

The role and skills of the Learning Coach: coaching students to become professional self-regulated learners

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Introduction/background:

Health professions education recognises the importance of ensuring graduates are agents of their own learning in preparing them for academic success; and a lifetime of learning within professional work. However, if left on their own to manage learning, students may have a limited ability to optimally utilise their self-regulated learning capabilities. Adjustments to the teaching and learning culture in health professions education can put students in the educational driver's seat. Programmatic Assessment for Learning is such a program which recognises the importance of students developing process skills, including self-regulated learning and professionalism. This shift in medical education pedagogy/philosophy encourages students to "make meaning" of their learning and develop sustainable learning strategies for their future practice. The Learning Coach (LC) plays a critical role in this process.

Purpose and outcomes:

This workshop describes the strategies that help to develop students as professional and self-regulated learners with a particular focus on the role of the LC. This workshop is aimed at all levels from students to program coordinators.

Issues for exploration or questions for discussion:

You will be introduced to the concept and role of the LC and how they can coach all students towards (i) taking responsibility for their learning [professionalism], (ii) identifying and responding to feedback in a way that leads to improved outcomes [self-regulated learning] and (iii) better engagement with their learning [meaningful learning].

Outline of workshop activities:

Through the use of videos and various exercises participants will actively learn skills needed to coach learners to develop sustainable long-term learning strategies.