

OSEAN CONFERENCE

INNOVATION IN OSTEOPATHIC EDUCATION

BARCELONA, 1 JUNE 2014

SIMPLE AND ACHIEVABLE STRATEGIES FOR HIGHER STANDARDS IN OSTEOPATHIC SCHOOLS

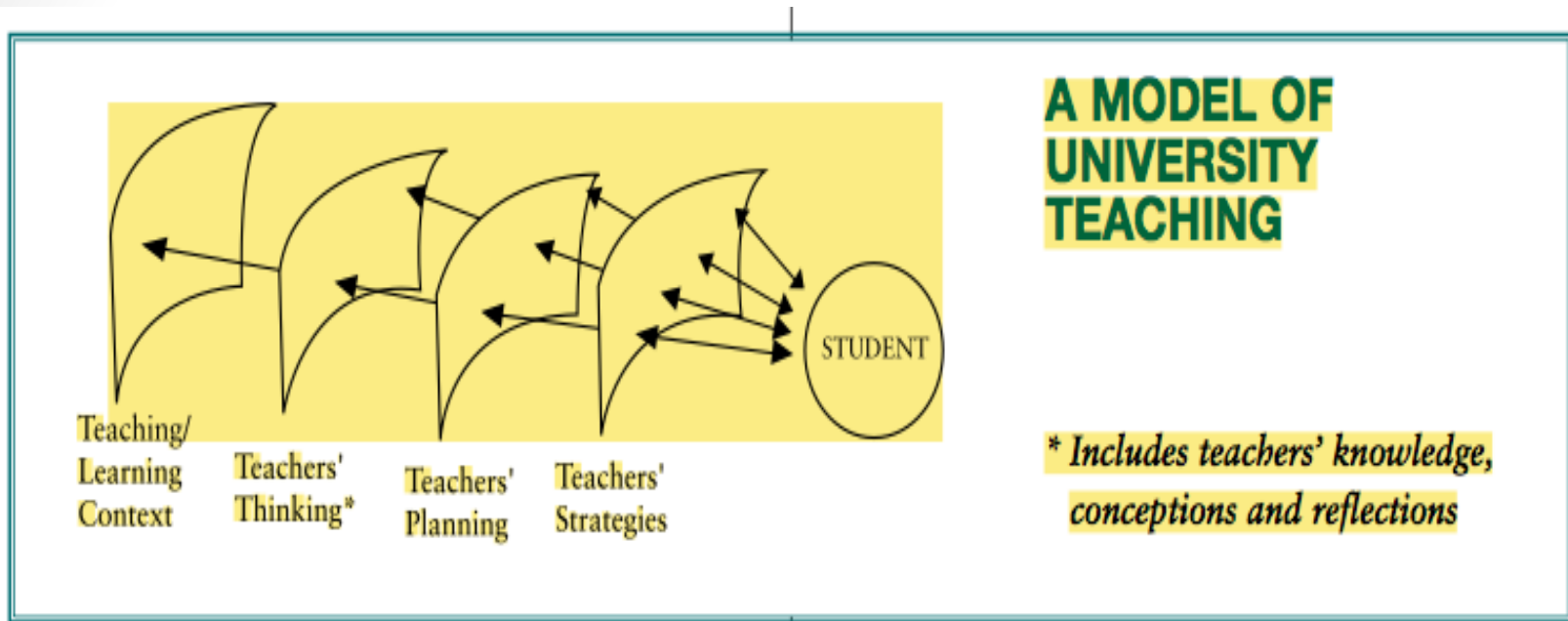
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Six fundamental criteria for excellent education

CRITERIA 1: Osteopathic teaching and learning should be focused on student-centered methodology

- The science of teaching and learning is based on the student – centered method
- *“The modern methodology is much more student centred where the teacher's main role is to help learning to happen involving students to work at their own speed, encouraging them to participate, talk, interact, etc.” (SCRIVENER)*



MODEL OF STUDENT-CENTRED

As for Osteopaths, patients are at the core (PATIENT-CENTERED) similarly, students are for teachers (STUDENT- CENTERED)

Roles and Strategies

Professional development in student-centered teaching requires an awareness of the **role** of Osteopathic educators and knowledge about the **strategies** to use for achieving a better teaching and learning environment

CRITERIA 2: Recognising the professionalism in Osteopathic educators

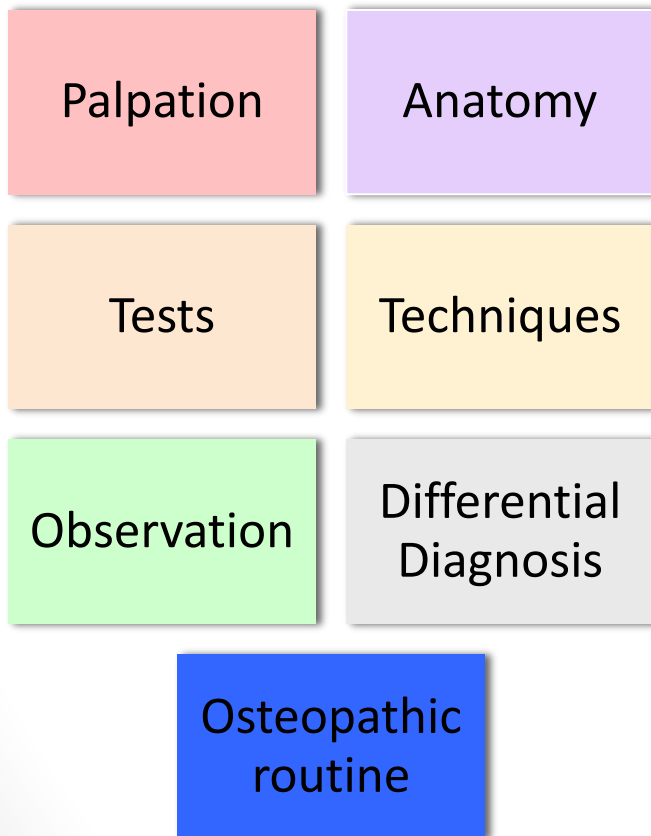
1. Institutional support for professional development of Osteopathic educators
1. Training delivered by educational professionals to Osteopathic teachers

CRITERIA 3: Integrative approaches of curriculum planning

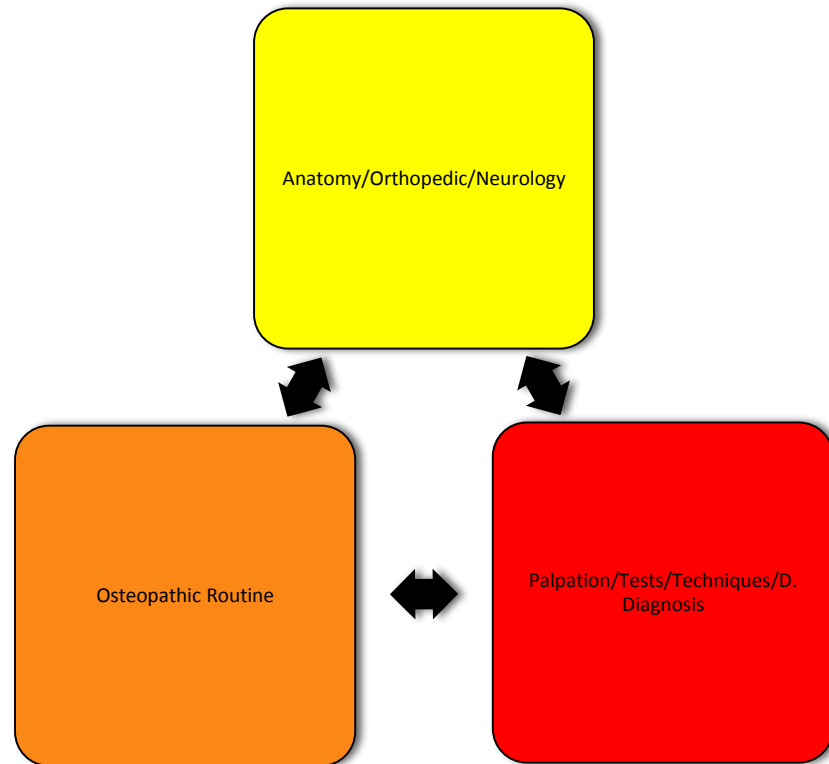
- Dynamic planning involves integration and flexible lesson planning to reflect the principles of a student-centered teaching and learning method
- Integrative planning

Integrative planning

LINEAR



INTEGRATIVE



Successful integrative planning facilitates teaching in larger classes

- Most research reveals that *“class size is not the major determining factor of successful learning or teaching”*. (Gilbert 1995)
- What the teacher does in the classroom to engage student learning is the key factor

Flexible lessons

- Dynamic lessons contains:
 - ① **Relevance** to help students remember
 - ② **Integration** between the osteopathic systems to improve the depth of understanding
 - ③ **Practicing** to integrate the knowledge
 - ④ **Review** at well spaced intervals to lead to better learning outcomes

The importance of Technology

- Modern Technology can facilitate educators and learners to a higher level of teaching and learning
- As educators, we should utilise more technology in Osteopathic education
- Self-videos for educators and learners

CRITERIA 4: Diversity of evaluation

- Summative tests with scores can dominate a course and often distract students from formative learning
- Simple tasks, self-rubrics and feedback can be more effective

Simple Tasks

- The key role of tasks is to assess the level of the students' learning and if the way of teaching is adequate
- Tasks should not be graded but ongoing feedback
- Students should be advised about the topics and dates of the tasks

Reflective learning practice: self-rubrics

SELF RUBRIC	ADVANCE A	PROFICIENT P	FUNCTIONAL F	DEVELOPING D	SELF STUDENT' AVERAGE SCORE
CASE HISTORY	HEADACHE			PROSTATE INVESTIGATION	P
DIFFERENTIAL DIAGNOSIS	LEGAMENTS OF LUMBAR SPINE	LIVER AND RIBS			P
EXAMINATION PATIENT			INTEGRATION	USE OF TIMING	F
TREATMENT		TECHNIQUES FOR LIVER		HVLA OF L4/L5	F

The importance of feedback

- Feedback could be informal/formal, individual/generic, formative/summative
- Feedback is more effective when there are no scores

CRITERIA 5: Helping poorer performing students

- Feedback, self-rubrics and tasks identify weaker students
- Osteopathic schools should consider introducing this criteria as a compulsory part of the course

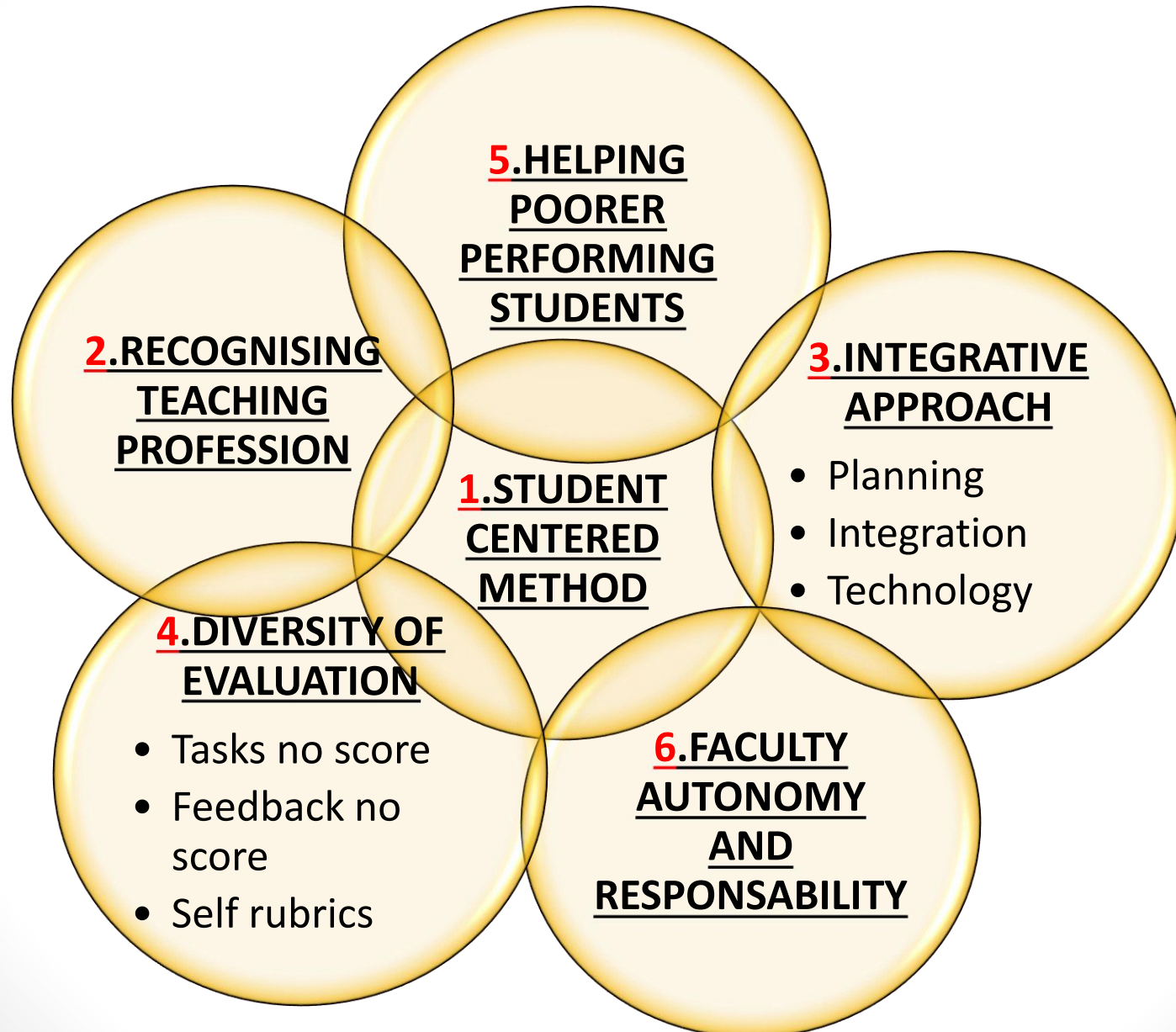
CRITERIA 6: Faculty autonomy

- Osteopathic Schools should guarantee environment where the autonomy of the schools is preserved
- The Osteopathic schools should have the responsibility of their organization, developing a standardised model of osteopathic education

6 criteria summary

- ① Student-centred teaching and learning methodology
- ② Recognising the professionalism in Osteopathic educators
- ③ Integrative approaches of curriculum planning
- ④ Diversity of evaluation
- ⑤ Helping poorer performing students
- ⑥ Faculty autonomy

SIMPLE AND SUCCESSFUL MODEL OF TEACHING AND LEARNING OSTEOPATHY



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