

## **Guide for Presenters to Engage Learners:**

- **Basic Overview for guiding presenters to engage learners**
  - Focus on developing educational activities that will address the learners' particular needs.
  - Learners will feel more engaged if they are learning about a topic that is relative and credible.
  - Learners need to be stimulated and motivated in the learning environment. This can be accomplished through a myriad of techniques using technology and/or interactive methods.
    - Twitter
    - Polling
    - Think, pair, share
    - Group work
    - Reflection
  - Learners are more apt to change their current behaviors/ practices if they feel motivated and engaged.
  - Identifying the appropriate target audience will help the activity to be more meaningful for the learners.
    - Get to know your audience
      - This can be accomplished by reviewing registration demographics prior to the activity or asking demographic questions at the beginning of the activity
  - Engagement/evaluation strategies include:
    - Asses Knowledge (knows)
      - Simple knowledge tests (multiple choice or similar)
    - Assess Skills (knows how)
      - Case studies/ extended matching multiple choice
      - Case presentations
      - Essay questions
    - Assess Practice (shows/does)
      - Simulation (objective structured clinical examination)
      - Observation in the clinical setting
- **Learner Engagement Strategies**

There are many effective ways to engage adult learners.

- Thaigi developed Universal Principles of Adult Learners (<https://pedialink.aap.org/File%20Library/About%20AAP%20CME/Gaps-and-Needs-Assessment-Information.pdf>).
  - A. Principle of Relevance
    - a. Develop educational activities that the learners can relate to in their everyday work environment. Educational activities should be relevant to the needs of the learners.
  - B. Principle of Previous Experience
    - a. Try to expand upon what the learners already know. It may be helpful to collect information beforehand to gauge where the learners currently are.
  - C. Principle of Self Direction
    - a. Allow the learners to be involved. Participants will gain more from the activity if they are actively involved, and not just passively listening.
  - D. Principle of Expectations
    - a. Help learners develop realistic expectations. They will probably not walk away from an educational activity being an expert in what they just learned. It will take time to implement changes in practice.
  - E. Principle of Self-Image
    - a. Provide learners with reassurance and motivation.
  - F. Principle of Active Learning
    - a. Learners will retain more knowledge when they are actively participating verses passively listening to a speaker.
  - G. Principle of Practice and Feedback
    - a. Provide the learners with constructive feedback.
  - H. Principle of Individual Differences
    - a. Try to incorporate a variety of different teaching methods so as to engage all types of learners.
- **Helpful Strategies for Presenters**
  - Challenge learners to focus on one or more learning outcomes for the entire activity.
    - Ask the learners to ask themselves “what do I want to walk away that will impact my practice or improve my practice?”
    - **OR** “What is the one thing you want to learn (KNOW) or be able to do (APPLY) when you leave this session?”

- Participants will have varying degrees of applicability as it relates to their overall engagement. Not all learners are actively engaged, individually or collectively, at the same time.
- Plan ahead for appropriate and purposeful strategies to actively engage learners:
  - **Plan ahead to CHANGE your plan- be flexible and adaptable to the learner**
  - Adding engagement strategies as time fillers or because they are “fun” or “because I have to do something” rarely works.

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