Discuss your choice with your neighbor while we are waiting to begin.
Student interaction in the classroom: The Law of the Harvest at work

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Objectives

- Learn and apply techniques to create an interactive educational environment through enhancing:
  - ... student-teacher interaction
  - ... student-student interaction
  - ... student-content interaction
Outline

- What is interaction?
- Law of the harvest in action
- Video clip critique
- Strategies for creating meaningful interaction
- Student-student, student-content
- Conclusion/wrap-up
- What are you going to start, stop, or continue doing based on what you learned today?
The Law of the Harvest
The Law of the Harvest

A gardener does not sow seeds …

… How could this affect the yield?
The Law of the Harvest

A gardener does sow seeds …

… How could the growing environment affect the yield?
The Law of the Harvest

A gardener does sow seeds …

… How could the quality of the seed affect the yield?
The Law of the Harvest

Do not dig up the roots to see how the plant is doing …

... once a seed is thrown it takes time to grow. Give the plant time.
The Law of the Harvest

You reap what you sow with regards to gardening
The Law of the Harvest

You reap what you sow with regards to student interaction
The Law of the Harvest

A teacher does not ask questions …

… How could this affect student interaction?
The Law of the Harvest

A teacher does ask questions…

… How could the classroom environment affect student interaction?
A teacher does ask questions...

... How could the quality of the question affect the yield of student interaction?
The Law of the Harvest

Do not interrupt a student prematurely …

… once a question is asked it takes time for it to settle. Give the student time.
The Law of the Harvest

Video examples
Take home points …

- Creation of a safe, interactive learning climate takes work
- Set the expectation of student engagement early
- Try to be positive in response to a student’s answer (even if it’s “thanks for letting me know how you are thinking through this problem”)– create the environment of “practice”
- Use multiple ways to call out students (pass the mic, name out of hat, front row/middle/back, volunteer)

- Simple ways to make students interact-
  - Ask follow-up questions to other learners in team rounds
  - Work through cases
  - Use MCQ or Audience-Response-Questions as a game
  - Add content-based problem-solving exercises into your presentation
4 Strategies for Creating Interactions

- Acting
- Feeling
- Connecting
- Reflecting
Acting: The What

Provide “practice” opportunities to apply concepts discussed
Improve overall learning and competency achievement
“An active learning program motivated students to participate in the clinical practicum and classes more and helped them to think critically”

What is the next step?

What’s wrong is this picture?

How do you know?

Which diagram is correct? Why?
Acting

Goal based scenario

Figure 1: Tom Kuhlmann’s 3C Model. Sources: Rapid E-Learning Blog and Online Learning Idea Book, Volume 2
Feeling: The What

Provide a reason for why the student/patient should care.

Apply at the beginning of an interaction, and carries throughout.

Leads to greater satisfaction.
“...a significant and positive correlation was seen between activities rated as highly trialogical and ‘flow’ (i.e. experience of high challenge and competence. A high trialogical level was also related to students’ positive academic emotions and their feeling of the importance of the ongoing activity they were engaged in.”

In a study of 140,755 medication doses filled by pharmacy technicians, _____% contained errors and ______% of those errors were detected by the hospital pharmacist.

In a study of 140,755 medication doses filled by pharmacy technicians, 3.6% contained errors and 79% of those errors were detected by the hospital pharmacist.

What experiences do you have with these techniques?

How do you or could you use acting or feeling in your teaching?
Connecting: The What

Establish a relationship

Create trust, understanding

Address questions
Connecting: The Why

“Provider behavior, including forming partnerships with patients, expressing empathy, providing information and enhancing motivation, all facilitate patient engagement…”

Connecting

Share experiences & ideas
Work through problems together
Defend an opinion
Polls
Think-pair-share
Teach back
Hear from real people
Reflecting: The What

Ask students/patients to reflect on a concept, experience, question, etc

Incorporate “real life” experience with new material
Reflecting: The Why

“...the inclusion of a guided reflective journal supported the development of core foundation skills required by physiotherapy students such as communication, empathy, understanding and manual handling...”

-Constantinou M. and Kuys S.S. (2013) Physiotherapy students find guided journals useful to develop reflective thinking and practice during their first clinical placement: a qualitative study. Physiotherapy 99(1)
Reflecting

“An opportunity for meaningful reflection increases the probability that the skill will be retained and used in the everyday lives of learners.”

- David Merrill
Reflecting

- Stop, think, and apply
- What are the 5 key points about this topic?
- What skills or knowledge do you have or need to have to be able to do X?
- How ready are you to start doing Z tomorrow?
- What did you see? What did you hear?
- Rate your skill or knowledge of X. What can you do to improve?
Your Turn

- What experiences do you have with these techniques?
- How do you or could you use connecting or reflecting in your teaching?
What is one thing you are going to start, stop or continue doing as a result of this workshop?