



MPS 36-2

how I do it

**Skill:** how skilled are you in doing this activity? Rate with an “x”

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good			Very good			Excellent

**Comments:**

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**MPS 36** Self-directed learning or lifelong learning in the context of **small group**, self-directed, self assessed PBL

1.1 given a term listed under "concepts introduced", you should be able to give a word definition, list pertinent characteristics and cite an example.

2.1 Given a problem, you will ask questions, explore issues so that within 30 min, as a group of five, you will be able to identify all of the five to six major issues, and these shall agree within 95% of those identified by the tutor.

2.2 Given a problem, you will be able to list the possible knowledge you would need to know to solve the problem; your list should agree within 80% of the list of others in your group and within 85% with the list of the facilitator/tutor.

3.1 Given a problem and a list of the possible knowledge and resource available, you will create learning objectives and methods of assessment. These will be 90% acceptable according to the criteria for self-performance assessment (in MPS 3)

3.2 Given the learning objectives and methods of assessment, you will be able to identify reasonable and pertinent sources of information and be able to allocate the resources to achieve the objectives in the time available.

3.3 Given the learning objectives, you will create for yourself examination questions that are consistent with the objectives. These will be judged by peers and or tutor to be 90% acceptable.

3.4 Given that other members of the group have acquired key knowledge pertinent to the situation, you will ask questions so that you can learn from them the knowledge you need. You will interact such that they will rate a willingness above 70% to continue to share information

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with you.

3.5 Given that you and your group have completed a teach meeting, you will pause and write reflections once every ten minutes about the process used.

5.1 Given that you have contracted to teach topics to meet selected learning objectives of the group, you will learn the knowledge, and with due consideration of the learning styles of other members in your group, prepare “teach notes” and use these to teach the other group members such that you receive feedback from all members of the group with ratings  $> 6/7$  for knowledge and  $> 6/7$  on quality of instruction.

5.2 Given the first PBL teach session described in Section 5.1 and given the feedback of your five strengths and two areas to work on, within three PBL cycles you will maintain all your strengths and shift one of your weaknesses to be a strength. The evidence will be the feedback from all the members of your PBL group.

5.3 Given the initial problem and the solution to the problem (from 3.6), you and the group will elaborate in writing to identify at least thirteen different perspectives. The elaboration will be assessed as being correct and enriching by the tutor or a group of peers.

6.1 Given the initial problem and the knowledge that you and the group have learned and your solution to the problem, you and the group will use the knowledge to solve the problem. You and the group will self assess that the problem solving process, the answer to the problem and lifelong learning was the best you could do with the time available.

6.2 Given the feedback from a Perry inventory, you will be able to judge the degree to which this assessment is valid; you can list the five strengths and two areas to work on such that in a cycle of six PBL sessions you will shift such that a retest using the Perry inventory will show a rating of  $> 4$  for all dimensions of the inventory.

6.3 Given skill in self assessment (MPS 3) you will create a learning journal in which you record and self assess your progress as a self directed learner. This will be assessed once per month by a peer, mentor, tutor to be “satisfactory”.

### **Concepts introduced**

Peers as resources, Perry's inventory, reflection, elaboration, learning objectives, assessment. Elaboration: is the creation of a new perspectives of the ideas learning, the problem solved and the relationship of the new ideas to previous experience. Elaboration includes activating previous knowledge and searching for connections between previous and new knowledge. Elaboration includes determining the details of the new knowledge, creating examples, analogies, restatements, conditions, deductions and simplifying and generalizing. Elaboration includes searching for similar concepts and noting confusing elements, similarities and differences.

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## MPS 36-5

For information: here are the goals for c) and d): individual PBL and proactive lifelong learning.

**MPS 36** Reactive lifelong learning in the context of **individual**, self-directed, self assessed PBL

1.1 given a term listed under "concepts introduced", you should be able to give a word definition, list pertinent characteristics and cite an example.

2.1 Given a problem and given your Perry level is  $> 4$ , you will ask yourself questions, explore issues so that within 30 min, as an individual, you will be able to identify all of the five to six major issues, and these shall agree within 95% of those identified by the peers.

2.2 Given a problem, you will be able to list the possible knowledge you would need to know to solve the problem; your list should agree within 80% of the list of peers who observe your interaction with the problem; or should agree within 80% of a list you create in hindsight after the patient has left.

3.1 Given a problem, a list of the possible knowledge and resource available, you will create learning objectives, measurable criteria and forms of evidence. These will be 90% acceptable according to the criteria for self-performance assessment (in MPS 3).

3.2 Given the learning objectives and methods of assessment, you will be able to identify reasonable and pertinent sources of information and be able to allocate the resources to achieve the objectives in the time available.

3.3 Given the learning objectives, you will create for yourself examination questions that are consistent with the objectives. These will be judged by peers to be 90% acceptable.

3.4 Given that you are performing a reactive lifelong learning activity, you will pause and reflect once every ten minutes.

3.5 Given the initial problem and the knowledge that you have learned, you will use the knowledge to solve the problem.

5.1 Given that you have contracted with yourself to achieve your learning objectives, you will learn the knowledge, and with due consideration of your personal learning styles, prepare "teach notes" and use these to teach yourself the knowledge such that you can self-assess success! You will write down your five strengths and two areas to work on.

5.2 Given the first reactive lifelong learning activities and given the feedback of your five strengths and two areas to work on, within three reactive lifelong learning activities you will maintain all your strengths and shift one of your weaknesses to be a strength. The evidence will be your self assessment.

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6.1 You will self assess that the answer to the problem, the problem solving process and lifelong learning was the best you could do with the time available.

6.2 Given your experience with small group, self-directed, self-assessed PBL, the results of such inventories as Jungian typology, Kirton inventory, Lancaster Approaches to Studying and Perry inventories you will write out your unique learning style and preferences.

6.3 Given the initial problem and the solution to the problem (from 3.5), you will elaborate in writing to identify at least thirteen different perspectives. These will be self-assessed as being consistent with the knowledge and with the principles of elaboration when assessed three weeks after the event.

6.4 You will create a learning journal in which you record and self assess your progress as a reactive lifelong learner.

### Concepts introduced

Peers as resources, Perry's inventory, reflection, elaboration, learning objectives, assessment. Elaboration: is the creation of a new perspectives of the ideas learning, the problem solved and the relationship of the new ideas to previous experience. Elaboration includes activating previous knowledge and searching for connections between previous and new knowledge. Elaboration includes determining the details of the new knowledge, creating examples, analogies, restatements, conditions, deductions and simplifying and generalizing. Elaboration includes searching for similar concepts and noting confusing elements, similarities and differences.

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**MPS 36 Proactive** lifelong learning as an extension of **individual**, self-directed, self assessed PBL

1.1 Given a term listed under "concepts introduced", you should be able to give a word definition, list pertinent characteristics and cite an example.

2.1 Given the legislation related to licencing, you will be able to state the requirement concerning licencing. Your list will be judged by peers to be 90% correct.

2.2 Your score as determined from the Perry inventory level is  $> 4$ .

2.3 You can list the prerequisite "information literacy" skills and self assess your ability to demonstrate all five levels of skill.

2.4 You can list the prerequisite "reactive lifelong learning" skills and self assess your ability to demonstrate 80% of the skill set.

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- 2.5 You can list the prerequisite “self assessment” skills and self assess your ability to demonstrate 80% of the skill set.
- 2.6 Demonstrate by self rating and actions that proactive lifelong learning embraces both skill and attitude.
- 2.7 Given the research evidence about attitude components important for proactive lifelong learning, you will be able to list, describe and give examples of 6 of the 8 attitudes. Your performance will be judged by a peer to be 100% correct.
- 2.8 Your score on **SDLRS** (self directed learning readiness survey or equivalent) will be >250.
- 2.9 You can list six key principles of learning, and use these to write out how these are used in your ideal learning environment.
- 2.10 Given your experience with small group, self-directed, self-assessed PBL, the results of such inventories as Jungian typology, Kirton inventory, Lancaster Approaches to Studying and Perry inventories you will write out your unique learning style and preferences and given the key principles of learning (2.9), you will integrate this information to describe your ideal learning environment. (ISA.1, A.2)
- 2.11 You can list seven characteristics of well-written goals.
- 3.1 Given a set of published objectives, you will be able to write out a critique of these, identify the faults and write “acceptable” objectives. These will be judged to be an improvement by peers.
- 3.2 Given that you are performing a proactive lifelong learning activity, you will pause and reflect once every ten minutes.
- 3.3 Given the learning objectives and methods of assessment, you will be able to identify reasonable and pertinent sources of information and learning environment to match your style and be able to allocate the resources to achieve the learning objectives in the time available. (ILLA.3)
- 3.4 Given the lifelong learning goal and the knowledge that you have learned, you will self assess as to whether the knowledge gained satisfied your goals. You will self assess the lifelong learning process used and write down your five strengths and two areas to work on.
- 3.5 Given that you have practised proactive lifelong learning, you will monitor your professional activities and write out evidence to show how you have applied the new knowledge and skills into your professional practice.
- 3.6 Given that you have been introduced (through reading, the internet, workshops, peers,

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lectures) to new methods of acquiring information, you will explore using the methods and evaluate their usefulness for your unique purposes. Your records, criteria and analysis will be recorded in your learning journal. (ILLA.4)

3.7 In any 6 month period, you can list the three most significant new findings reported in the scientific or medical literature. Two of the three findings should agree with those reported by peers.

5.1 After you have gathered the information that satisfies your learning goal, (from 3.5), you will elaborate in writing to identify at least thirteen different perspectives. These will be self-assessed as being consistent with the knowledge and with the principles of elaboration when assessed three weeks after the event.

6. 1 Given skill in self assessment (MPS 3) and the various forms of feedback of your 5 strengths and 2 areas to work on from self and peer assessment, you can list your personal strengths and weaknesses in the context of knowledge, skill and personal style, as they pertain to your role as a practitioner (IS-L1, ISA3, ILL A1)

6.2 Given that you have completed a clerkship or other working experience, you will identify knowledge, skills or attitudes that you are lacking to be an effective practitioner. Peers who are familiar with your work will judge these to be appropriate.

6.3 Given a five-year time frame, you will be able to write out goals for your career. Your goals shall satisfy the seven criteria for effective goals as judged by a peer.

6.4 Given your five-year goals, you will be able to write out lifelong learning goals to be achieved. Your goals shall satisfy the seven criteria for effective goals as judged by a peer.

6.5 Given the first proactive lifelong learning activity and given the feedback of your five strengths and two areas to work on, within three proactive lifelong learning activities you will maintain all your strengths and shift one of your weaknesses to be a strength. The evidence will be your self assessment.

6.6 Given skill in self assessment (MPS 3) you will create a learning journal in which you record and self assess your progress as a proactive lifelong learner. This will be rated monthly by a peer, mentor, tutor to be “satisfactory”.

6. 7 Given your unique learning style and preferences (as determined by you from your experience with small group, self-directed, self-assessed PBL, the results of such inventories as Jungian typology, Kirton inventory, Lancaster Approaches to Studying and Perry inventories) you will use these as criteria to select a learning environment that is most effective for you. You will continually monitor and self assess your choice as you follow your journey of proactive lifelong learning.

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6.8 Given the learning goal and the new knowledge, skill or attitude, you will elaborate in writing to identify at least thirteen different perspectives. These will be self-assessed as being consistent with the knowledge and with the principles of elaboration when assessed three weeks after the event.

### **Concepts introduced**

Peers as resources, Perry's inventory, reflection, elaboration, learning objectives, self assessment, goal setting.

Elaboration: is the creation of a new perspectives of the ideas learning, the problem solved and the relationship of the new ideas to previous experience. Elaboration includes activating previous knowledge and searching for connections between previous and new knowledge. Elaboration includes determining the details of the new knowledge, creating examples, analogies, restatements, conditions, deductions and simplifying and generalizing. Elaboration includes searching for similar concepts and noting confusing elements, similarities and differences. The codes IS, ILL, ISA refer to web cites related to lifelong learning.