

Incorporating Active Learning into Interprofessional Education



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Active Learning

Definition: any instructional methods that engage students in the learning process.

Requires students to do *meaningful* activities and think about what they are doing.

Key Principles: (Weiner, 2012)

- Learners construct meaning
- Practice performance & feedback promote self-assessment and problem-solving
- Teaches knowledge transfer across contexts
- Collaboration increases learning
- Articulating explanations (verbal, written) deepens understanding

Implications for Teaching & Learning

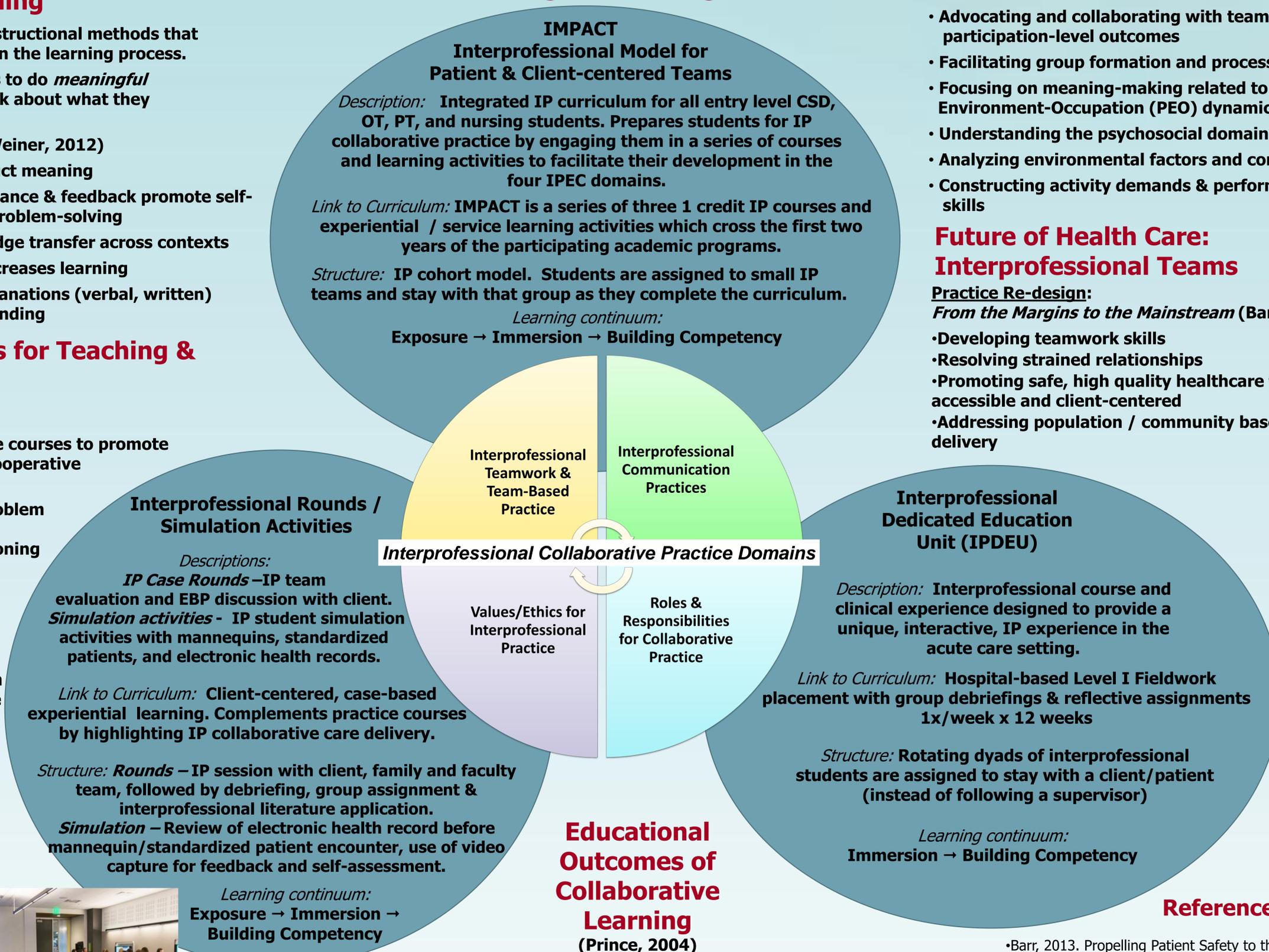
Enabling Factors:

- Faculty structure courses to promote collaboration & cooperative environments
- Instruction in problem solving and professional reasoning

Challenges:

- Need for faculty development
- Shifting student expectations from traditional lecture
- Coordinating schedules/time

Curriculum Design & Learning Activities



OTs Unique Contributions

Knowledge and expertise with:

- Advocating and collaborating with team for participation-level outcomes
- Facilitating group formation and processes
- Focusing on meaning-making related to Person-Environment-Occupation (PEO) dynamic
- Understanding the psychosocial domain
- Analyzing environmental factors and contexts
- Constructing activity demands & performance skills

Future of Health Care: Interprofessional Teams

Practice Re-design:

From the Margins to the Mainstream (Barr, 2013)

- Developing teamwork skills
- Resolving strained relationships
- Promoting safe, high quality healthcare that is accessible and client-centered
- Addressing population / community based care delivery

References

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Active Learning Classroom

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