What does making an impact mean for physiotherapists in terms of advancing practice?

• **Making an Impact on Students’ Lifelong Learning: Role of the Curriculum**  
  Dr. Geraldine O’Neill, Education Developer, National Forum for the Enhancement of Teaching and Learning, Ireland

• **Advancing Physiotherapy: The client in their context**  
  Bhanu Ramaswamy, Independent Physiotherapy Consultant, Sheffield Hallam University

• **How is your organisational culture and the working environment contributing to making an impact?**  
  Professor Robert McSherry, Professor of Nursing and Practice Development, Teeside University

• **The Impact of Physiotherapy in Canada**  
  Michael Brennan, Chief Executive, Canadian Physiotherapy Association
Making an Impact on Students’ Lifelong Learning: The role of the curriculum

Associate Professor, Geraldine O’Neill
geraldine.oneill@teachingandlearning.ie
11-12th November, 2016. ER-WCPT, Liverpool

National Forum for the Enhancement of Teaching and Learning in Higher Education
Fraser and Bosanquet (2006) highlighted that staff working in higher education have very different understandings of the term ‘curriculum’.

<table>
<thead>
<tr>
<th></th>
<th>Fraser and Bosanquet (2006)</th>
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<tbody>
<tr>
<td><strong>Product</strong></td>
<td>The structure and content of a unit (subject)</td>
</tr>
<tr>
<td></td>
<td>The structure and content of a programme of study</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>The students’ experience of learning</td>
</tr>
<tr>
<td></td>
<td>A dynamic and interactive process of teaching and learning</td>
</tr>
</tbody>
</table>
O’Neill, 2015
However, learning for complex environments happens on the edge of chaos (Kleiman, 2011)
Stasis

Chaos

“It looks like you have everything under control.”

http://www.123rf.com/stock-photo/learning_from_each_other.html
Examples of Product and Process Models

PRODUCT
- Discipline-based
- Theme-based
- Threshold Concepts

PROCESS
- Enquiry/Problem/
  Case-based
- Dialogue (activity and
  Conversation)
- Social Critical
- Negotiated Curriculum
- Experiential and/or Reflective
  Practitioner

e.g. Broberg, 2005

See Appendix 2 for definitions and references
Impact of an educational experience: Kirkpatrick's levels

Level 1: Reaction: Enjoy, satisfied

Level 2: Learning: Attitudes, knowledge and skills

Level 3: Application in practice

Level 4: Results Organisational, professional, societal impact

Product Process


Lifelong learning
Lifelong learning

Level 1: Reaction: Enjoy, satisfied

Product Process

Higher Education Research & Development

They Love It, but Do They Learn from It? Evaluating the Educational Impact of Innovations

Cathy Gunn

To cite this article: Cathy Gunn (1999) They Love It, but Do They Learn from It? Evaluating the Educational Impact of Innovations, Higher Education Research & Development, 18:2, 185-199, DOI: 10.1080/0729436990180203

To link to this article: http://dx.doi.org/10.1080/0729436990180203
Does Active Learning Work? A Review of the Research

MICHAEL PRINCE  
Department of Chemical Engineering  
Bucknell University

ABSTRACT

This study examines the evidence for the effectiveness of active learning. It defines the common forms of active learning most relevant for engineering faculty and critically examines the core element of each method. It is found that there is broad but

Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing [1]. While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor. Collaborative learning can refer to any instructional method in
Level 3 Application in practice

Results: Organisational, professional, societal impact

Product

Process

Unger & Hanekon (2014)

Benefits of curriculum renewal: The Stellenbosch University physiotherapy experience

M Unger, BPhys, MSc (Physio), PhD; D Hanekom, BSc (Physio), MSc (Physio), PhD

Division of Physiotherapy, Department of Interdisciplinary Health Sciences, Faculty of Medicine and Health Sciences, Stellenbosch University, Cape Town, South Africa
Expert opinion regarding the preparation of entry-level physiotherapists for primary healthcare practice, examined using Biggs 3P’s model of teaching learning

Sinead McMahon, Grainne O'Donoghue, Catherine Doody, Geraldine O'Neill & Tara Cusack
Deliberative Design of Curriculum to Guide Students from Stasis towards Edge of Chaos
Deliberative Design: Example in University curricula

Common Design: Modules increase in size in later years/stages

4
3
2
1

RESEARCH -BASED/ENQUIRY

SUBJECT-CENTRED MODELS

NEGOTIATED

O’Neill, 2015, see pp25-38.
Deliberative Design: Example in Professional Practice Learning

New Irish Professional Development Framework for all who teach in higher education (National Forum, 2016)

1. Collaborative Non-Accredited
2. Unstructured Non-Accredited
3. Structured Non-Accredited
4. Accredited
Kleiman, 2011; Knight, 2001


Rushton, A. & Lindsay, G (2008) Defining the construct of Masters level clinical practice in healthcare based on the UK. Medical Teacher, 30: e100–e107


Appendices
Appendix 1:

http://www.ucd.ie/t4cms/UCDTLP0068.pdf
<table>
<thead>
<tr>
<th>Product Models (examples)</th>
<th>Process Models (examples)</th>
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<tr>
<td><strong>Discipline-based</strong> : Centre on conceptual structure of the discipline or subject (ignores knowledge between disciplines). (Ornstein &amp; Hunkins, 2009; O’Neill 2015)</td>
<td><strong>Dialogue approaches (activity and conversation)</strong></td>
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<tr>
<td><strong>Theme-Based Curriculum</strong> : Emphasises the importance of finding patterns/relationships between concepts. Based on culture, experiences (Ornstein &amp; Hunkins, 2009). Can be adapted ‘clusters’ as they emerge across disciplinary boundaries. See also Dirkx &amp; Prenger (1997) Lansu et al (2013)</td>
<td><strong>Enquiry or Problem-based learning</strong> Engagement with a complex problem or scenario, that is sufficiently open-ended to allow a variety of responses or solutions. Students direct the lines of enquiry and the methods employed, draw on existing knowledge and identify their required learning needs. (Kahn &amp; O’Rourke, 2005; Barrett et al, 2005)</td>
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<td><strong>Threshold concept (Land et al 2008)</strong> A ‘threshold concept’ is a core concept that once understood, transforms the learner’s way of looking at, and acting in, the discipline. (see also O’Mahoney et al, 2014; Clouder, 2005)</td>
<td><strong>Socially critical model</strong> seeks to develop a critical consciousness in students so that they become aware of the present issues of our society and are motivated to alleviate them’ (Toohey, 1999, 63). Also Peach, S. (2010)</td>
</tr>
<tr>
<td><strong>Negotiated curriculum</strong> Students, within the boundaries of the resources available, negotiate what they will learn. Use of learning contracts, variety of assessments. (Ornstein &amp; Hunkins, 2009)</td>
<td><strong>Experiential and/or Reflection</strong> Belief in importance of personal relevance and learning from experience. Adult learn in order to be able to solve problems. Curriculum organised around life situations, Authentic assessment (Toohey, 1999, O’Neill 2010). Can include reflective practitioner models.</td>
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