PEER-ASSISTED LEARNING
DURING UNDERGRADUATE FIELDWORK: EVIDENCE OF FINK'S TAXONOMY OF SIGNIFICANT LEARNING

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HEALTH SCIENCES
GESONDHEIDSWETENSKAPPE

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Content

Introduction

Dr. L Dee Fink

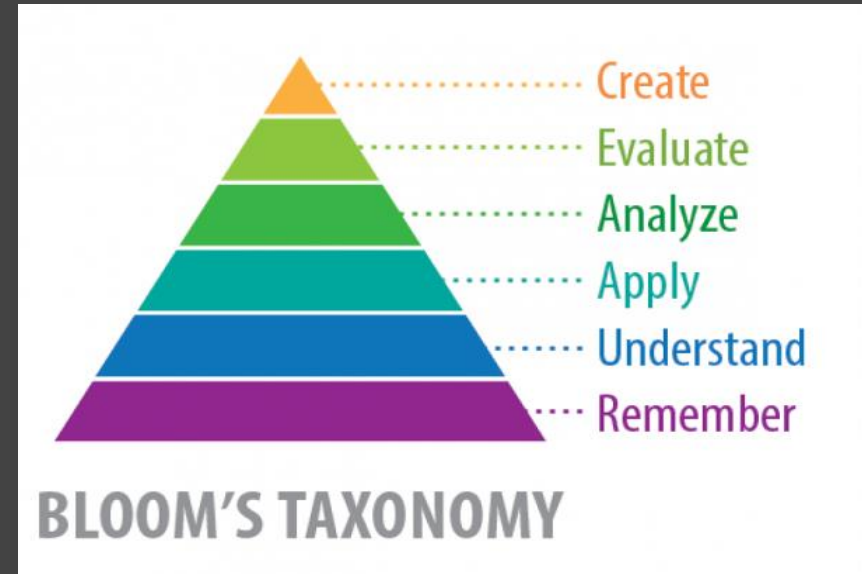Taxonomy of Significant Learning
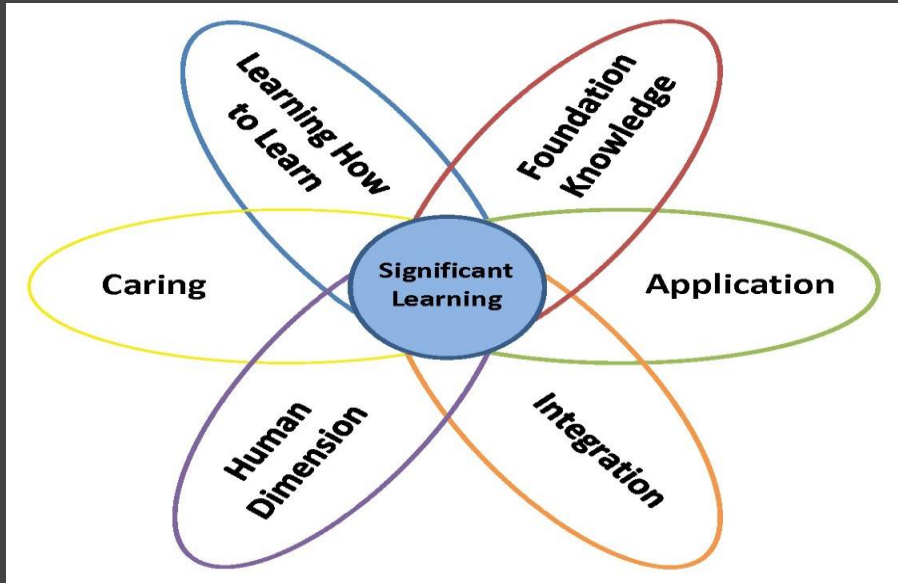
Background of the study

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Introduction

What are the ways in which learning can be significant?

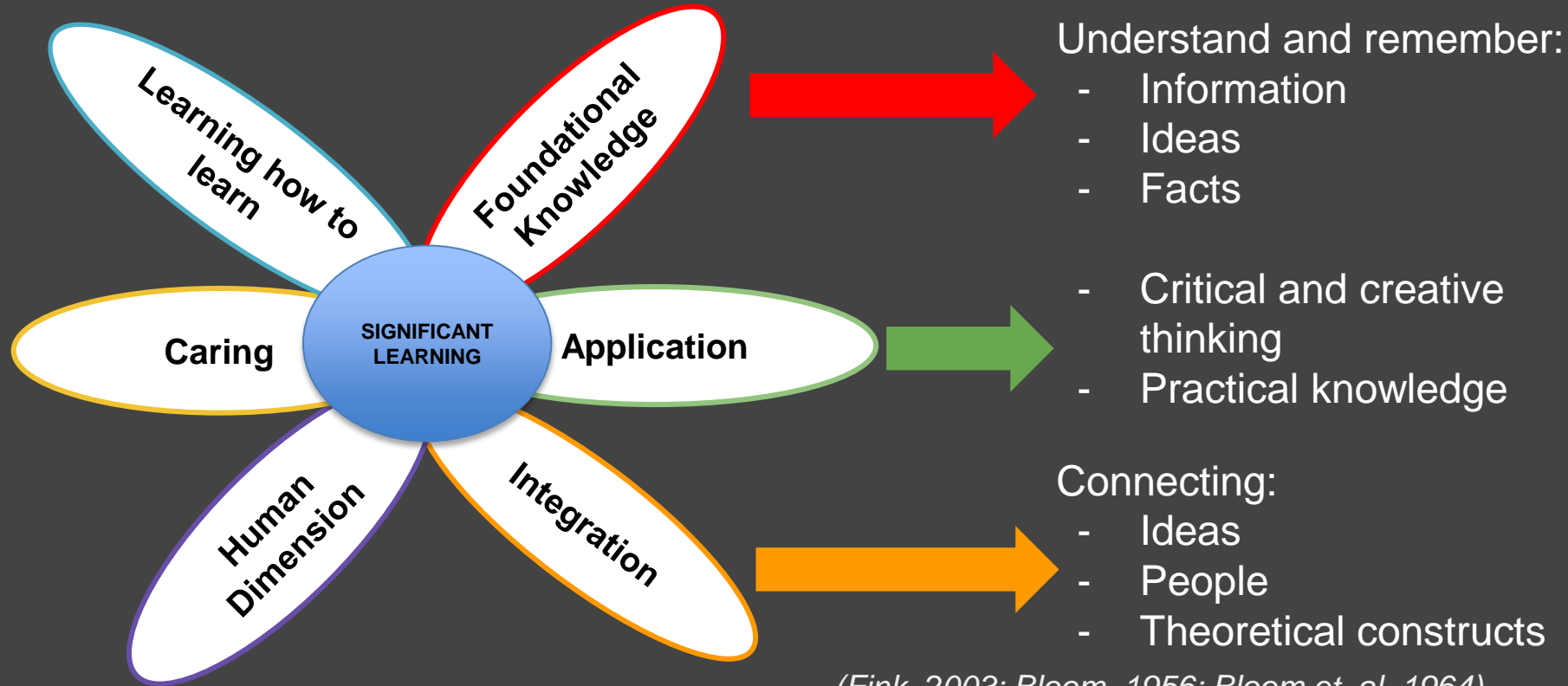*(Fink, 2003; Bloom, 1956; Bloom et. al. 1964)*

Dr. L. Dee Fink

- Learning = change

- Significant learning taxonomy

- 6 Dimensions

- Interactive and relational

(Fink, 2003)

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Fink's Taxonomy of Significant Learning

Learning how to learn

Foundational Knowledge

Caring

SIGNIFICANT LEARNING

Application

Human Dimension

Integration

Understand and remember:
- Information
- Ideas
- Facts

- Critical and creative thinking
- Practical knowledge

Connecting:
- Ideas
- People
- Theoretical constructs

(Fink, 2003; Bloom, 1956; Bloom et. al. 1964)

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Fink's taxonomy of Significant Learning (cont.)

- Becoming better student
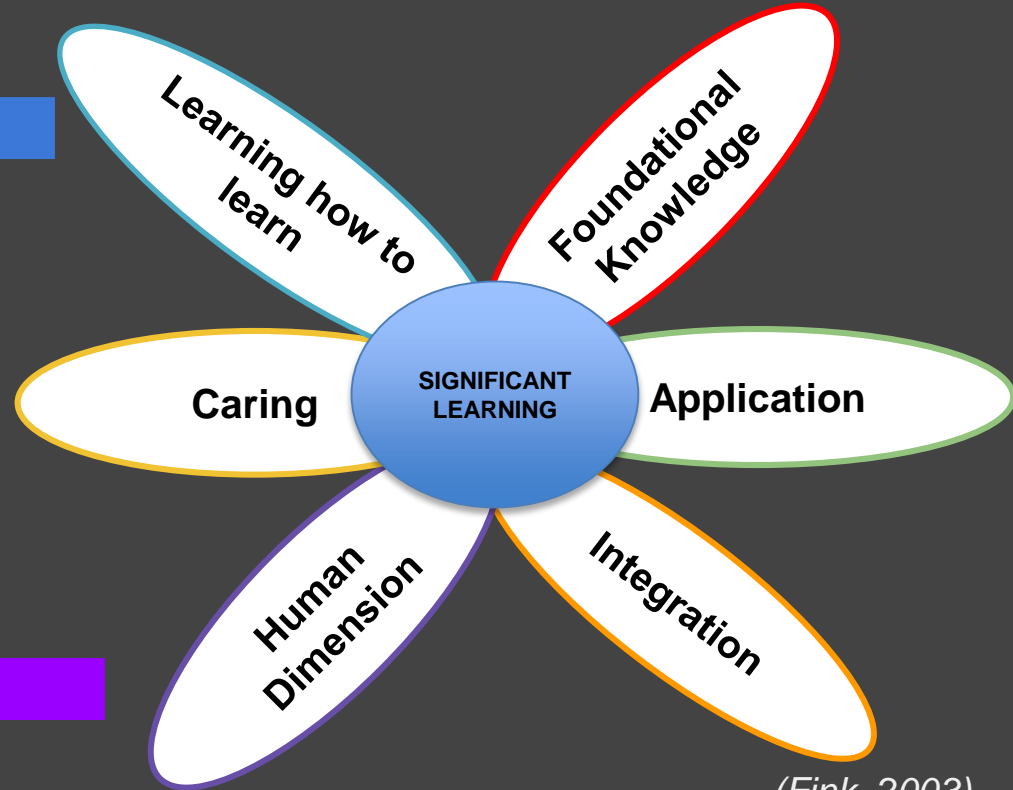- Self-directed learners
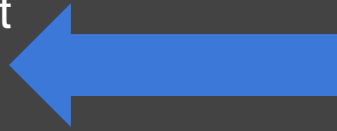
Develop:
- Feelings
- Interests
- Passions

Learning about:
- Oneself
- Others

Learning how to learn

Foundational Knowledge

Caring

SIGNIFICANT LEARNING

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Human Dimension

Integration

(Fink, 2003)

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Background of the original study

Aim → describe OT tutees experience of PAL during fieldwork education.

Peer Assisted Learning (PAL) → individuals with similar goal settings actively engaging in helping one another in learning.

Study design: Qualitative descriptive inquiry

(UFS-HSD2018/0247 and HSREC-S 11/2016)

Study population: Tutees at HEI sifted through eligibility criteria
Sampling: Purposive sampling (7 tutees)

Data generation: In-depth individual interviews (voice recorded and transcribed)

Data analysis: Open coding: codes → categories → themes

Trustworthiness: Triangulation in data-analysis process Member checking of data
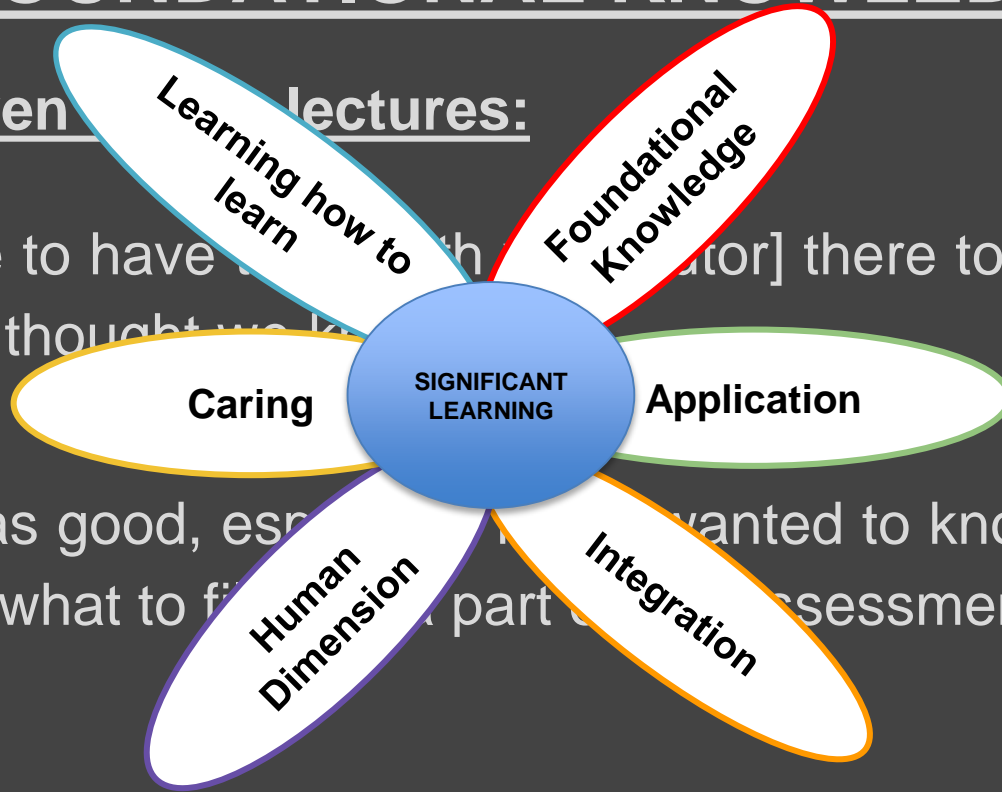
PAL = Significant Learning?

(Creswell, 2013; Carpenter and Suto, 2008; de Vos et al., 2011)

1. FOUNDATIONAL KNOWLEDGE

Theory given ~~in~~ **lectures:**

"It was nice to have ~~the~~ ~~with~~ ~~[tutor]~~ there to backup what we [tutees] thought we k~~new~~"

"It [PAL] was good, esp~~ecially~~ ~~if we~~ wanted to know something stupid, like what to fil~~l in~~ ~~a~~ part o~~f~~ ~~as~~sessment form." (P4)

- Learning how to learn
- Foundational Knowledge
- Caring
- SIGNIFICANT LEARNING
- Application
- Human Dimension
- Integration

(Fink, 2003)

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2. APPLICATION

Gap between the~~ory~~ ~~an~~d practice:

"It [PAL] sort of fills t~~he gap~~ that the~~ory and~~ practicals don't really provide." (P5)

Implementation ~~of theory:~~

"She gave a framework of h~~ow to man~~ag~~e yo~~ur time." (P1)

SIGNIFICANT LEARNING

Learning how to learn

Foundational Knowledge

Caring

Application

Human Dimension
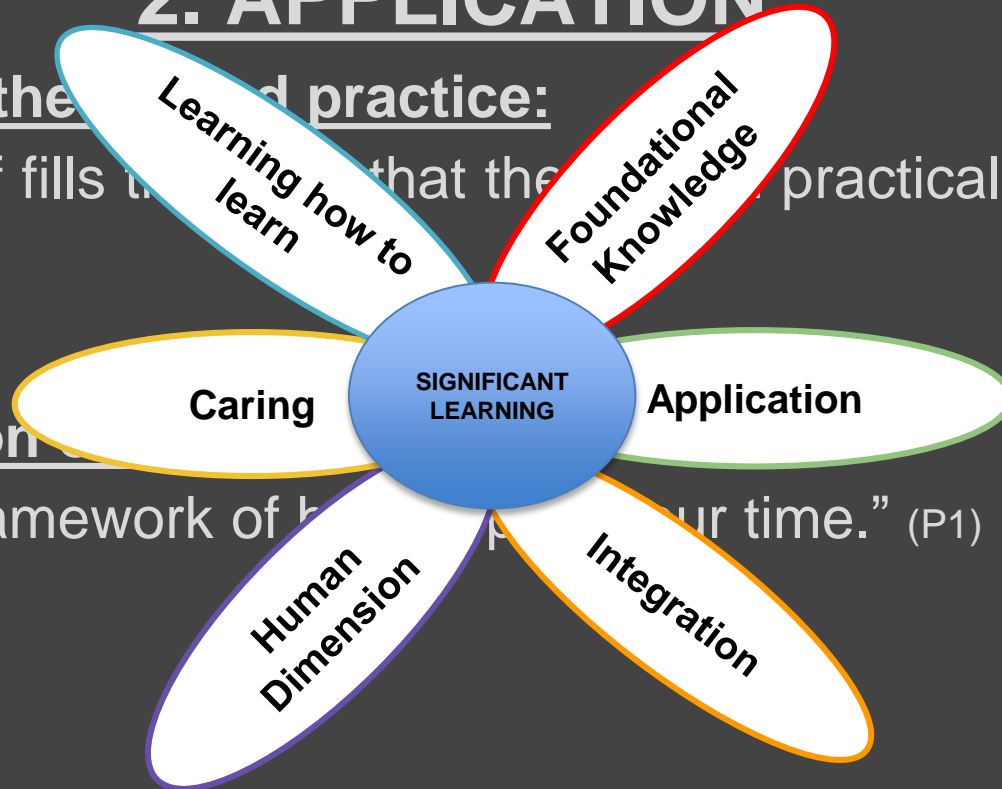
Integration

(Fink, 2003; Joubert and de Villiers, 2015; Shaikh et. al., 2016; Smith et al., 2007)

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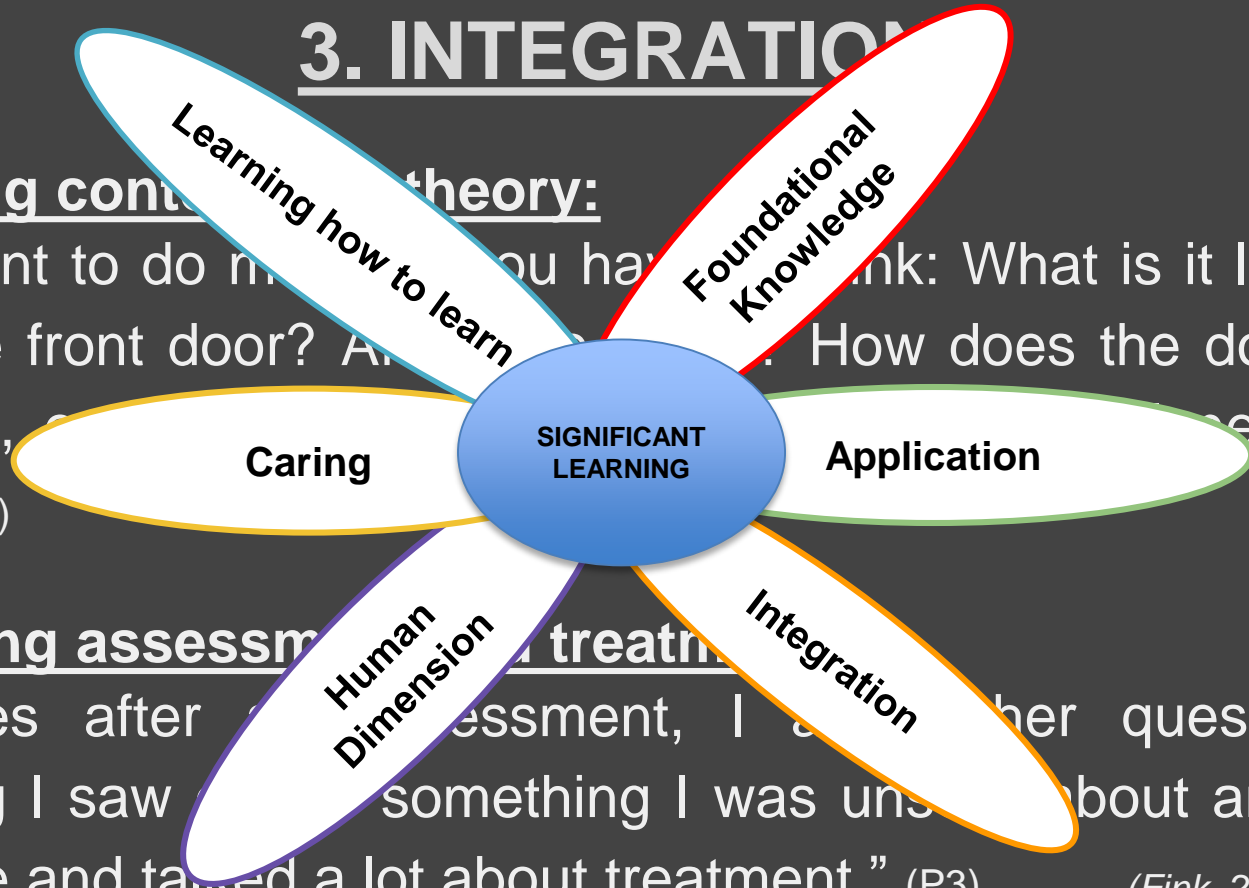
3. INTEGRATION

Integrating content and theory:

"If you want to do more, you have to think: What is it like from the taxi to the front door? And then again. How does the door open, to the inside, ... I never thought about." (P7)

Connecting assessment and treatment:

"Oftentimes after the assessment, I ask her questions about something I saw ... something I was unsure about and then she helped me and talked a lot about treatment." (P3)

(Fink, 2003; OTPF, 2014)

SIGNIFICANT LEARNING

Learning how to learn

Foundational Knowledge

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Integration

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3. INTEGRATION (cont.)

Develop clinical reasoning:

"Or as approach and to clinical reasoning and so on. It was a tool that she has given us. We can use it in the future." (P3)

Integrating models:

"She [tutor] showed us how she integrated her model. Then we could take our own model and do it." (P6)
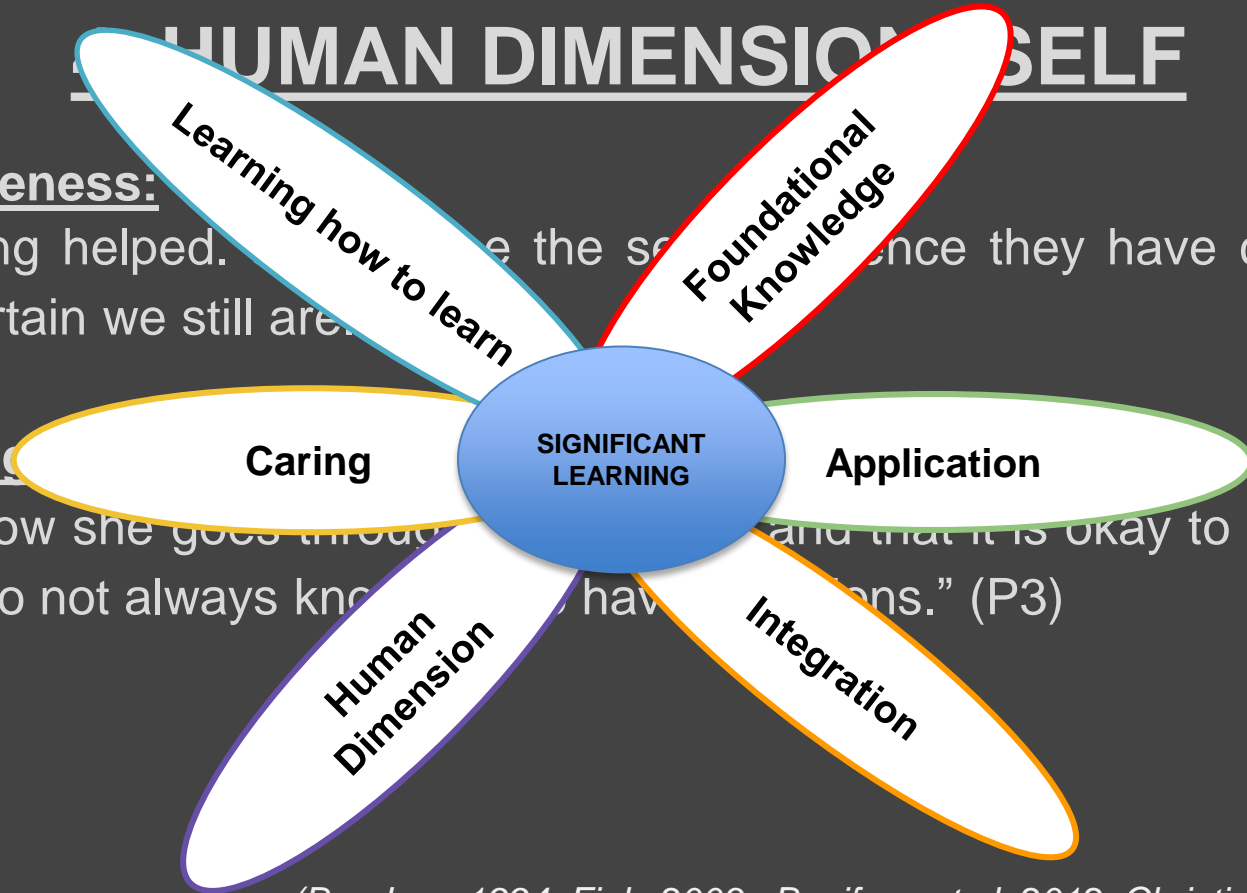
(Fink, 2003; Smith et. al., 2007)

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HUMAN DIMENSION: SELF

Self-awareness:
"Shadowing helped... e the se... ence they have compared to how uncertain we still are...

Not having...
"To see how she goes through... and that it is okay to struggle and it is okay to not always kno... hav... ns." (P3)

Learning how to learn

Foundational Knowledge

Caring

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(Bandura, 1994; Fink, 2003; Boniface et al, 2012; Christiansen and Bell, 2010)

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4. HUMAN DIMENSION: OTHERS

Tutors modeled interpersonal skills:

"She [tutor] was an example of how to handle the specific people in the area." (P4)

Building relationships:

"The interaction I had with the tutor was one of friendship, like a mentor." (P3)

(Shaikh et al, 2016; Joubert and De Villiers, 2015)

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5. CARING

Passion:

"When I am fourth... n I am defi... ng to be like them [tutors] towards the third yea...

Increased excitement...

"When I t... ...h.' And they [tutors] are like 'yay, we ha... ...' so then I thought it can't be that bad if people look f... o it." (...

Learning about life...

"I did not just lear... ...pational Therapy from he... e)

Flower diagram with central ellipse labeled "SIGNIFICANT LEARNING" surrounded by petals: Learning how to learn, Foundational Knowledge, Caring, Application, Human Dimension, Integration.

(Christiansen and Bell, 2010; Carr et al, 2016)

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6. LEARNING HOW TO LEARN

Practical Tips:

"She gave a lot of ~~advice~~ how to ~~treatment plans.~~" (P3)

Explore unknown theory ~~prior to the lecture:~~

"When she ~~...~~ now, she let me observe her ~~...~~ test." (P2)

Self-directed learning:

"You [tutee] need t~~...~~e it from your ~~...~~"

Learning how to learn

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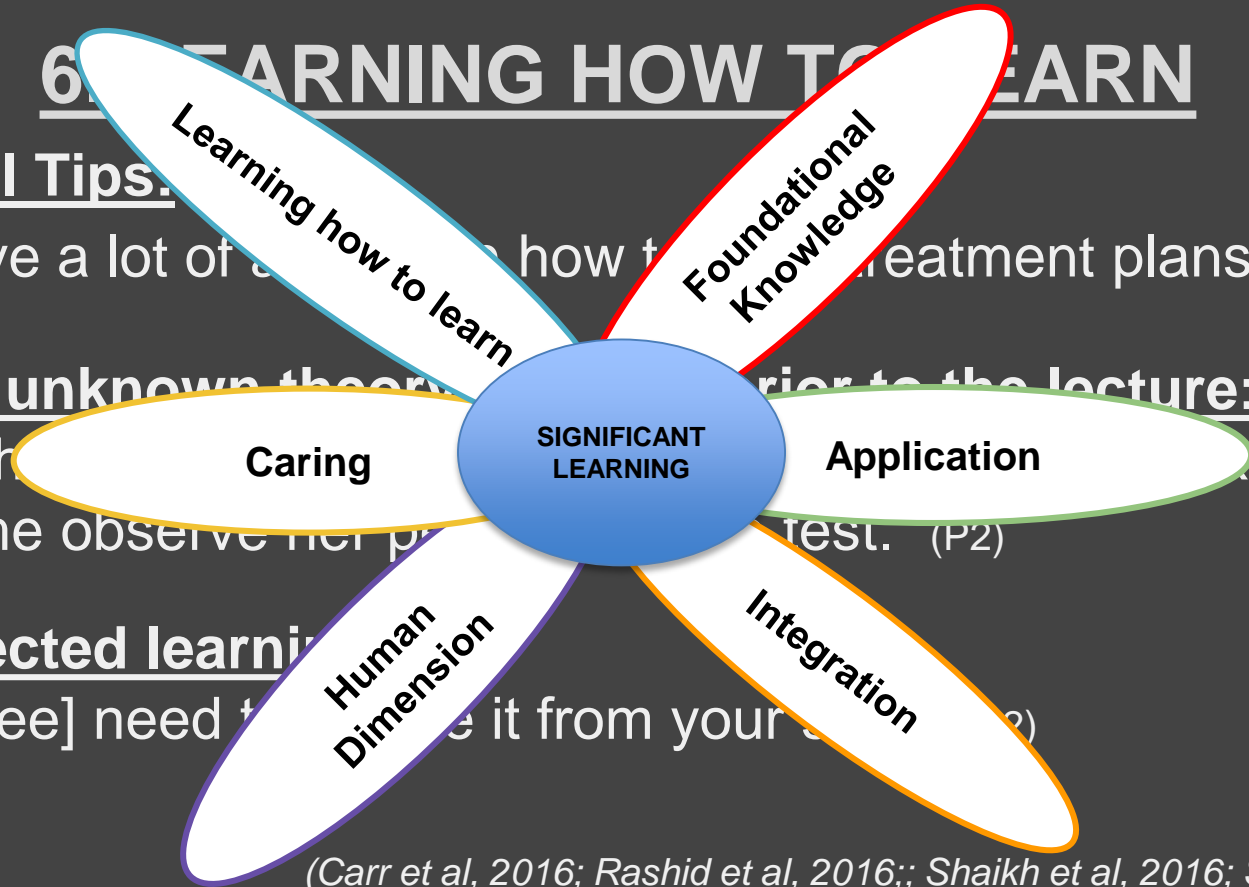
(Carr et al, 2016; Rashid et al, 2016;; Shaikh et al, 2016; Sevenhuysen, 2015)

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Practice Implications

- OT curricula - align with accrediting bodies.

- However - change is constant.

- Difficult to train OT's - ready for all challenges.

- Fink's taxonomy in fieldwork = OT's more adaptable and

  willing to grow.

(Fink, 2007; Burwash et al, 2016; WFOT, 2016; HPCSA, 2006)

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Conclusion

- Fink's taxonomy of significant learning in fieldwork – helps develop essential capabilities - minimum standards for education of OT's.

- PAL = educational strategy → significant learning.

- Literature states = PAL - learning experience tutees and tutors.

- PAL → significant learning for tutees.

- Further research - significant learning for tutors?

- Mind change for educators.

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Questions?

Thank You
Dankie

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