

CREATING LEARNING ENVIRONMENTS FOR THE FUTURE: DEVELOPMENT OF A TEACHING AND LEARNING FRAMEWORK

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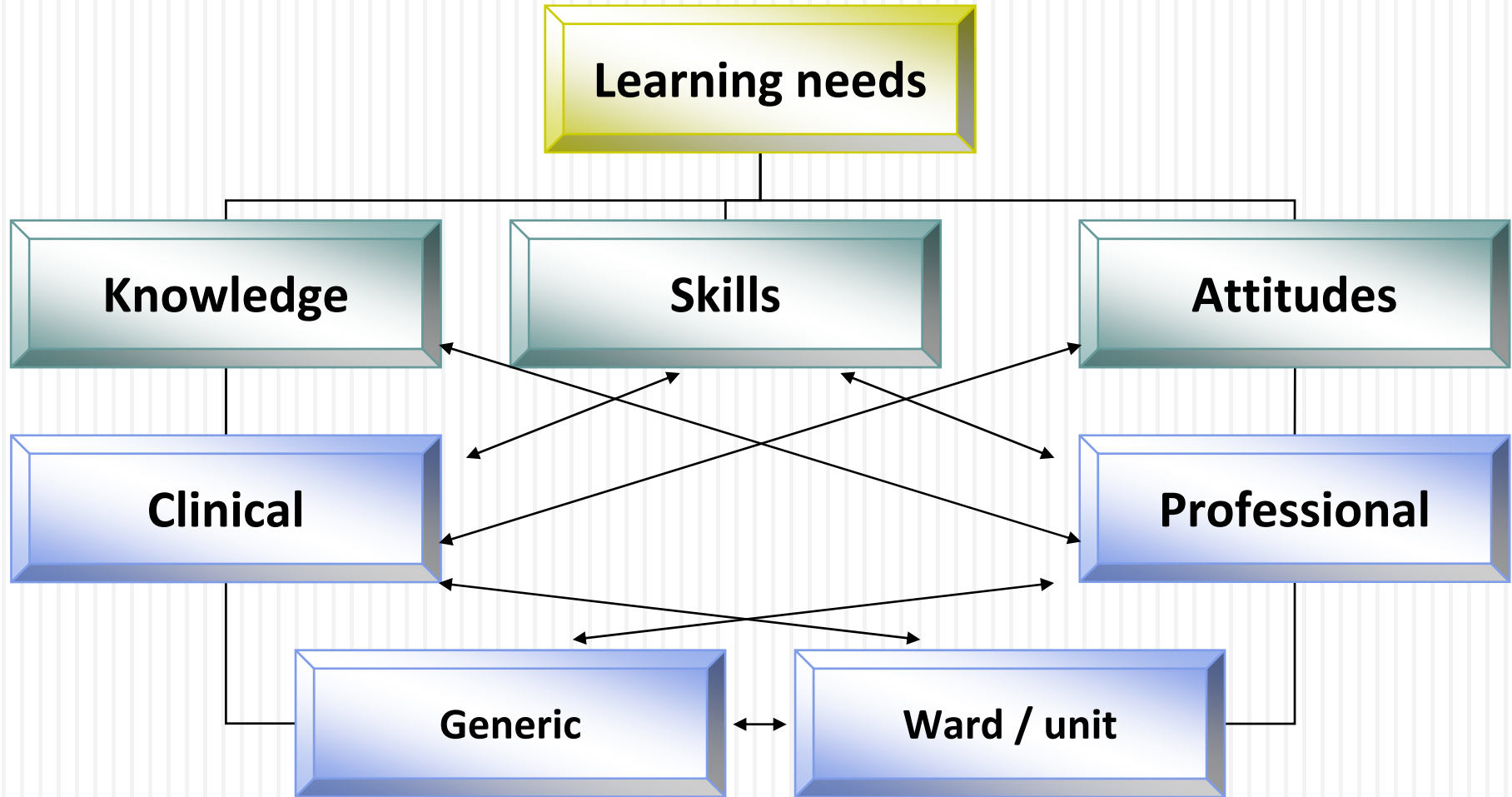
Establishing our current environment

- Selecting a suitable methodology
- Learning needs
 - Organisational
 - Departmental
 - Occupational
 - Personal

Executive Summary of Findings

- Written material
- Specialisation of areas
- Nurse Education Facilitators
- Teaching and Learning deficits
 - Patient assessment
- Environments

Learning Needs Categories



Way forward – Our new environment



- Novice to Expert Framework
- Practise Based Teaching and Learning
- Shared Learning Spaces
- Self Sustaining Units

Novice to Expert Framework

- Recognises varying skill and knowledge levels
- Develop generic skill sets and ward specific skill sets in relation to progression stages
- Link this to performance development plans and professional portfolios

Practice Based Learning

□ **Four components**

- Experiential learning
- Inquiry Based teaching and learning
- Problem Based teaching and learning
- Action Based Learning

Self Sustaining Learning Units

□ Three components

- Patient
- Staff
- Adjunctive drivers [Organisation]



Shared Learning Spaces

□ Three Components

□ Patient

□ Staff

□ Dialogue

■ Ward / unit handover

■ New experiences

■ Conversations

■ Teaching / learning

■ Virtual

Bed to bed handover

Unfamiliarity

Professional socialisation

Research

Actual

Hurdles

- Buy In
- Information Technology
- Education Delivery



□ Sally McLellen

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Conclusion



- Evolution
- Sustaining Change
- Broader considerations
- Continue to develop
- Recognise potential and actual environmental impacts