



From the security blanket of the classroom to the chaos and complexity of the field

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+ Responding to the changing demographics of public health students



Students of 15 years ago	Students of Today
Older	Younger
Professional Experience	Little professional experience
Professional degree or specialized qualifications	First graduate level degree
Overseas work experience	Study abroad programs



Presenter Disclosures

Taryn Vian

No relationships to disclose

Old Paradigm

Knowledge	Transferred from faculty to students
Students	Passive vessels
Faculty purpose	Classify and sort
Relationships	Impersonal among students and between faculty and students
Context	Competitive/Individualistic
Assumption about teaching	Any expert can teach
Way of knowing	Logical and scientific
Mode of learning	Memorization
Climate	Conformity and cultural uniformity
Caring	Grades

Source: D.W. Johnson, and K. Smith. (1991). *Active Learning*. Edina, Minn

Current Paradigm

Knowledge	Jointly constructed by students and faculty
Students	Active constructor, Discoverer, transformer of knowledge
Faculty purpose	Develop students competencies and talents
Relationships	Personal transaction among students and between faculty and students
Context	Cooperative learning in classroom and cooperative teams among faculty and administrators
Assumption about teaching	Teaching complex and requires training
Way of knowing	Narrative
Mode of learning	Relating
Climate	Diversity and personal esteem/cultural diversity and commonality
Caring	Grades and future job

Source: D.W. Johnson, and K. Smith. (1991). *Active Learning*. Edina, Minn

Future Paradigm

Knowledge	Constructed by students drawing on information technology/facilitated by faculty
Students	Active constructor, discoverer, real world problem solving
Faculty purpose	Develop public health practitioners
Relationships	Personal transactions among and between faculty students and organizational clients
Context	Cooperative learning in teams engaged with organizational clients addressing real world problems
Assumption about teaching	Teaching is complex and requires training and first hand experience of the field
Way of knowing	Experiential
Mode of learning	Doing
Climate	Diversity and personal esteem/cultural diversity and commonality for both teams and their clients
Caring	Service to the client

+ How the future paradigm will change pedagogy

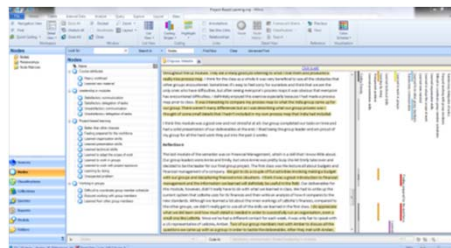
Old	Current	Future
RIGID STRUCTURE <ul style="list-style-type: none"> • Lectures • Required reading • Exams 	FLEXIBLE STRUCTURE <ul style="list-style-type: none"> • Case studies • Problem sets • Discussion • Debate • Simulations • Required reading • Exams 	DIRECTED BUT UNSTRUCTURED <ul style="list-style-type: none"> • Problem solving for field-based clients • Reflection • Peer review • Feedback from clients and faculty

+ A look at field-based courses from the student perspective

Topic area	FBL	Non-FBL	Percent diff
The course was organized in a way which facilitated learning	4.37	4.04	7%
Realistic problems/cases were used to promote understanding of course concepts	4.78	4.19	13%
I acquired new information (facts and concepts I understand) in this course	4.74	4.48	6%
I acquired new skills (things I can do) in this course	4.76	4.25	10%
The course gave me the tools to learn more about this subject on my own.	4.66	4.25	8%
The course connected course material to other disciplines in public health.	4.59	4.26	7%
Working with other students was valuable	4.67	4.17	10%
Overall Course Rating	4.47	4.35	2%

+ Student Perspective: Qualitative Study Results

- New Knowledge and Skills
- Solving Real World Problems
- Working in Teams
- Preparation for Professional Practice
- Self-efficacy



+ What will be different for students?

- Team work
 - Awareness of team process
 - Ability to analyze and evaluate team performance
 - Capacity to develop strategies to improve team performance
- Understanding and building own leadership capabilities
 - Awareness of self
 - Capacity to assess and reflect own leadership practices
 - Continuous development of leadership skills
- Honing communication skills
- Becoming a self-directed learner
 - Developing comfort with ambiguity
 - Navigating the complexity and unpredictability of PH practice
 - Learning to learn



+ Conclusion

“Are you ready to tackle the challenges presented in real life?”

I sure am. I am excited, I feel prepared, and I am ready to tackle the next step with gusto!”