

PEDAGOGIC RESEARCH IN HEALTH CARE EDUCATION

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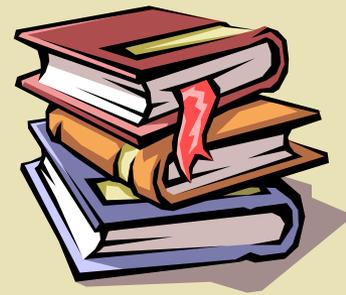


EVIDENCE BASED HEALTH CARE TEACHING

- ◆ 2 pronged
 - Teach subject matter that is evidence based
 - e.g. treatment approaches etc
 - Most of us are doing this, or at least trying to
 - Teach the students using evidence based methods.
 - **THIS IS THE GAP!!!!**

AIM OF THE PAPER

- ◆ To reflect on the meaning and implications of the SA Physiotherapy educationists case, and come up with strategies to address pertinent issues

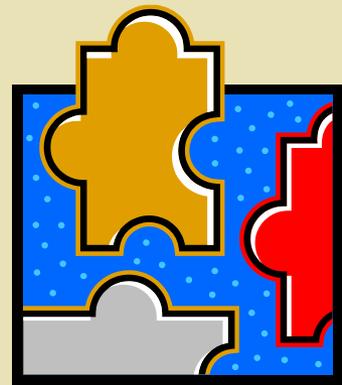


PROBLEM STATEMENT

◆ Physiotherapy case

- Professional tradition of practical and experience based knowledge
- Educational outcomes research study results (Mothabeng 2004)
 - Research by educators (15 year analysis!)
 - Very few articles on issues of teaching and learning

◆ Need to explore further



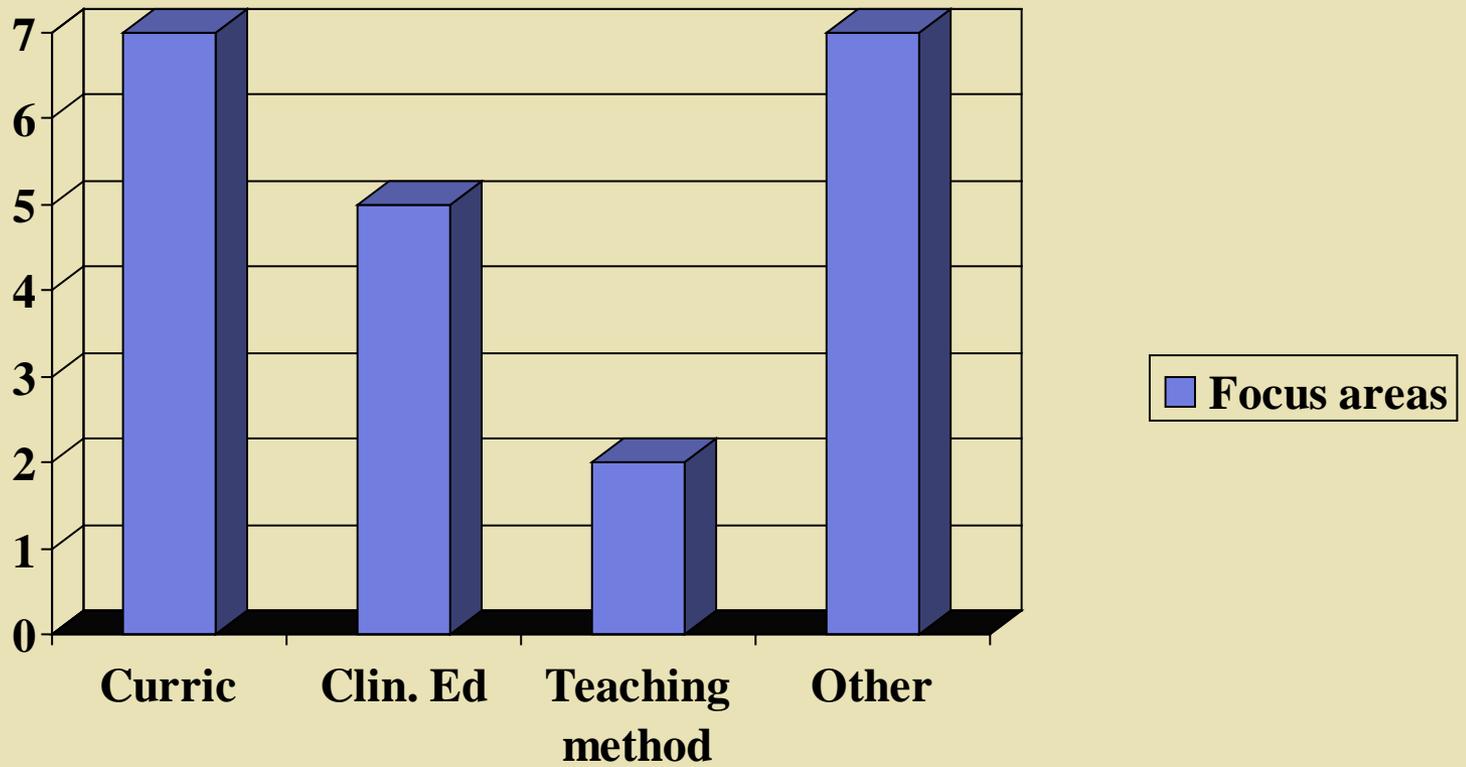
PHYSIOTHERAPY CASE

- ◆ 224 articles were published
 - Clinical = 105
 - Teaching and learning = 31
 - Research = 11
 - Other = 77
- ◆ 143 by academics; > 50%
 - 21 of them on teaching and learning



Focus Areas

n = 21





ISSUES/PROBLEMS

- ◆ More clinical than T&L articles
 - Conflict of loyalties
 - Dual professions (Healy 2000, Sparkes 2002)
- ◆ *“Most educators do consider their primary allegiance to be their subject or discipline, with their teaching function being secondary”* (Healy 2000).
- ◆ The findings of this study, whereby only 14,7% of the educators’ articles were on educational issues confirm this statement.



NEED FOR T&L RESEARCH

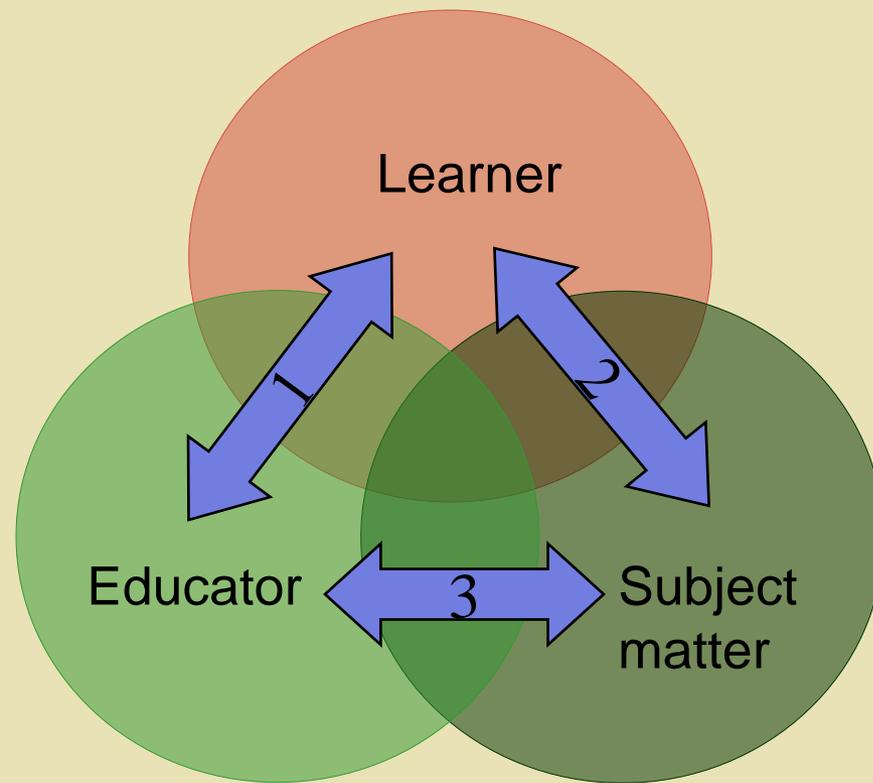
- ◆ Functions of educators

- Teaching
 - Research
 - Service
- } Interrelated

- ◆ Teaching and learning environment

- Learner
 - Teacher
 - Subject
- } Interrelated

TEACHING AND LEARNING





THE T&L RELATIONSHIPS

1. Learner – educator
– *Subject-subject*

2. Learner – subject matter
– *Subject-object*

3. Educator – subject matter
– *Subject-object*

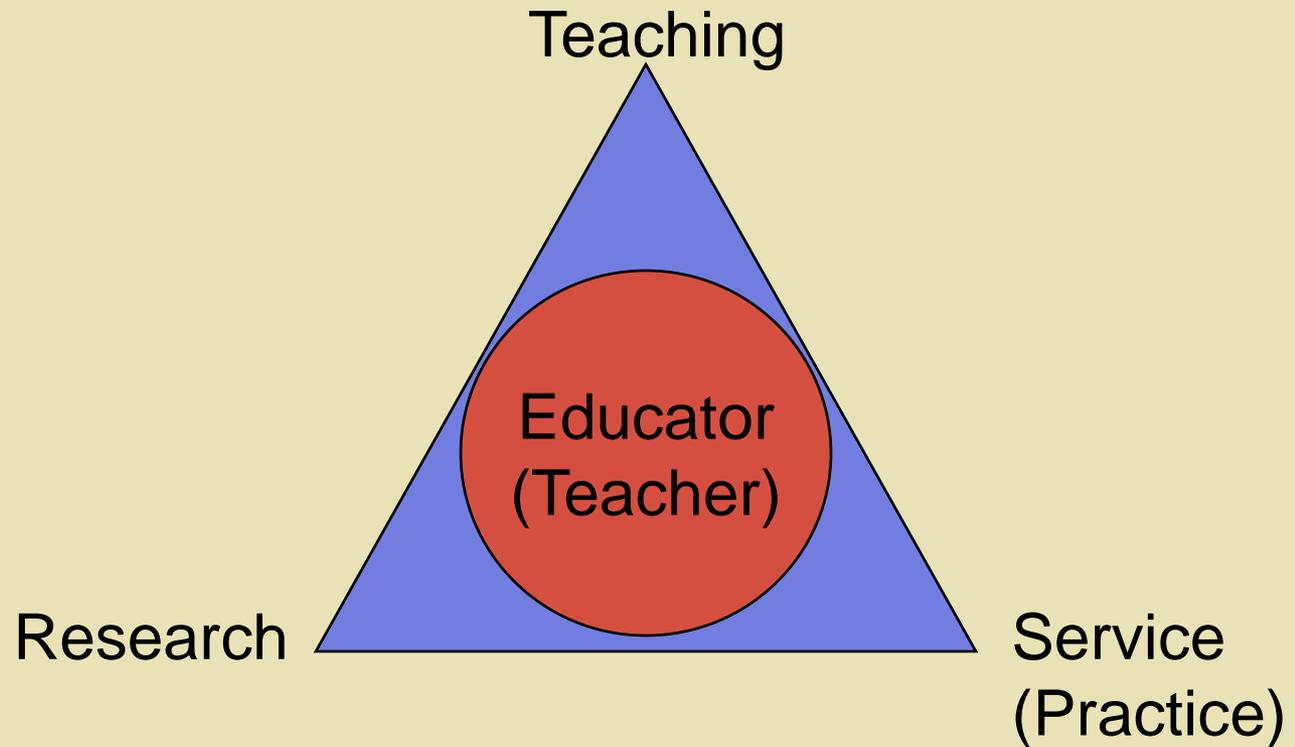


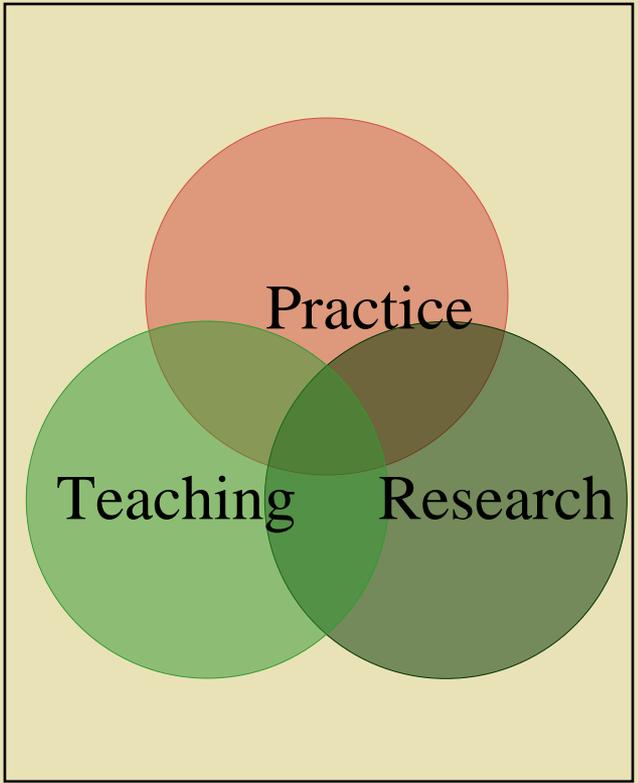
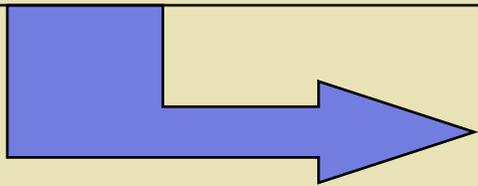
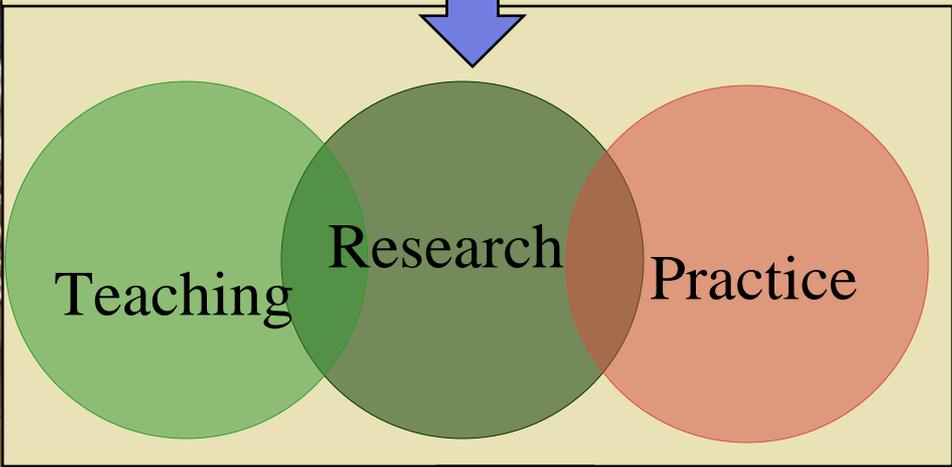
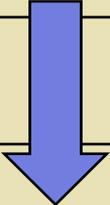
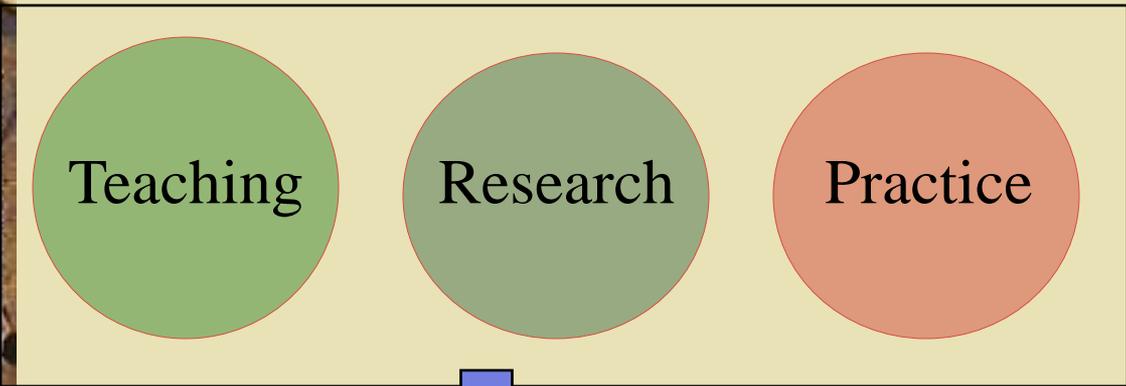
TODAY'S ADULT LEARNER

- ◆ Knows why he needs to know
- ◆ Is internally motivated
- ◆ Is ready to learn
- ◆ Is **RESPONSIBLE** for **OWN** learning
- ◆ Uses own experience in learning
- ◆ Prefers life centered, task oriented and problem based approaches

– (from: Knowles *Andragogy theory*, 1990)

MAIN FUNCTIONS OF EDUCATORS







ACTION RESEARCH – WAY FORWARD

- ◆ No time for t&l research?
 - No need for special time
 - Do it as you teach
 - In class
 - In the laboratory
 - In the clinic
 - Can be both qualitative and quantitative

WAY FORWARD

- ◆ It is important for us as healthcare teachers to change how we think about and experience teaching;
 - and to change our conceptions of teaching as they are expressed in practice (Ramsden 1999).





ACTION RESEARCH

- ◆ Teachers can become scholarly practitioners by means of action research, which is a self-driven strategy.
- ◆ Action research is a small-scale investigation of a practice by the practitioner him-/herself (Zuber-Skerritt, 2000).
- ◆ It is also emancipatory and is useful for intrapersonal development (Du Toit, 2002).