PEER-ASSISTED LEARNING
DURING UNDERGRADUATE FIELDWORK:
EVIDENCE OF FINK’S TAXONOMY OF SIGNIFICANT LEARNING

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Content

Introduction
Dr. L Dee Fink
Taxonomy of Significant Learning
Background of the study
Discussion
Practical Implications
Conclusion
References
Introduction

What are the ways in which learning can be significant?

(Fink, 2003; Bloom, 1956; Bloom et. al. 1964)
Dr. L. Dee Fink

- Learning = change
- Significant learning taxonomy
- 6 Dimensions
- Interactive and relational

(Fink, 2003)
Fink’s Taxonomy of Significant Learning

Understand and remember:
- Information
- Ideas
- Facts
- Critical and creative thinking
- Practical knowledge

Connecting:
- Ideas
- People
- Theoretical constructs

(Fink, 2003; Bloom, 1956; Bloom et. al. 1964)
Fink’s taxonomy of Significant Learning (cont.)

- Becoming better student
- Self-directed learners

Develop:
- Feelings
- Interests
- Passions

Learning about:
- Oneself
- Others

(Fink, 2003)
Background of the original study

Aim → describe OT tutees experience of PAL during fieldwork education.

Peer Assisted Learning (PAL) → individuals with similar goal settings actively engaging in helping one another in learning.
PAL = Significant Learning?

(Creswell, 2013; Carpenter and Suto, 2008; de Vos et al., 2011)
1. FOUNDATIONAL KNOWLEDGE

Theory given during lectures:

“It was nice to have a [tutor] there to backup what we [tutees] thought we knew.” (P5)

“It [PAL] was good, especially if you wanted to know something stupid, like what to fill in at a part of the assessment form.” (P4)

(Fink, 2003)
2. APPLICATION

Gap between theory and practice:
“...PAL sort of fills the gaps that the theory and practicals don’t really provide.” (P5)

Implementation:
“She gave a framework of how to plan your time.” (P1)

(Fink, 2003; Joubert and de Villiers, 2015; Shaikh et al., 2016; Smith et al., 2007)
3. INTEGRATION

Integrating context and theory:
“If you want to do mobility, you have to think: What is it like from the taxi to the front door? Are there stairs? How does the door open, to the inside, or outside? Just like many more things I never thought about.” (P7)

Connecting assessment and treatment:
“Oftentimes after an assessment, I ask her questions about something I saw or like something I was unsure about and then she helped me and talked a lot about treatment.” (P3)

(Fink, 2003; OTPF, 2014)
Develop clinical reasoning:
“Or as approach and to clinical reasoning and so on. It was a tool that she has given us. We can use it in the future.” (P3)

Integrating models:
“She [tutor] showed us how she integrated her model. Then we could take our own model and do it.” (P6)

(Fink, 2003; Smith et. al., 2007)
4. HUMAN DIMENSION: SELF-AWARENESS

Self-awareness:
“Shadowing helped. I believe the shadowing helped because they have compared to how uncertain we still are.”

Not having all the answers:
“To see how she goes through the process and that it is okay to struggle and it is okay to not always know but those questions.” (P3)

(Bandura, 1994; Fink, 2003; Boniface et al, 2012; Christiansen and Bell, 2010)
4. HUMAN DIMENSION: OTHERS

**Tutors modeled interpersonal skills:**
“She [tutor] was an example of how to handle the specific people in the area.” (P4)

**Building relationships:**
“The interaction I had with the tutor was one of friendship, like a mentor.” (P3)

(Shaikh et al, 2016; Joubert and De Villiers, 2015)
5. CARING

Passion:
“When I am fourth year then I am definitely going to be like them [tutors] towards the third year.”

Increased excitement:
“When I think clinical then I’m like, ‘oh no, it is clinical again.’ And they [tutors] are like ‘yay, we have clinical now…’ so then I thought it can’t be that bad if people look forward to it.” (P7)

Learning about life:
“I did not just learn Occupational Therapy from her.”

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(Christiansen and Bell, 2010; Carr et al, 2016)
6. LEARNING HOW TO LEARN

Practical Tips:
“She gave a lot of advice on how to write treatment plans.” (P3)

Explore unknown theories prior to the lecture:
“When she did standardised assessments that I did not know, she let me observe her perform the test.” (P2)

Self-directed learning:
“You [tutee] need to initiate it from your side.” (P2)

(Carr et al, 2016; Rashid et al, 2016; Shaikh et al, 2016; Sevenhuysen, 2015)
Practice Implications

• OT curricula - align with accrediting bodies.

• However - change is constant.

• Difficult to train OT’s - ready for all challenges.

• Fink’s taxonomy in fieldwork = OT’s more adaptable and willing to grow.

(Fink, 2007; Burwash et al, 2016; WFOT, 2016; HPCSA, 2006)
Conclusion

• Fink’s taxonomy of significant learning in fieldwork – helps develop essential capabilities - minimum standards for education of OT’s.

• PAL = educational strategy → significant learning.

• Literature states = PAL - learning experience tutees and tutors.

• PAL → significant learning for tutees.

• Further research - significant learning for tutors?

• Mind change for educators.
Reference list


Questions?
Thank You
Dankie

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