

# Module I-3

## Teaching and learning

### Overview

Teaching skills are integral to the effectiveness of the diabetes educator. Education involves much more than giving out information; educators should have a good understanding of the theories and processes of education and be able to apply this knowledge in practice.

Education is an ongoing process of assessment, planning, implementation and evaluation. High quality diabetes education is not totally dependent on the availability of 'high-tech' resources; a knowledgeable person, with excellent communication skills (speaking and listening), is all that is required.

Diabetes education needs to be individualized – reflecting the uniqueness of each person. What should be learned and how it should be learned vary from person to person. Educational strategies can range from minimal telephone contact to a comprehensive programme as the situation requires.

### Goals

- To provide participants with the knowledge and skills of the education process to enable them to be effective diabetes educators
- To develop excellent communication skills
- To allow participants to reflect on their own learning process and practice teaching
- To provide an overview on the importance of assessing readability of handout materials for people with diabetes

Note: this module refers to adult learning. For more on how children learn, refer to [Module IV-I, Diabetes in children and adolescents](#).

### Objectives

After completing this module the participant will be able to:

#### Learning theories and concepts

- Differentiate between teaching and learning
- Identify barriers and enabling factors to teaching and learning
- Explain the importance of diabetes self-management education (therapeutic patient education)

- Discuss the theoretical concepts of adult learning principles, such as learning readiness and methods (Knowles, 1984), and social learning theories (including Health Belief Model and Self-efficacy Theory), and give examples of how these concepts can be applied in practice

### **Assessment**

- Describe the key components of a learning needs assessment, which may include: demographic, cultural, environmental and psychological factors, attitudes and beliefs, current health practices, stages of development, socio-economic resources
- Describe how to undertake a learning needs assessment
- Determine a person's readiness and capacity to learn
- Identify three general styles of learning and discuss how to assess them
- Identify the role of the family/support people in the educational process

### **Planning**

- Adapt and develop programme content to be culturally sensitive
- Differentiate between the three domains of learning – cognitive, affective and psychomotor
- Demonstrate skills in behavioural goal setting
- Discuss how to select the teaching methods that fit with different learning styles
- Develop the content for a comprehensive educational programme for people with diabetes
- Demonstrate the ability to prioritize the teaching of content according to people's need and readiness
- Discuss the importance of using available resources in the planning of an educational programme

### **Implementation**

- Describe how to use each teaching method most effectively (lecture, individual, small group)
- Demonstrate how to manage group dynamics and group learning
- Demonstrate effective communication skills, such as active listening, conveying empathy, patient-directed goal-setting, clear presentation of information, use of non-verbal cues
- Demonstrate giving positive feedback to people with diabetes and enhancing self-efficacy

- Demonstrate providing education that is individualized to the person's needs

### Evaluation

- Refer to **Module I-7, Evaluation**
- Distinguish between different types of evaluation, structure, process, content, outcomes, impact and programme
- Discuss evaluation methods, including how to evaluate the programme and the participants' achievements in terms of the learning goals
- Design an instrument to evaluate the participants' satisfaction with the programme
- Discuss the barriers to conducting a programme evaluation

### Health education materials

- Discuss the concepts of literacy and health literacy and their impact on learning
- Explain strategies for teaching people with low literacy or low health literacy skills
- Assess educational materials for their readability and consequent appropriateness of use
- Develop culturally specific health education materials that are suitable to the population in general
- Develop health education materials for the low literacy group

### Special populations

- Describe teaching strategies for people who are either visually or hearing compromised
- Discuss teaching strategies that would be appropriate for people with disabilities and special needs
- Discuss culturally and age appropriate teaching strategies

### Teaching strategies

Reflection on personal learning experiences – positive and negative  
 Role plays to perform teaching and learning  
 Short lecture to highlight teaching and learning theories  
 Teaching practice in various situations – to individuals and groups, lectures, telephone counselling  
 Video recording of the teaching practice for self review and peer review

	<p>Observation of others teaching</p> <p>Assessment of existing health education resources for reading level, cultural appropriateness</p> <p>Preparation of a course outline, to include assessment, objectives, planning and evaluation*</p>
<b>Suggested time</b>	<p>Theory: 6 hours</p> <p>Clinical practice: 24 hours (3 days)</p>
<b>Who should teach this module</b>	<p>Education specialist, diabetes educator</p>
<b>Evaluation of learning</b>	<p>Demonstration of good communication skills</p> <p>Demonstration of teaching practice</p> <p>Assignment – development of a teaching plan or course outline*</p>
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\* Indicates objectives at an advanced level

Detailed content for this module is available as a slide presentation at [www.idf.org](http://www.idf.org)