

Structuring evaluations for deeper learning

DEEP LEARNING REQUIRES

- [A] CRITICALLY ANALYZING NEW INFORMATION,
- [B] INTEGRATING OR LINKING NEW KNOWLEDGE WITH PREVIOUS KNOWLEDGE, AND
- [C] INTERPRETING INFORMATION AND APPLYING IT TO AN APPROPRIATE CLINICAL CASE.

(Armson et al, 2015)

A program's impact on practice is more likely with deep learning (Moon 2004)

Evaluations can help

- Ask reflective questions with sequence and content to mirror learning process
 - a. What was the most useful information in this session?
 - b. What gap if any, did the information highlight in your current practice?
 - c. Please describe how you think this session will affect your practice?

Results

- ✓ For participants
 - Facilitates deep learning; reinforcement of learning
- ✓ For speakers
 - Provides qualitative feedback on what participants are taking from workshop
- ✓ For program planners (CEPD)
 - Self-assessment of KNOWLEDGE and COMPETENCE level 3-4 program outcomes (Moore 2009)
 - Needs assessment: participant priorities and gaps

Tips

- Tailor your evaluations to the format & content of the program
- Ensure there is time in the session to complete evaluation reflectively
- Provide participants with copy of commitment to change (photo-copies; survey software options; etc.)

1. Armson et al 2015, "Is the Cognitive Complexity of Commitment to Change Statements Associated with Change in Clinical Practice? An Application of Bloom's Taxonomy," *JCEHP* 35(3):166-175.
2. Moon, J. 2004, "Using Reflective Learning to Improve the Impact of Short Courses and Workshops," *JCEHP* 24:4-11.
3. Moore DE Jr, Green JS, Gallis HA. 2009. "Achieving Desired Results and Improved Outcomes: Integrating Planning and Assessment throughout Learning Activities." *JCEHP* 29:1-15.