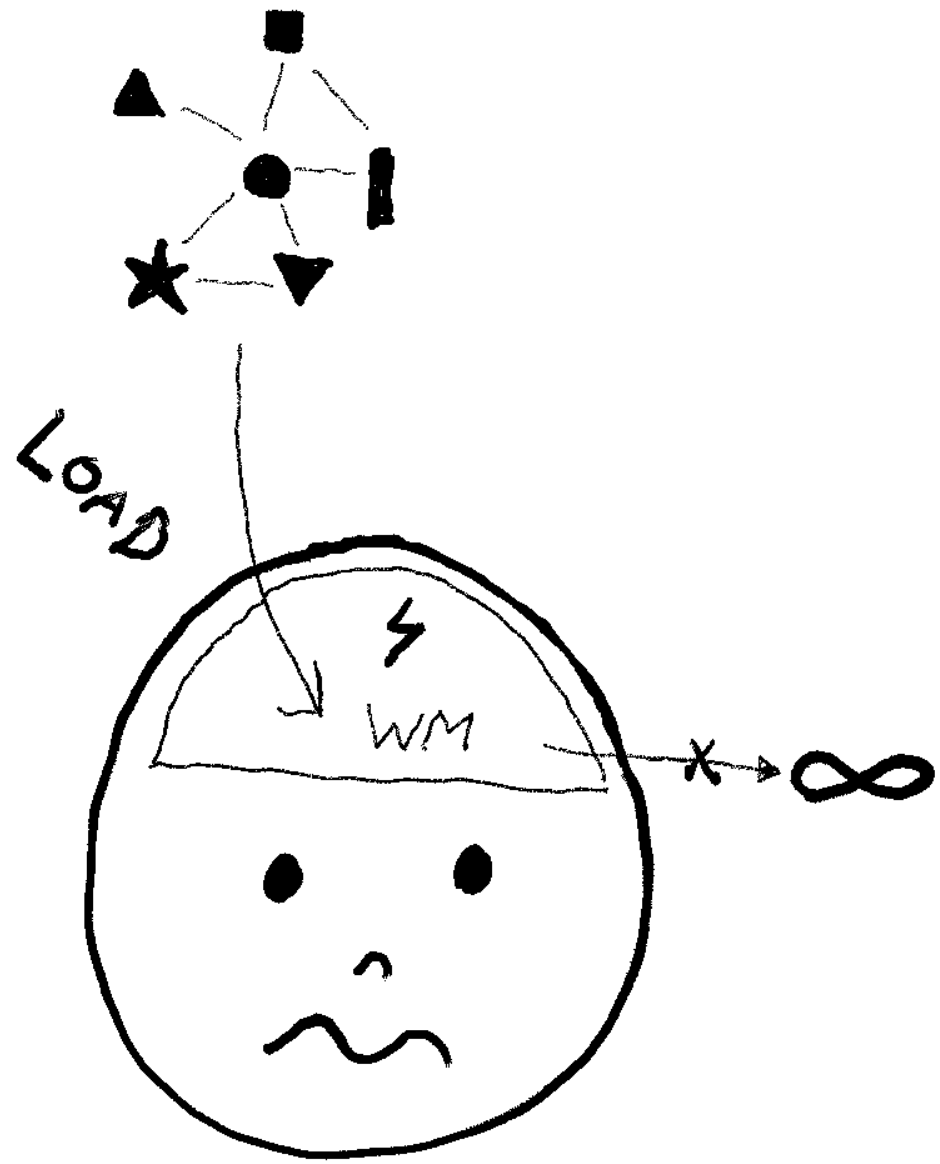
Cognitive Load





Schema




LOAD
WM
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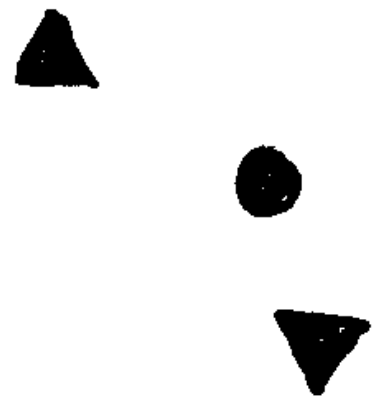

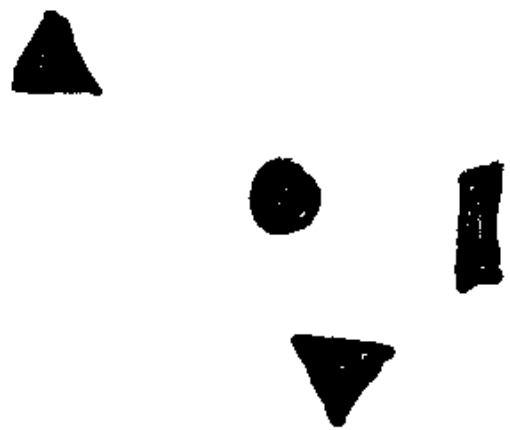

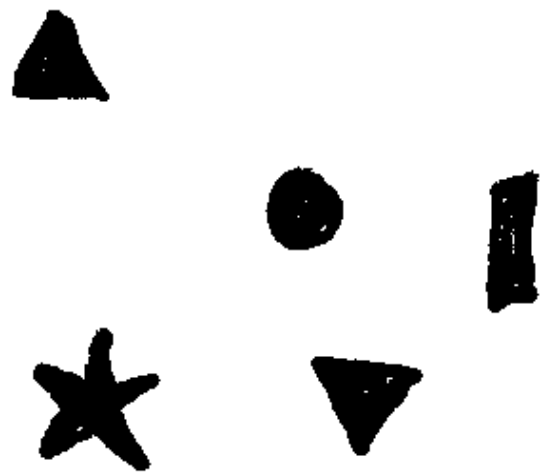

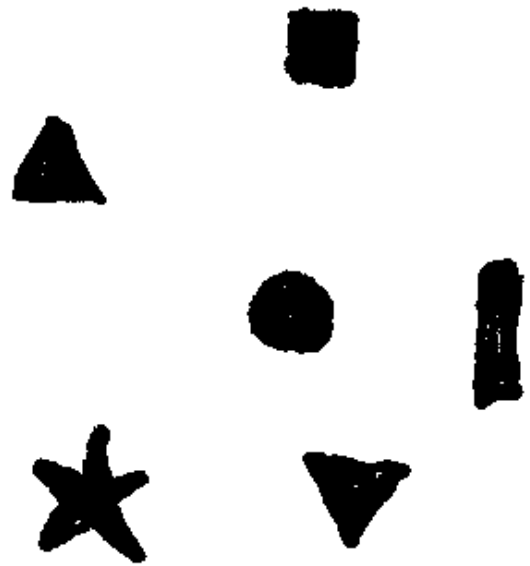

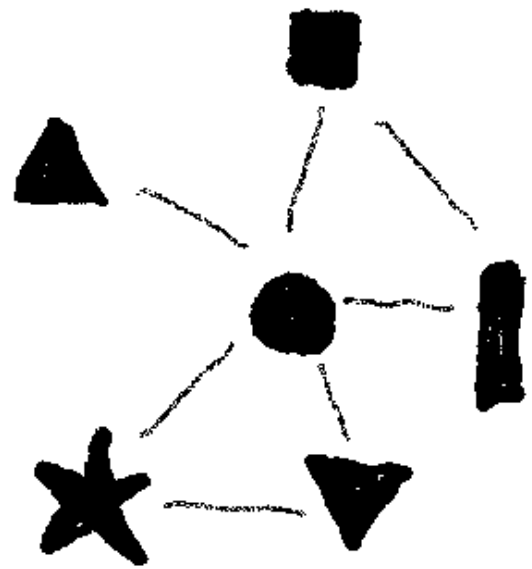

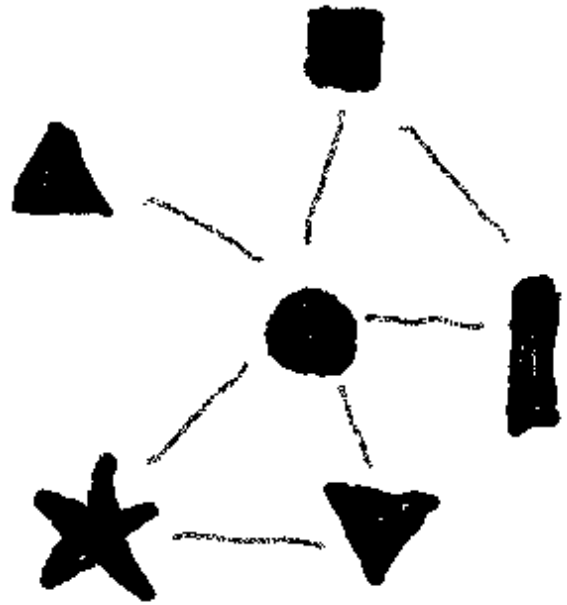

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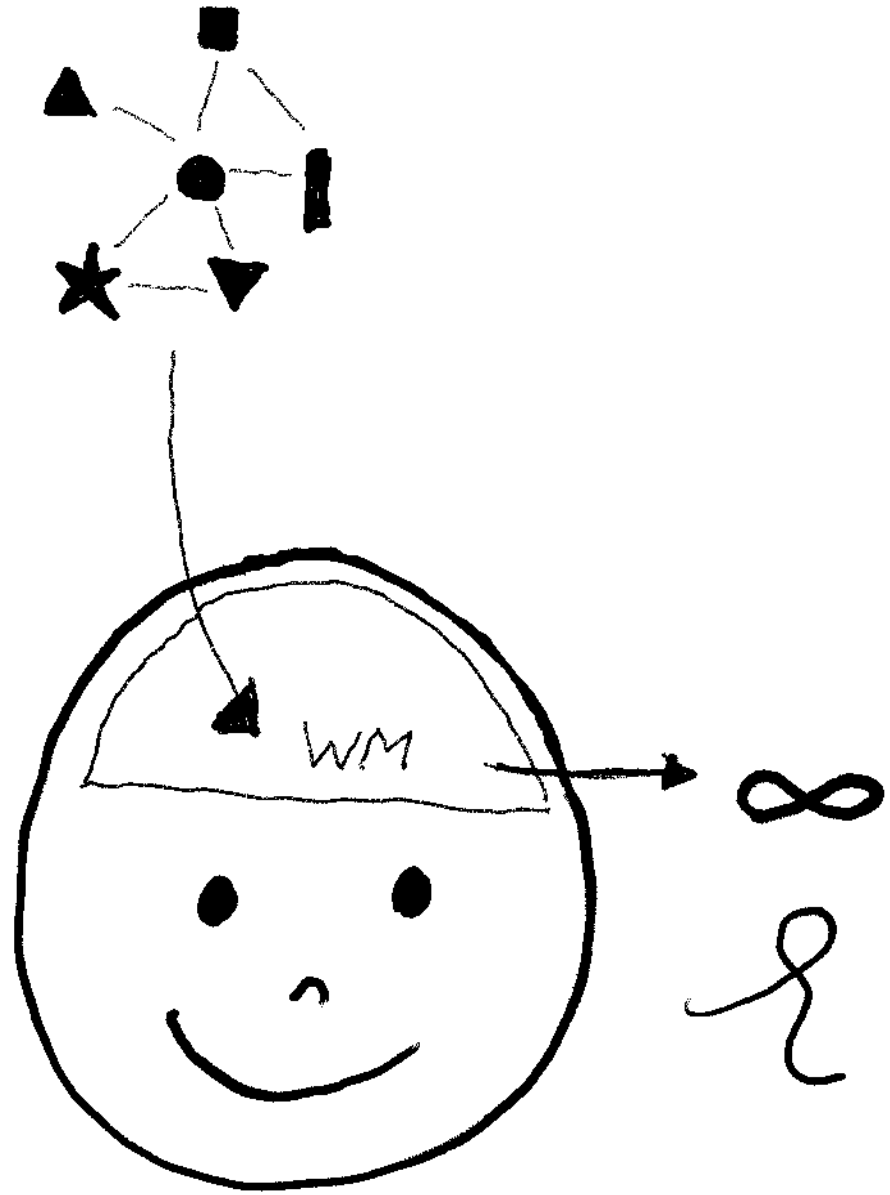
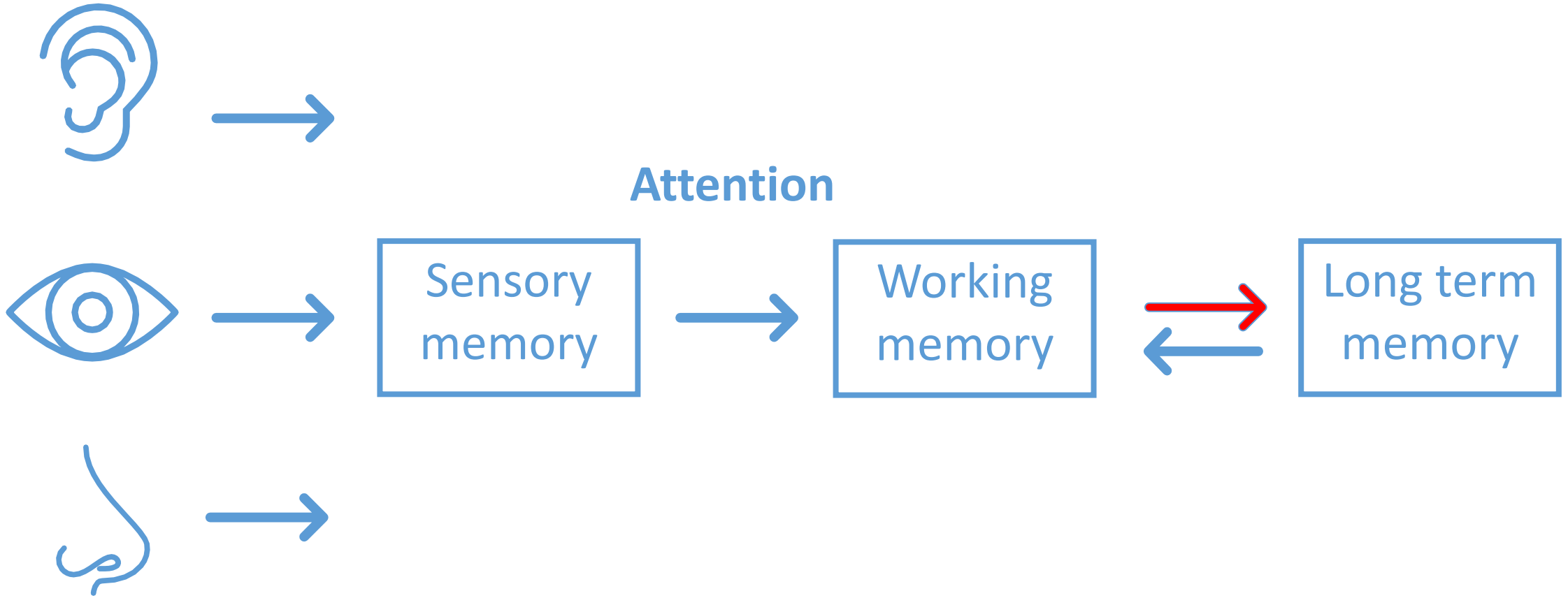

WM


Attention
Sensory memory
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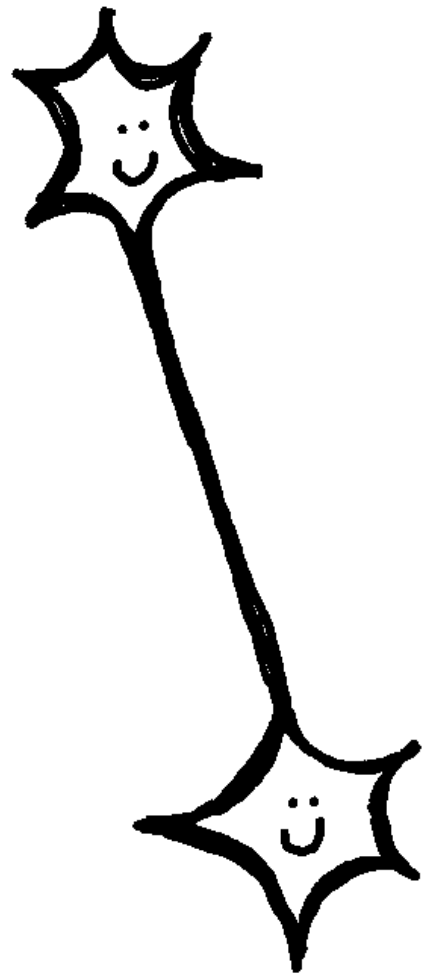
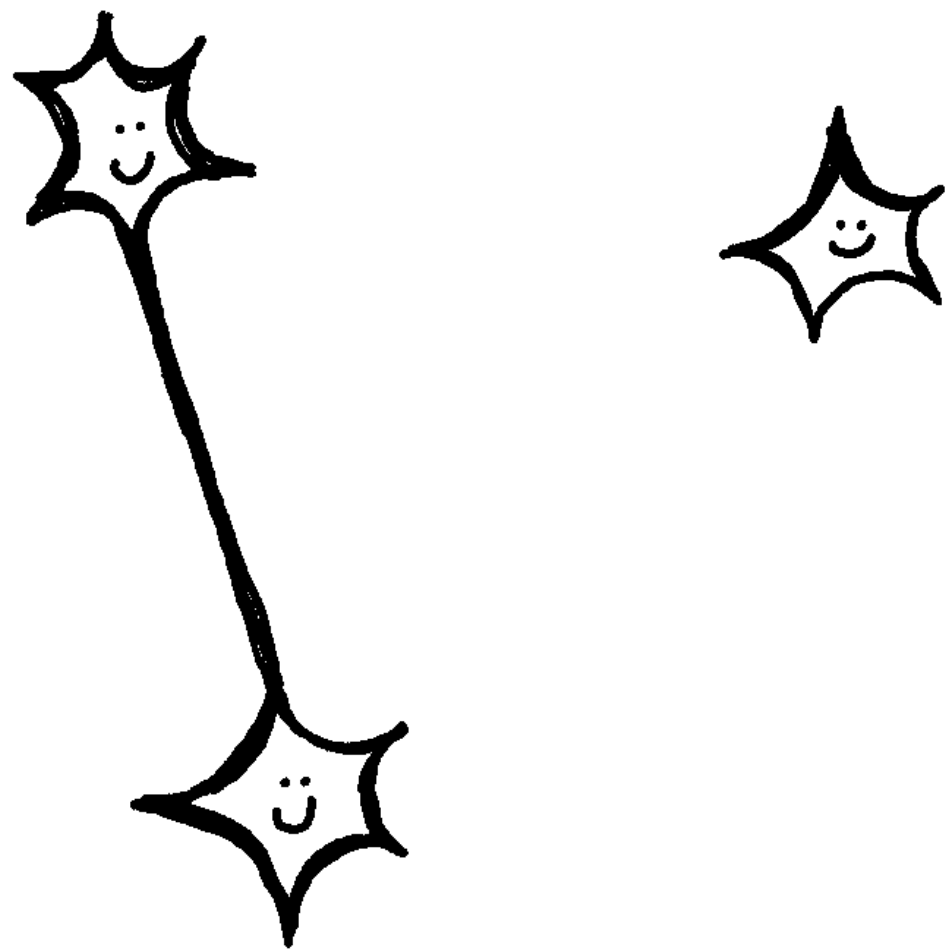
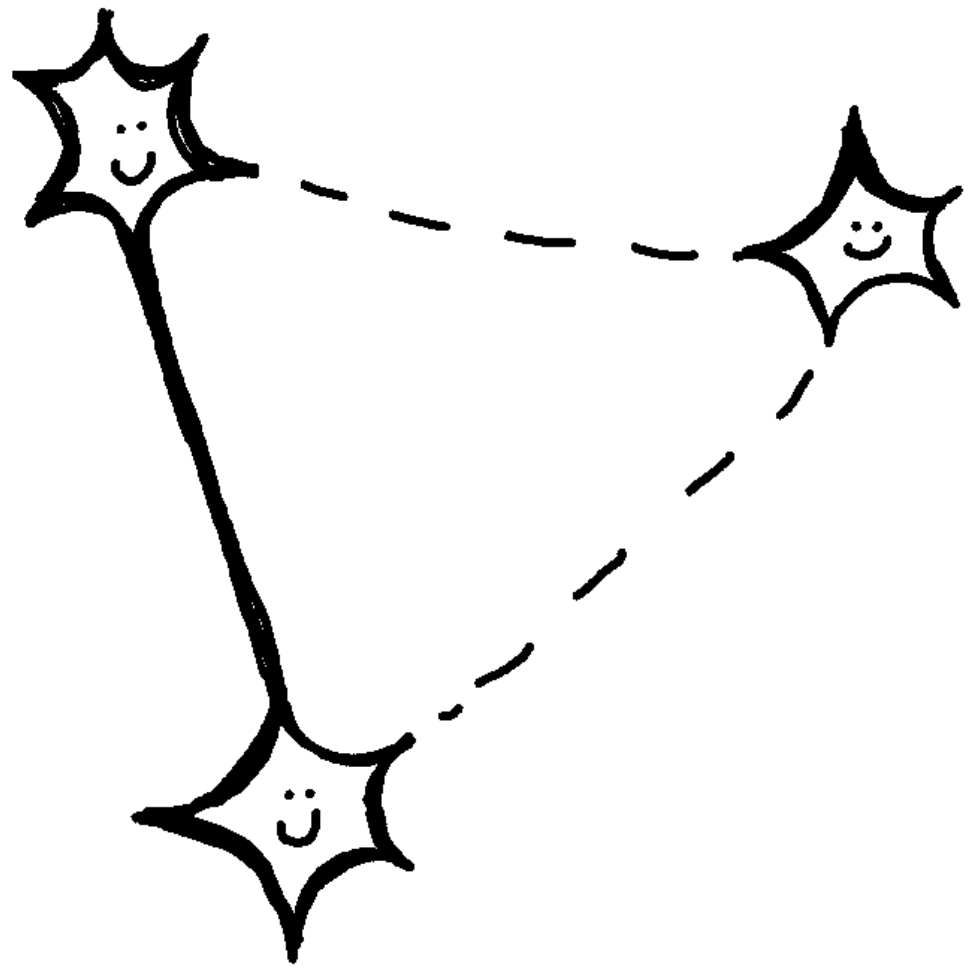
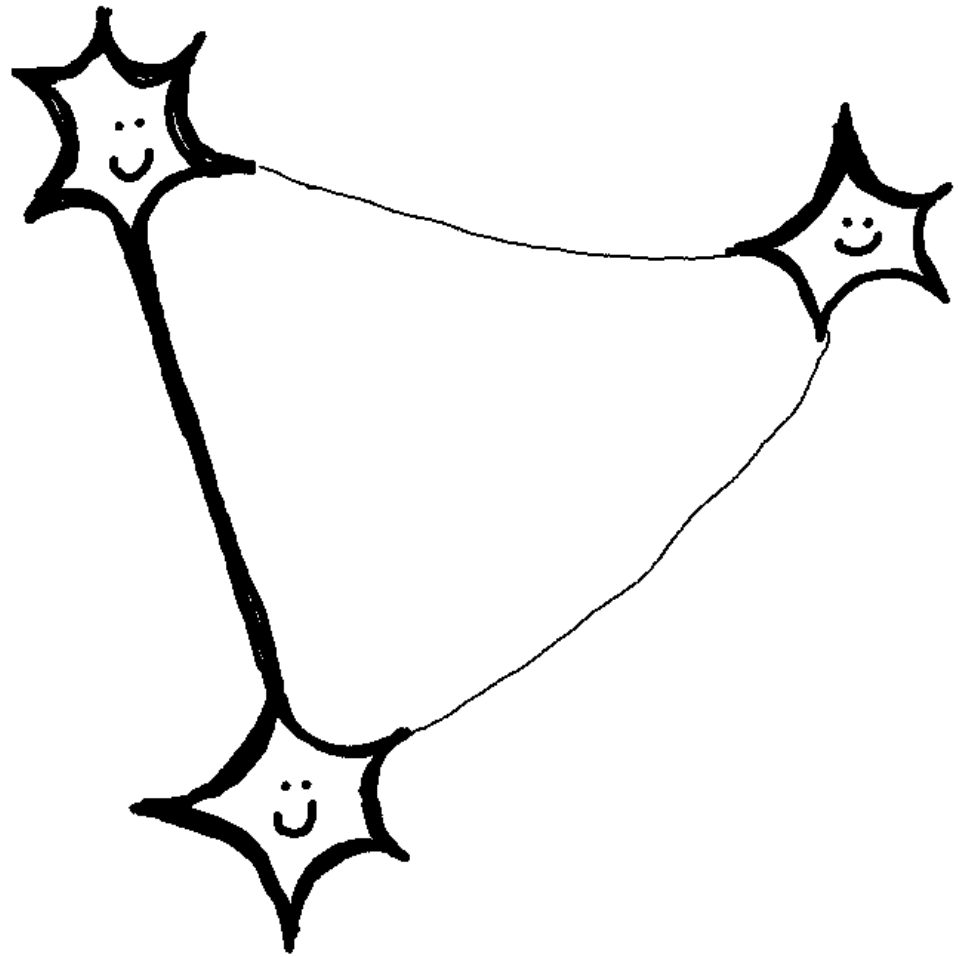
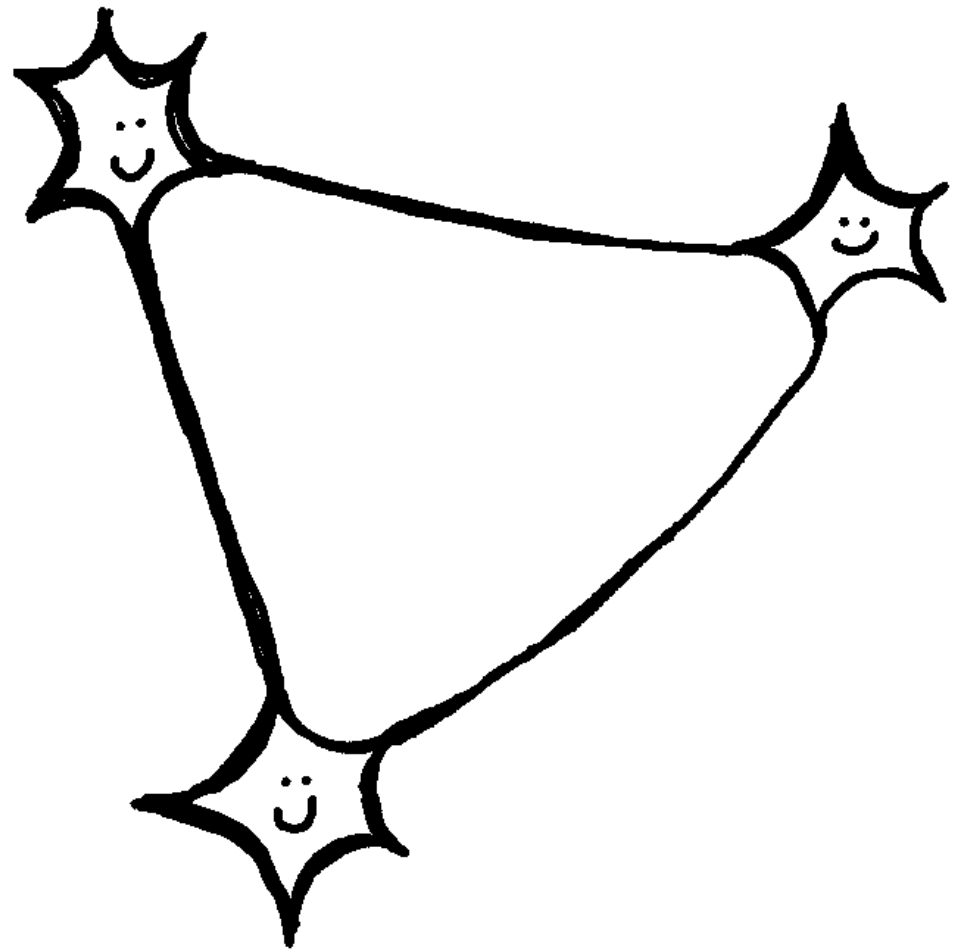
Long term memory

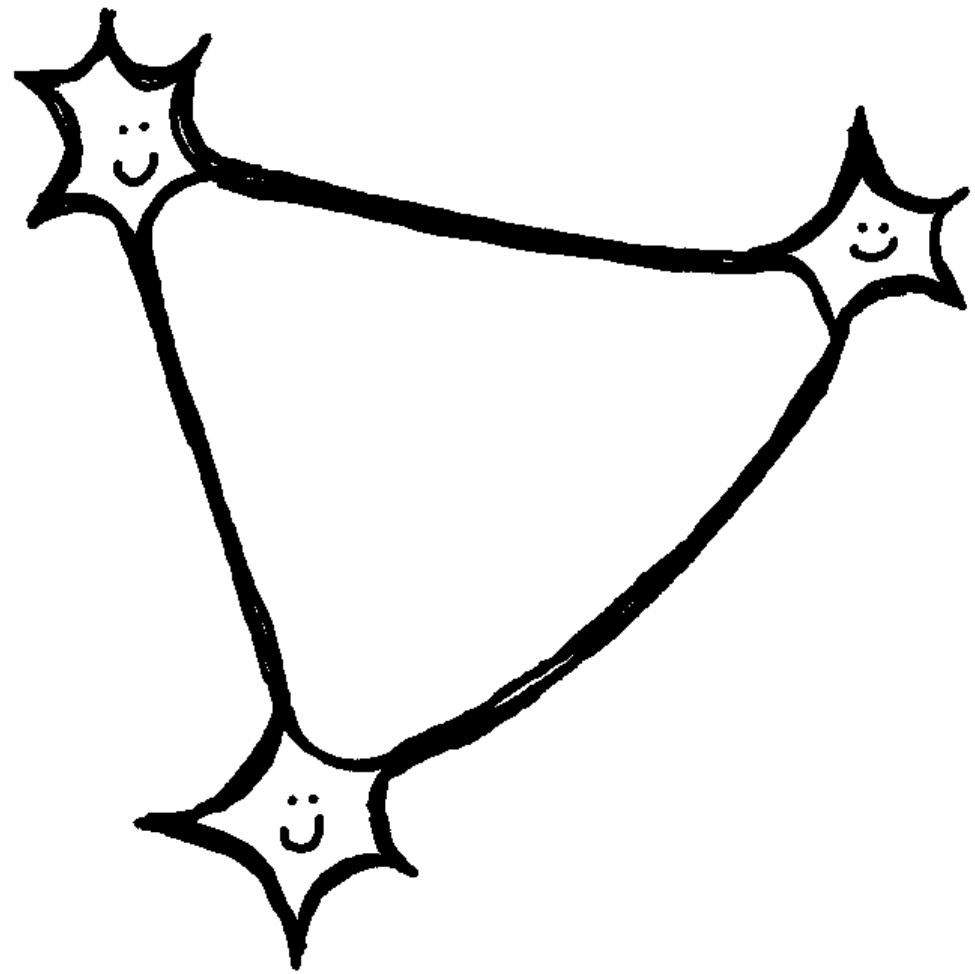








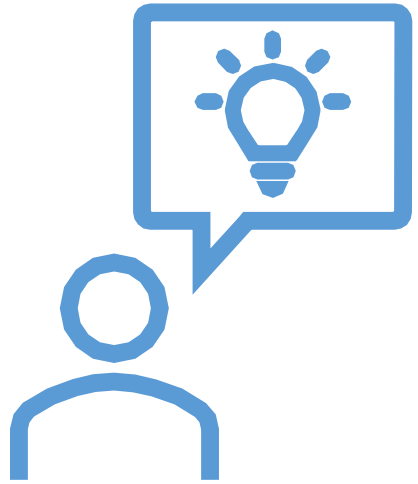




Tip 1

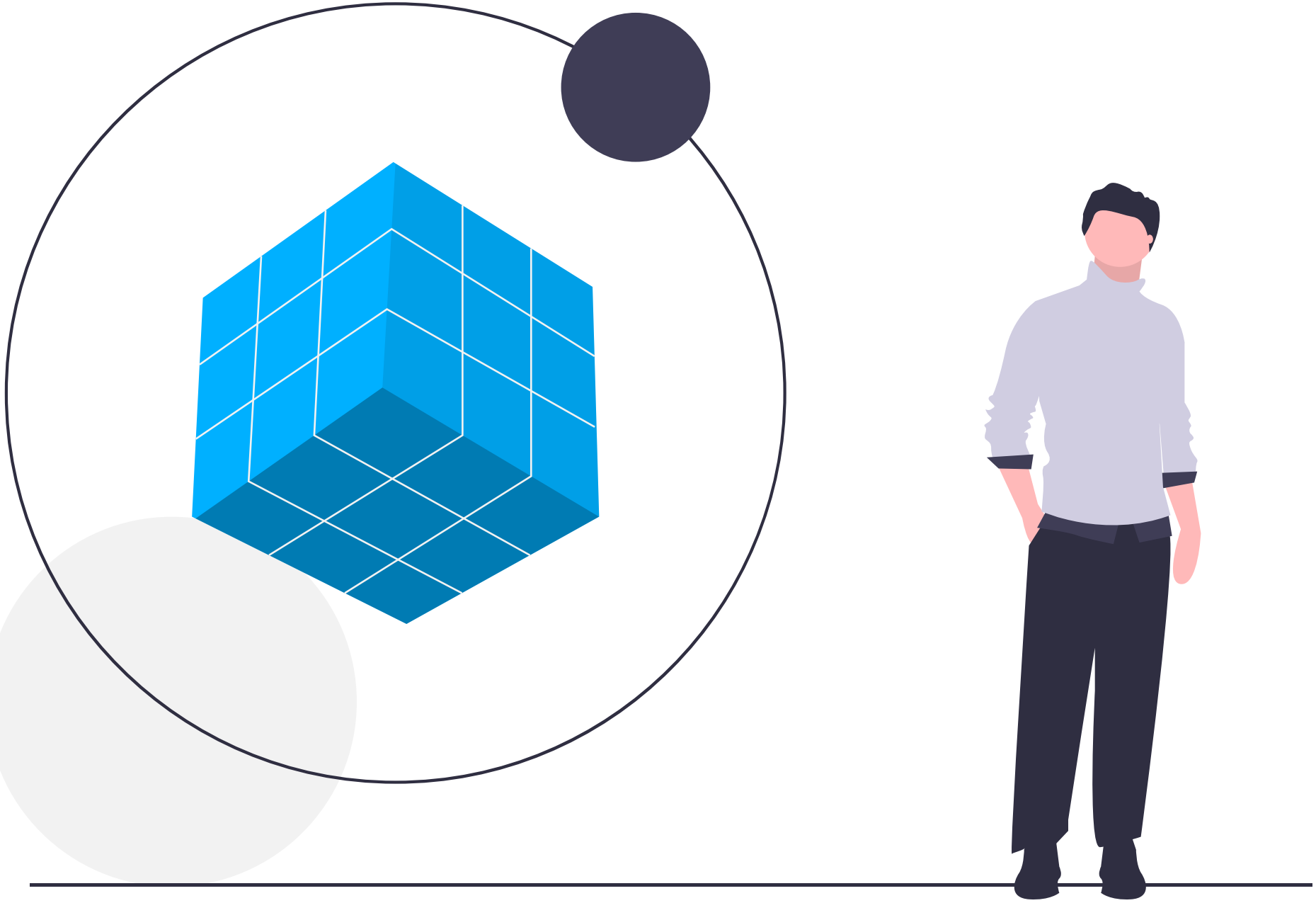
PREVIOUSLY ON

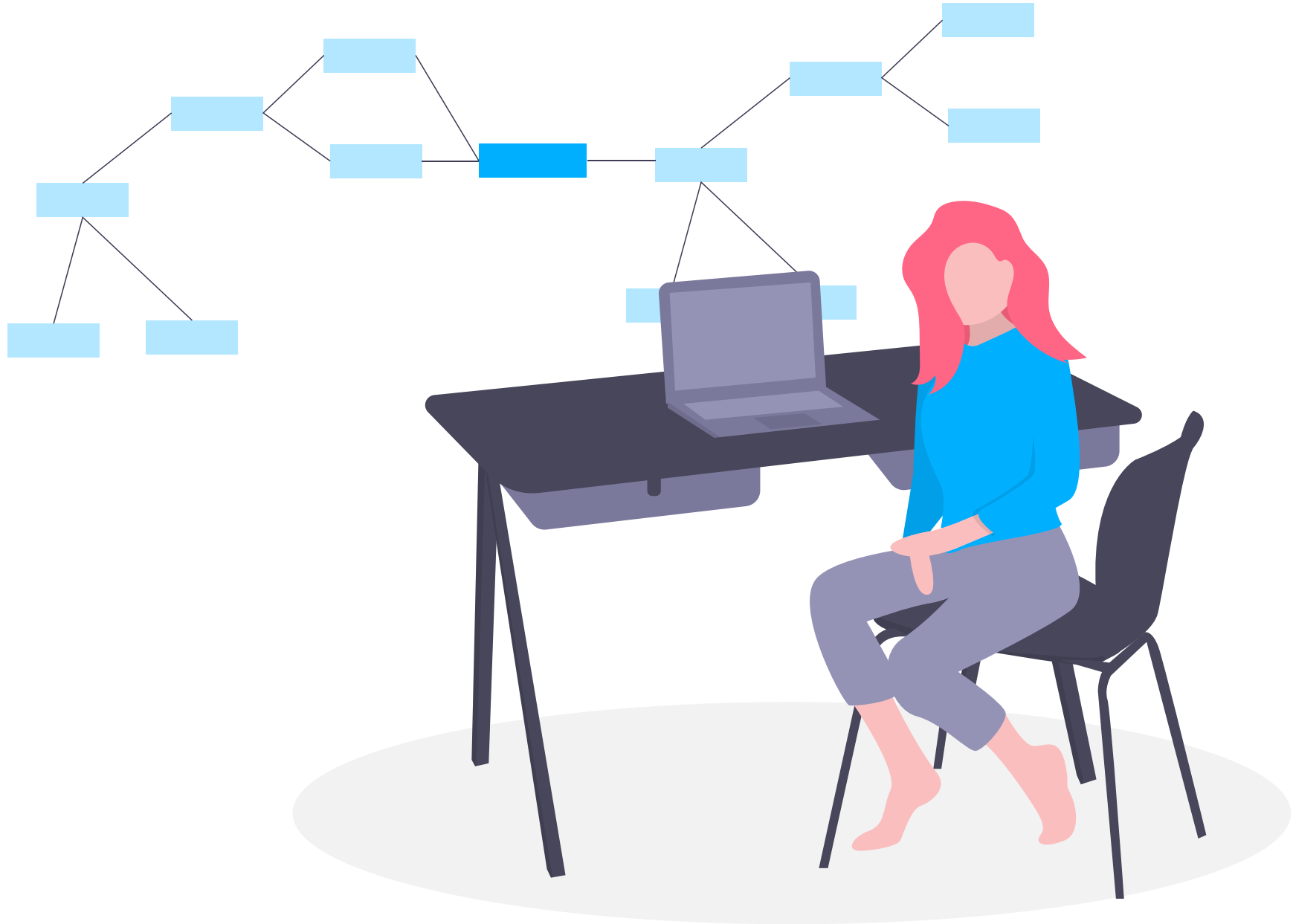
GAME OF THRONES



Tip 1
Activate prior knowledge

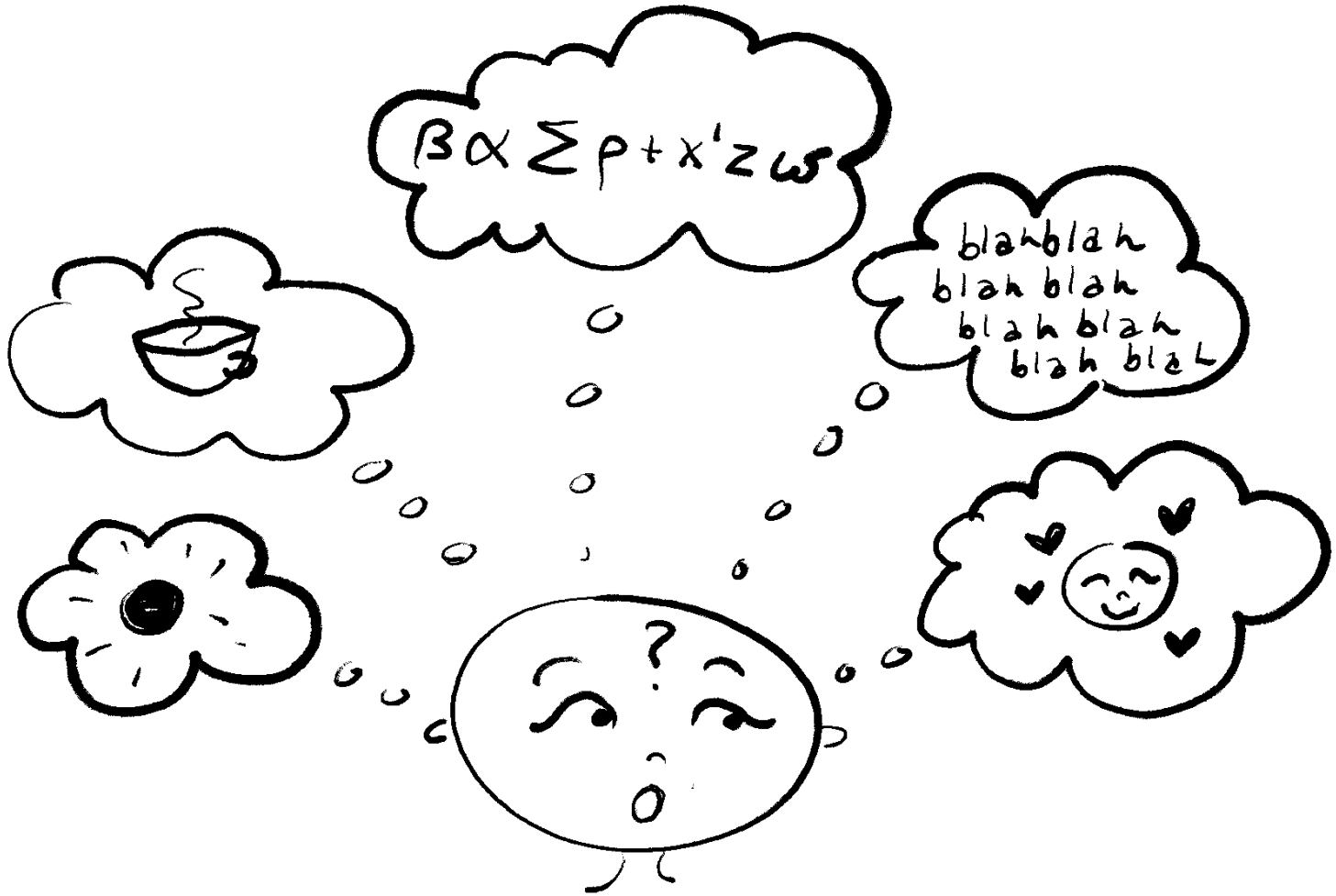
How?





Tip 2
Offer a structured step-by-step approach

Cognitive Load



How?

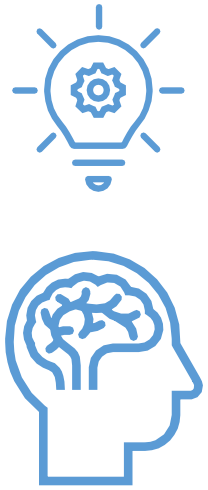
Learning objectives

"THOU SHALT INFORM LEARNERS OF THE LEARNING OBJECTIVES"

Learning objectives

After this presentation you will be able to:

- Understand what learning is
- Understand how memory works
- Understand what cognitive load is
- Explain why it’s important to activate prior knowledge
- Explain why a structured step-by-step approach helps learners learn
- Explain why it’s important to make learners think
- Use the 3 tips in your own teaching



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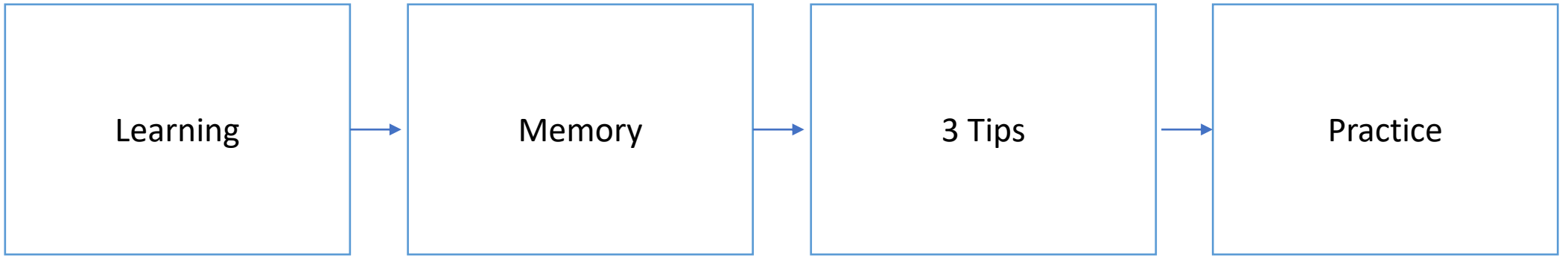
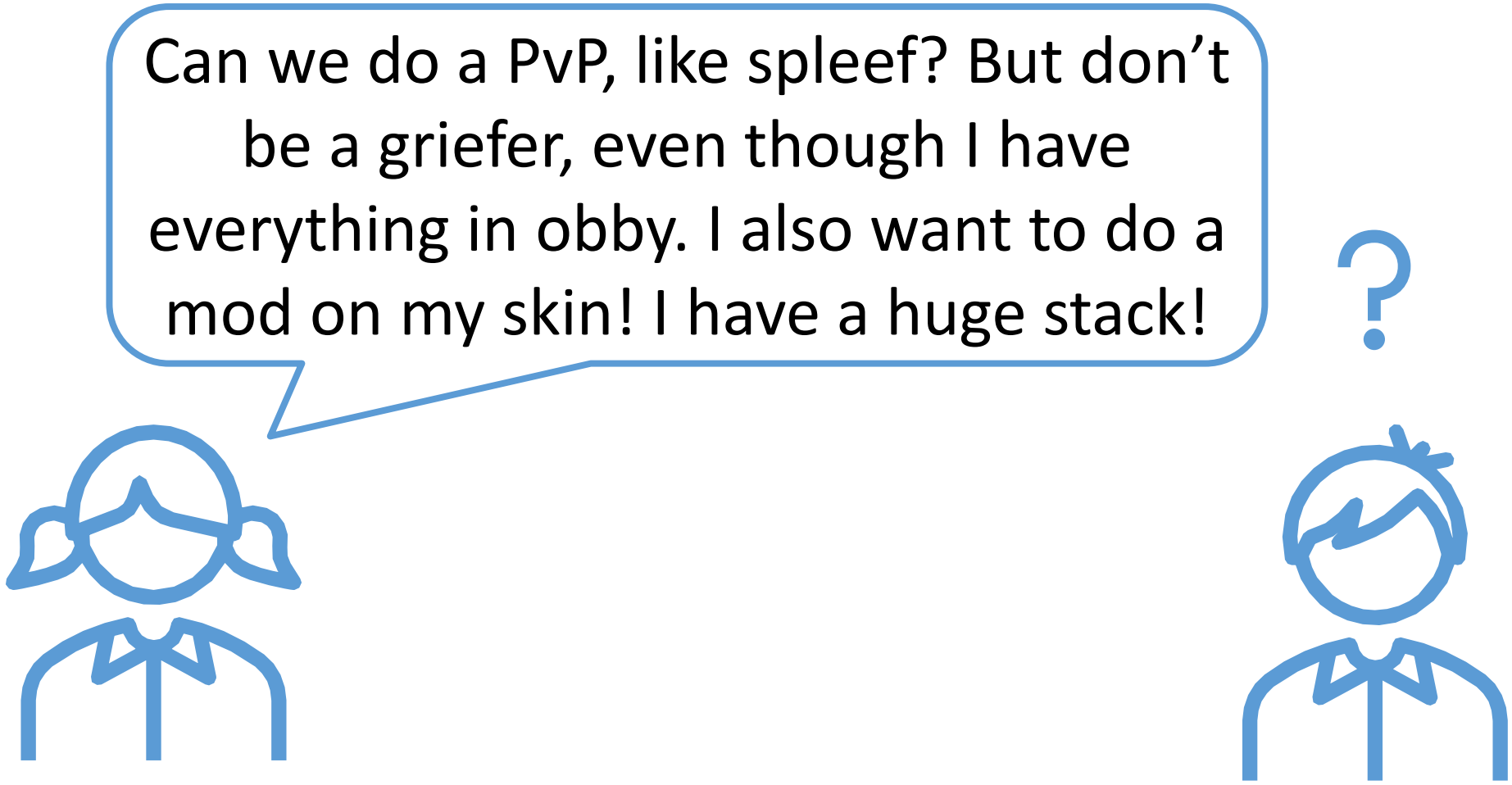



Step
by
Step

The “curse of knowledge”



How?

Check!


Less is More

Tip 2: Offer a structured step by step approach

How to implement this?

- Remember:

Less is more!!

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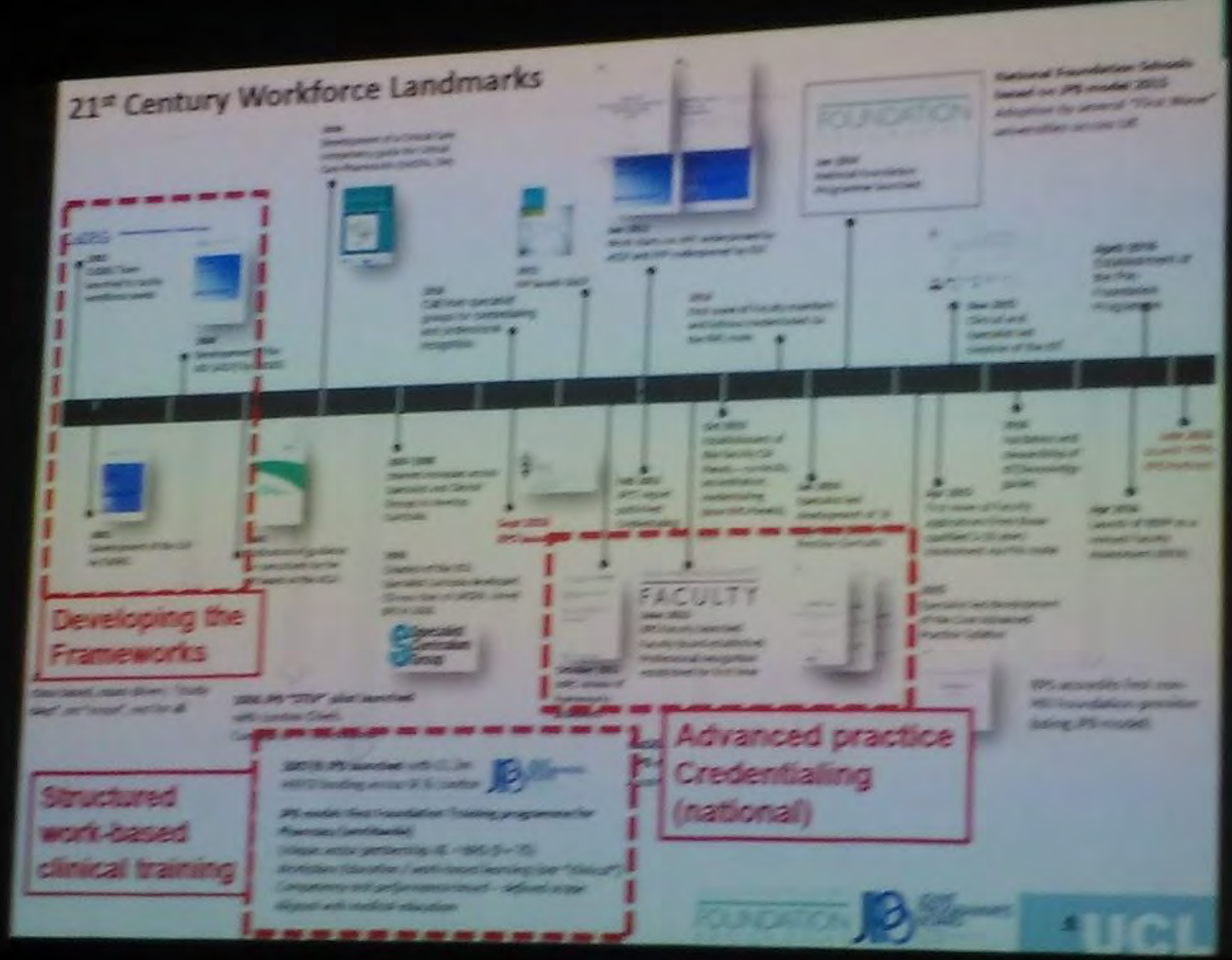
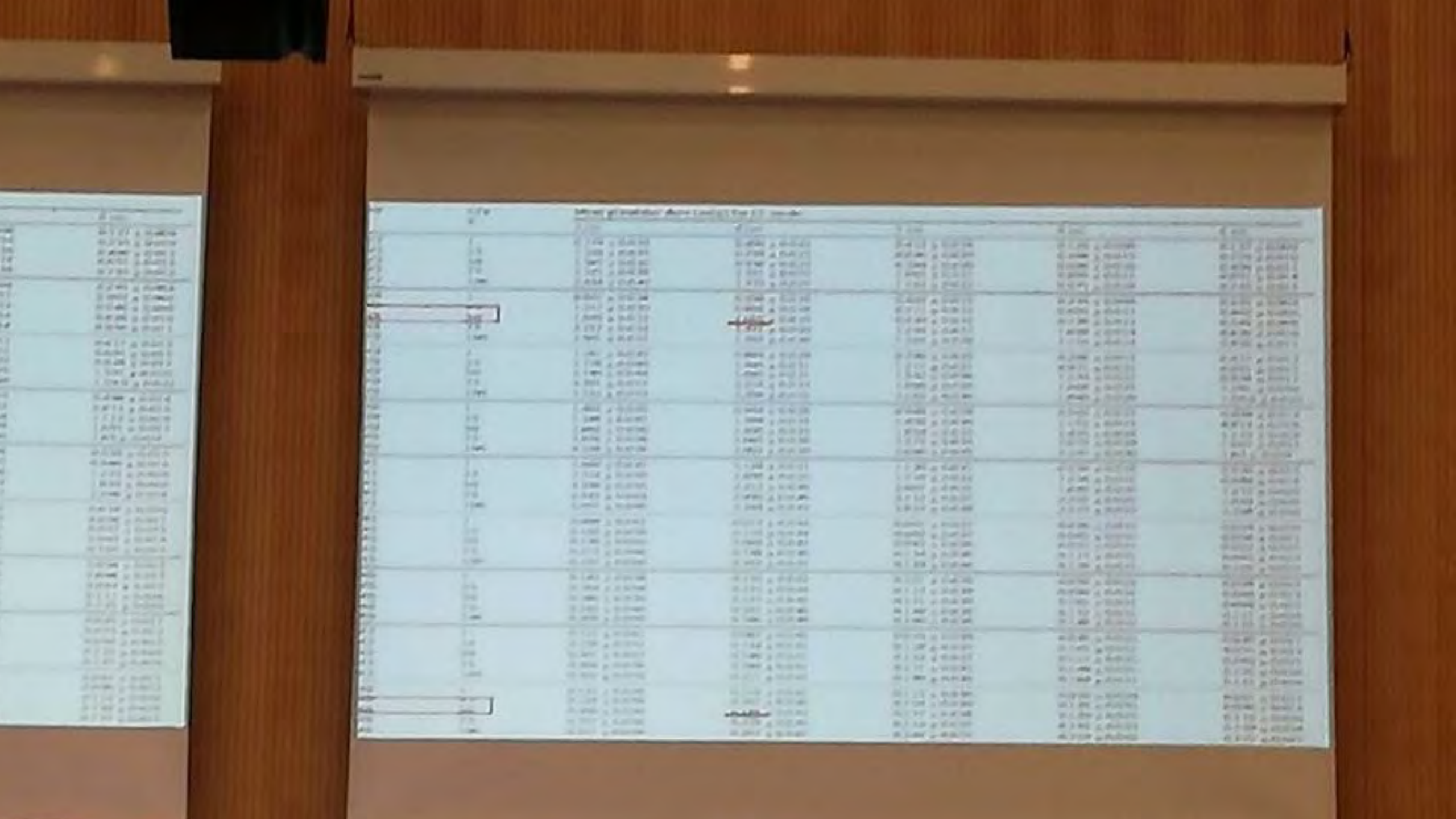
How?

One concept per slide

How?

- Step by step
- Check
- Less is more
- One concept per slide


21st Century Workforce Landmarks
FOUNDATION
FACULTY
Developing the Frameworks
Structured work-based clinical training
Advanced practice Credentialling (national)
UCL

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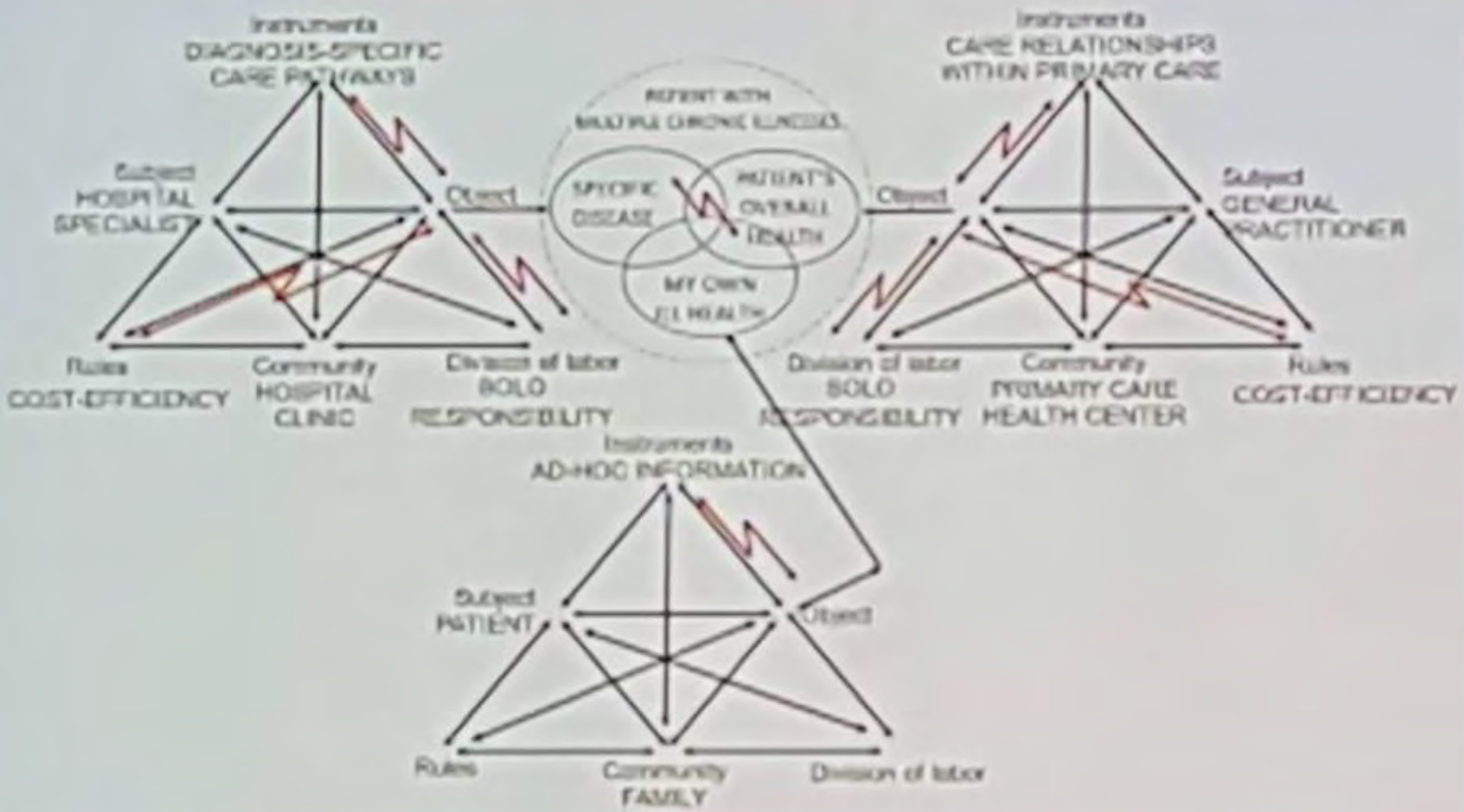
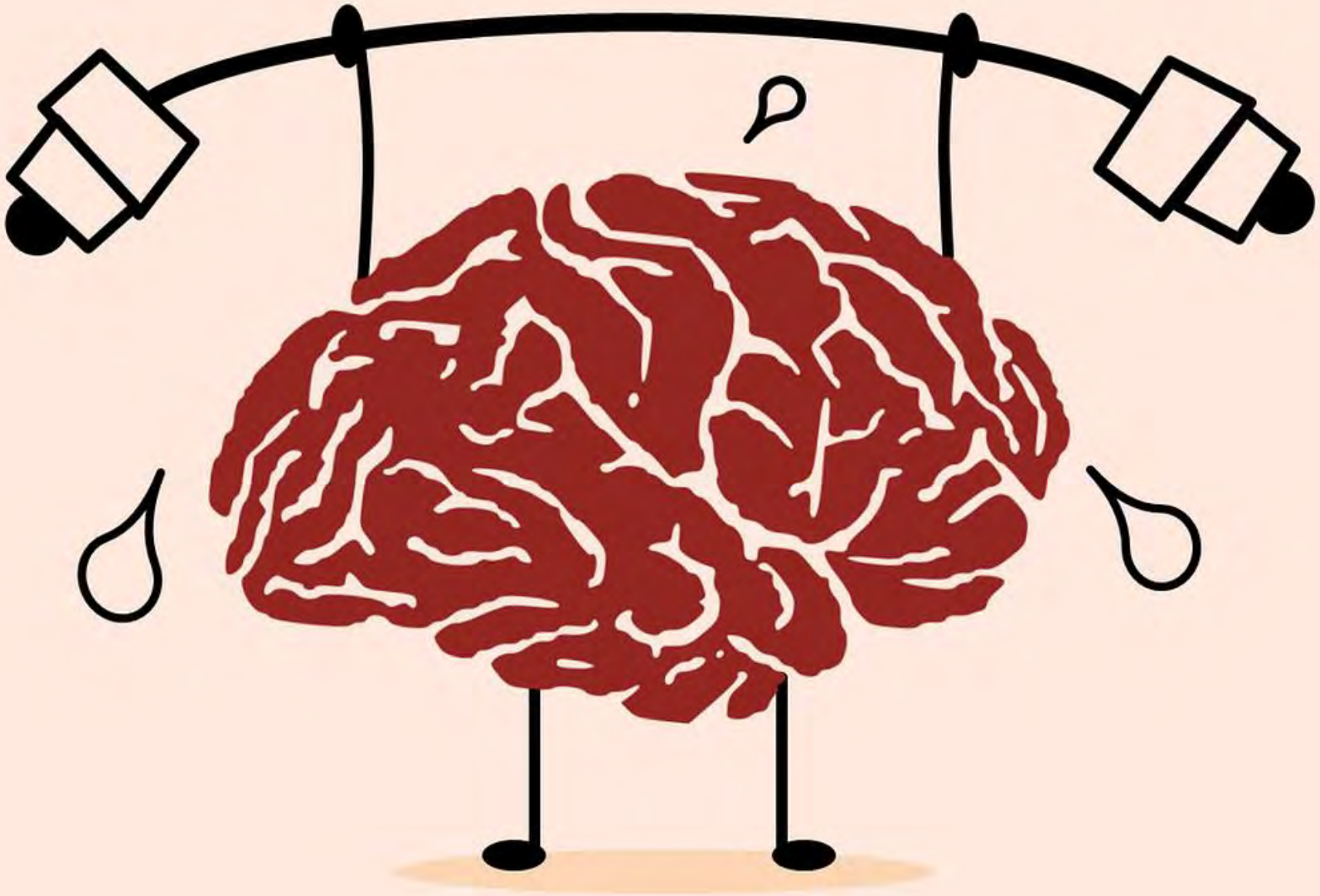
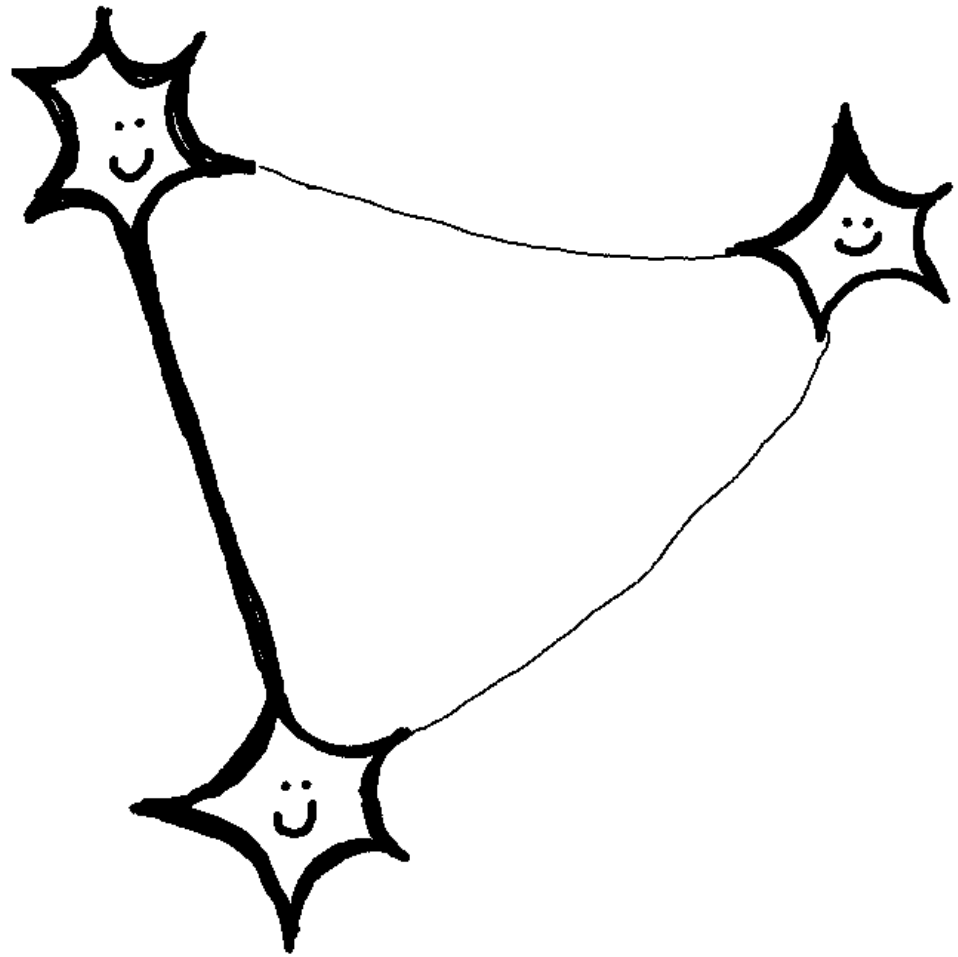
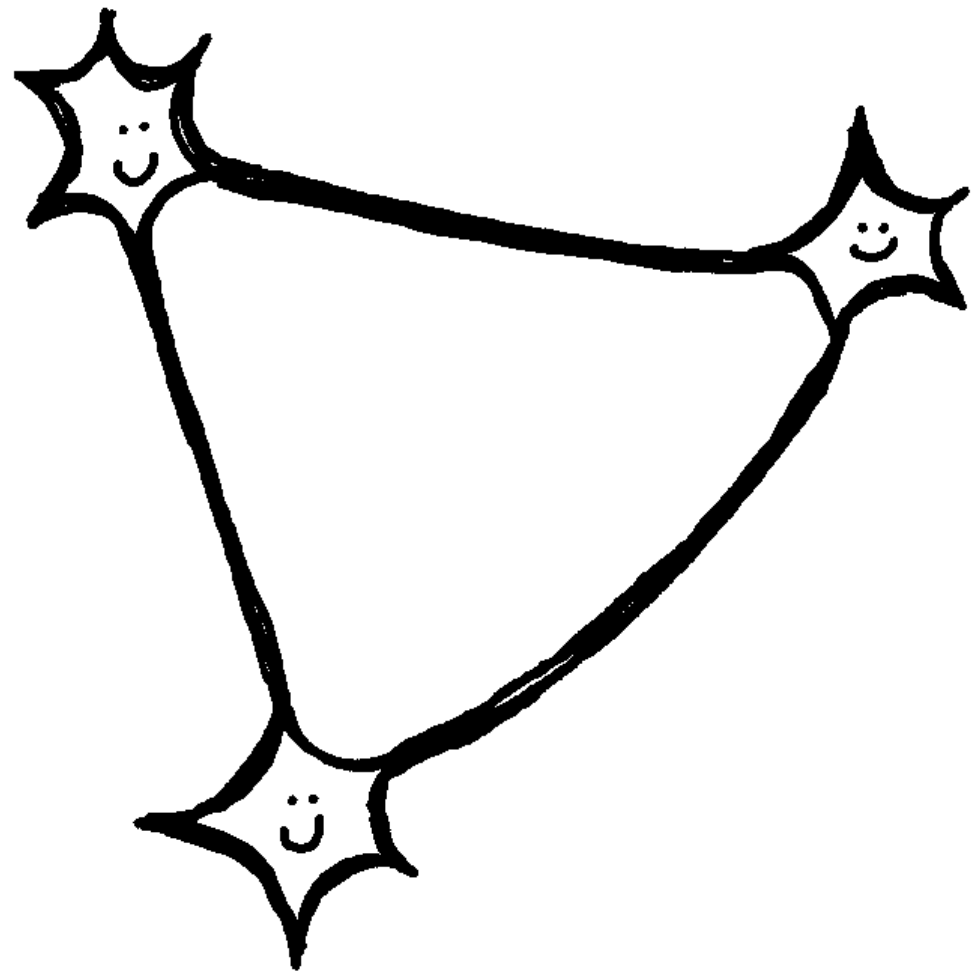

Instruments
DIAGNOSIS-SPECIFIC
CARE PATHWAYS
Subject
HOSPITAL
SPECIALIST
Object
Rules
COST-EFFICIENCY
Community
HOSPITAL
CLINIC
Division of labor
SOLO
RESPONSIBILITY
PATIENT WITH
MULTIPLE CHRONIC CONDITIONS
SPECIFIC
DISEASE
PATIENT'S
OVERALL
HEALTH
MY OWN
ILLNESS
Instruments
CARE RELATIONSHIPS
WITHIN PRIMARY CARE
Object
Subject
GENERAL
PRACTITIONER
Division of labor
SOLO
RESPONSIBILITY
Community
PRIMARY CARE
HEALTH CENTER
Rules
COST-EFFICIENCY
Instruments
AD-HOC INFORMATION
Subject
PATIENT
Object
Rules
Community
FAMILY
Division of labor


S&Q
IRIS
USER MENU
FOCUS
AUTO
MAN
DISPLAY

Tip 3
Make them think

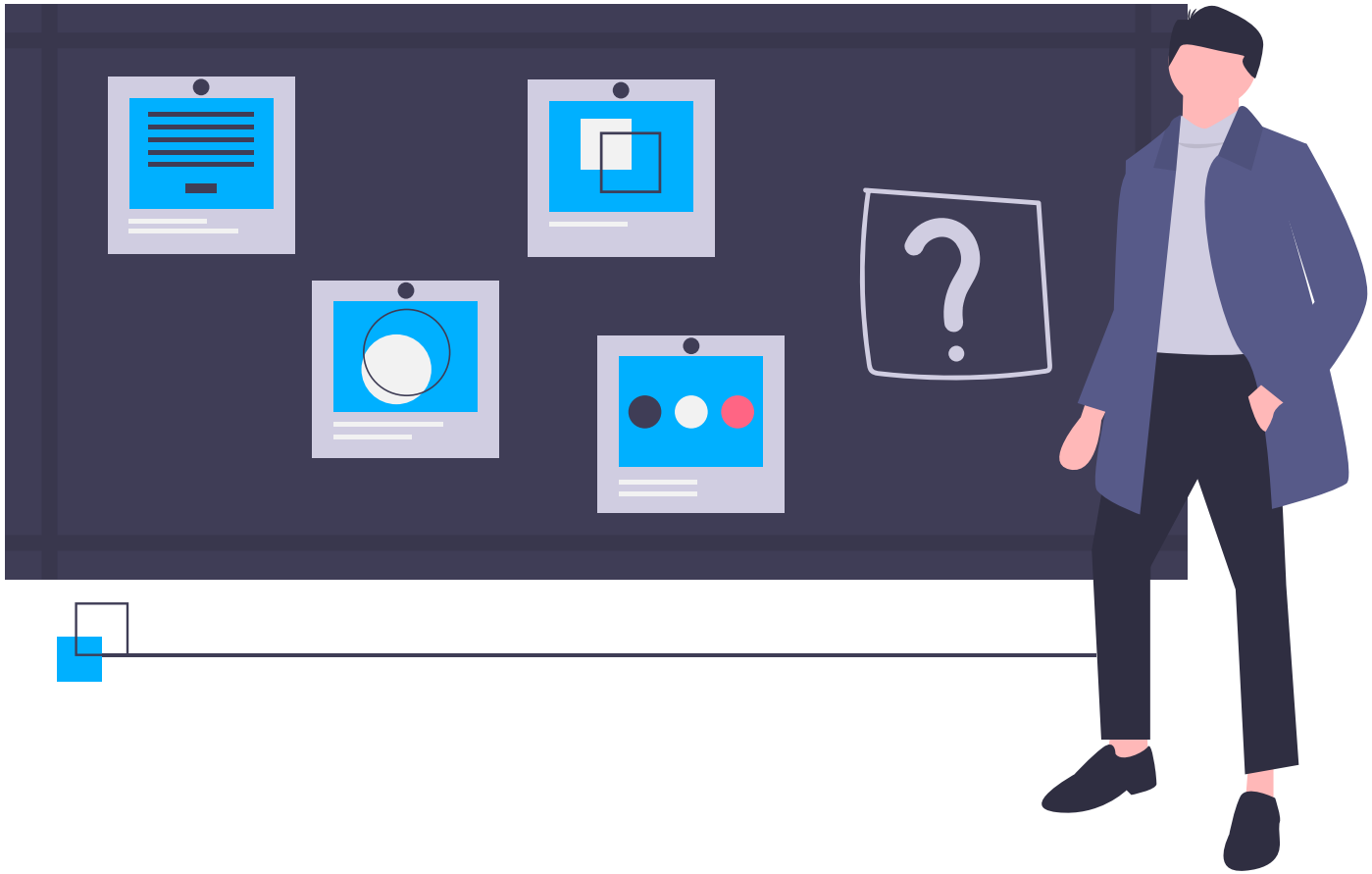




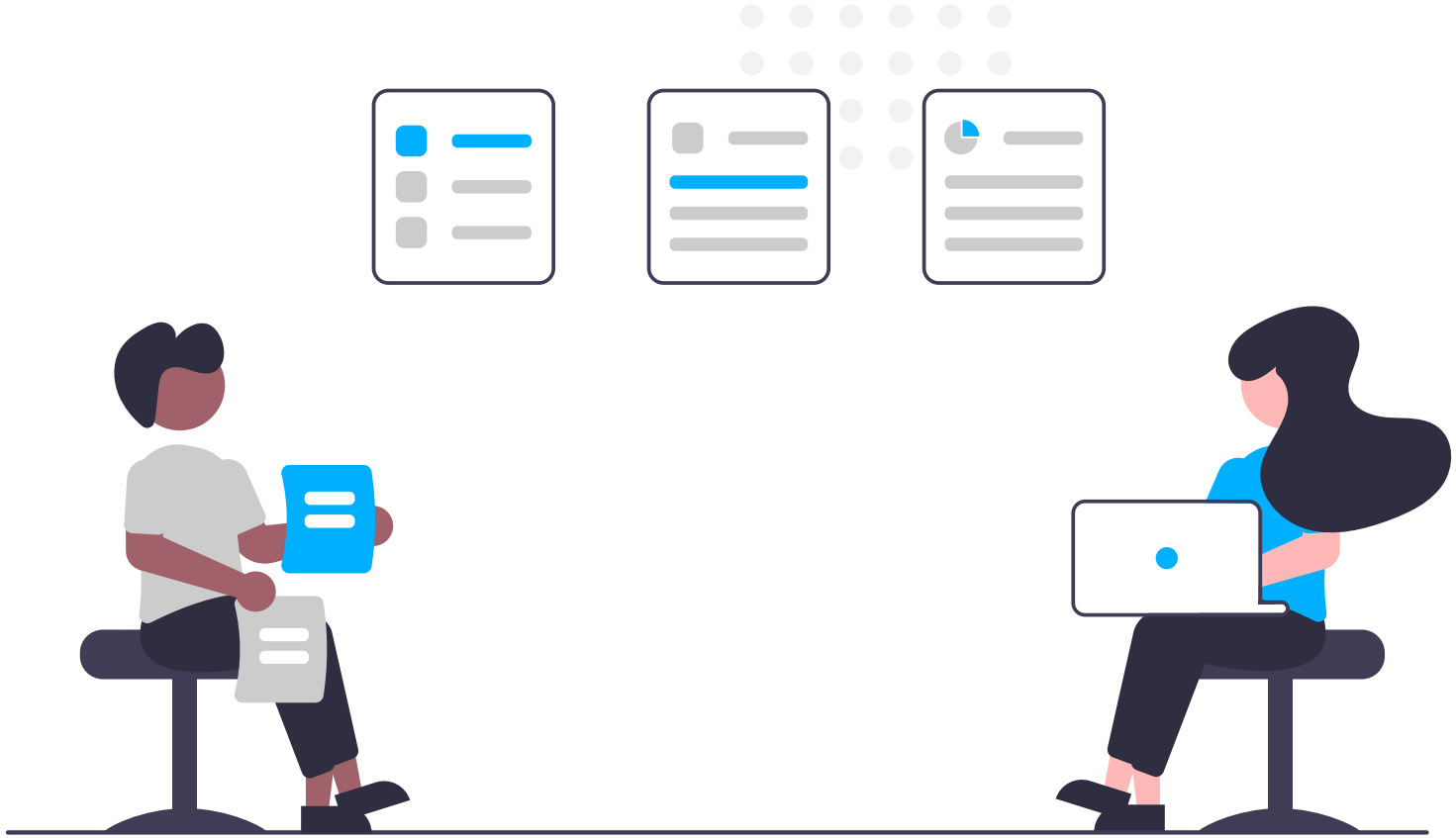


How?

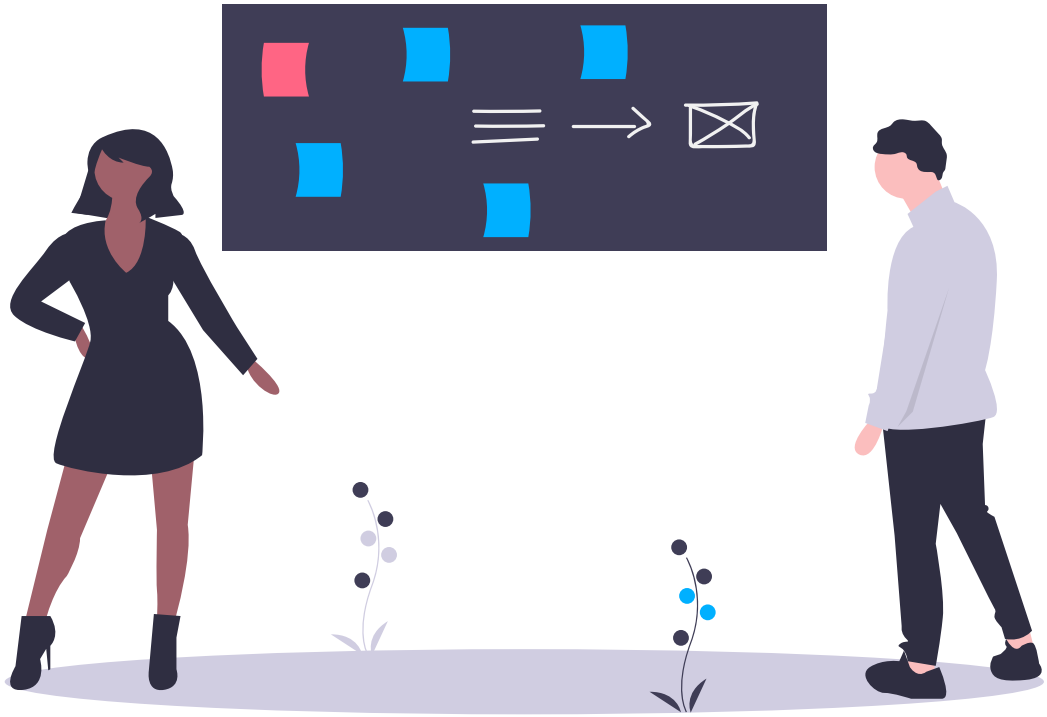
Quiz



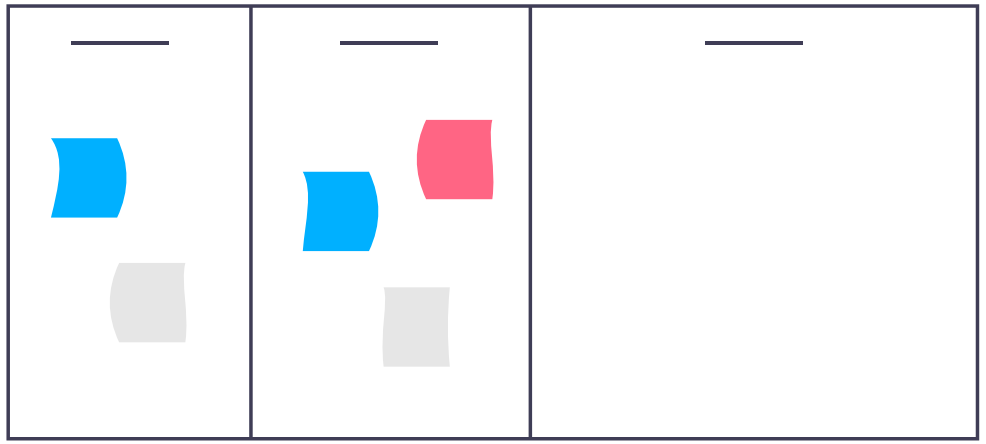
Discussion



Case & presentation



Assignment



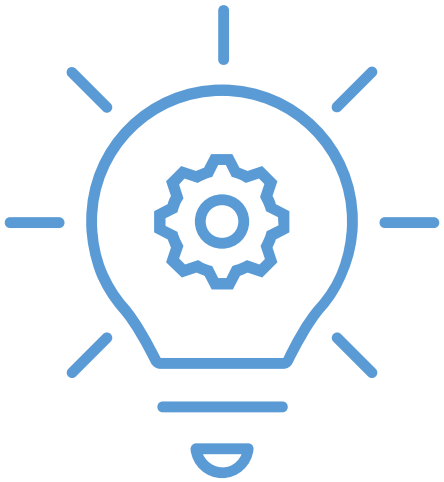
Your turn!

Summary

Tip 1 Activate prior knowledge

Tip 2 Offer step by step structure

Tip 3 Make them think



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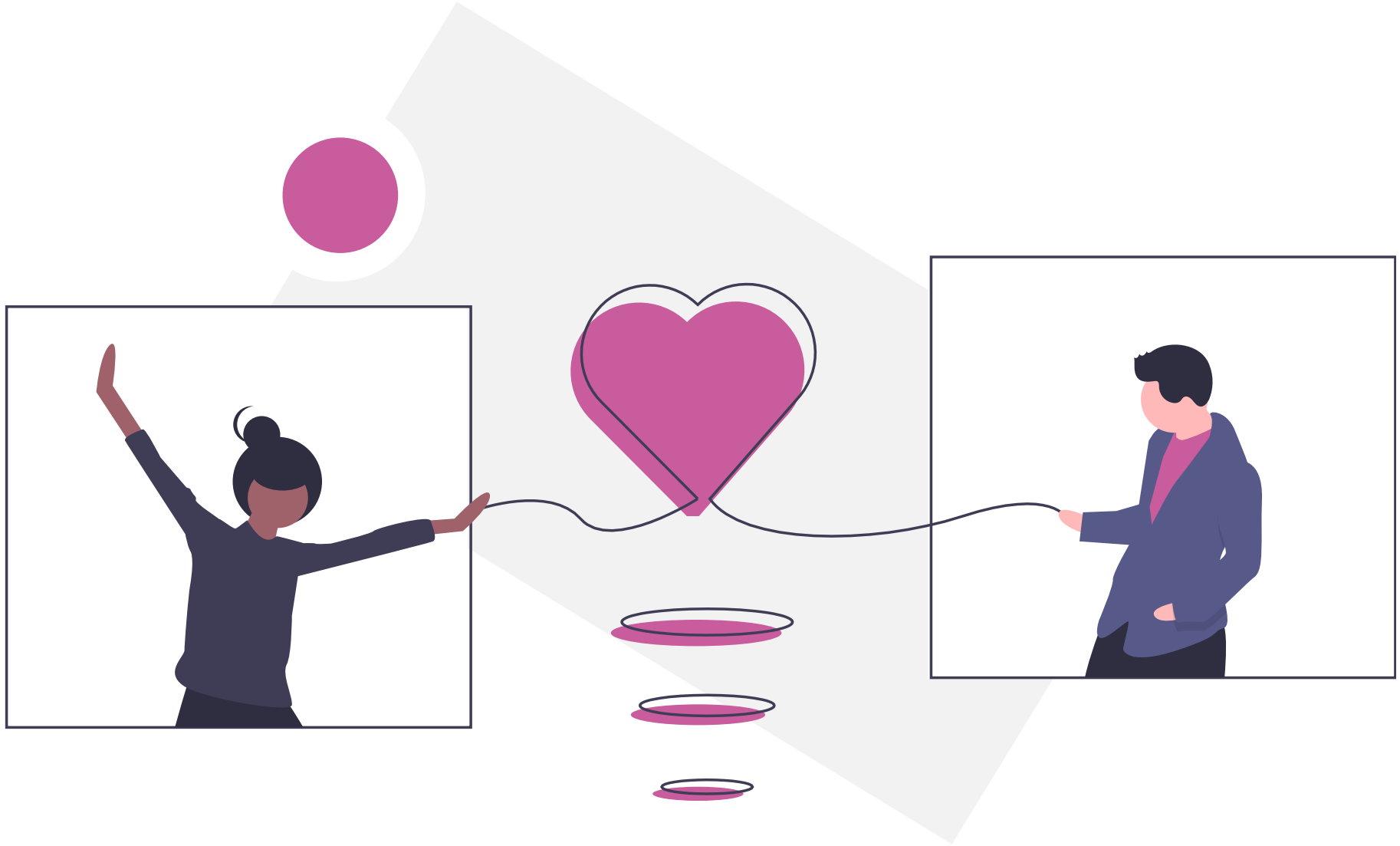

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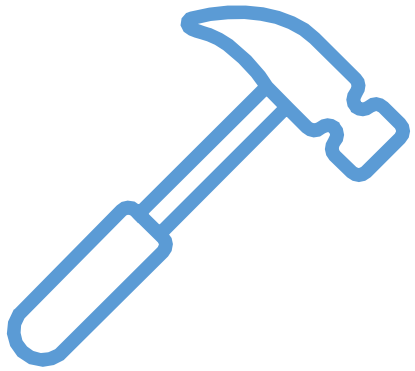

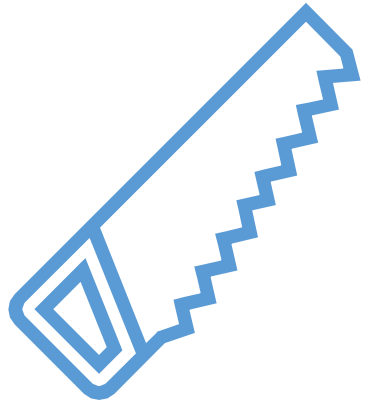

Thanks to: Unsplash

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