

Kerry-Ann: It is an ongoing. I do spend a fair amount of time in preparation, but sorry repeat your question, I'm a bit lost.

created those debriefing questions and handed them out to quietly reflect and then go into a larger group to a debriefing.

DanReeve It sounds like you have like despite this coming a little bit late, I mean because of your previous experience, you know you've got a pretty good ... for someone who's just started "Oh, off the top of my head." Then you're walking through a fairly developed set of approaches, like a fairly developed path which I think will be informative to anyone who says, "It's only informative for me." I want to move on a little bit and tie this into one of the key aspects that I think in some ways is the one of the touchstones probably for all of Camosun whether people are aware of like applied learning or the principles that are up, it's the idea of authenticity that creating some kind of a connected experience or event in whatever discipline that makes students feel like this connects to the real world of their discipline, wherever that touches. I guess my question is what is it about your, the way you set up your student experience that ties it to the most current and foundational elements of your profession?

KerryAnn: Authenticity I think is synonymous within my stimulation background with realism that brings authenticity. I can say within my sim, I've spent a lot of time on developing that. In the Sim realm we use simulators which are giant robots and which the simulator is male and I never actually used my female voice with a simulator. I've tried to draw students into the experience. On a very basic level, like if a student was going to put on nasal prongs on the simulator, the minute they touch the nose I'll say, "That tickles."

KerryAnn: Then there's this connection through that inanimate object to try to bring them into the experience. Within the theory class, I've done that with the Impersonation a little bit. I get the students and I think that the characters that I take on, I have to say I think some of the authenticity comes from some of my nursing experience and pulling from those experiences to develop characters that are realistic.

DanReeve A hybridity of your past experiences as a nurse and kind of pulling those forward.

KerryAnn: Totally. Yeah.

DanReeve Okay. Well, let's move on to a piece you've kind of already talked about and it's vital both for students and for faculty. I want to put it in the lens of factor and that's the idea of reflection. When and how do you reflect on an applied learning activity and like do you have, do you have a pattern for that or is it what, how do you, as you're teaching this, this third year course for the first time, what's your process of reflection?

KerryAnn: For my own reflection?

DanReeve Yeah your own reflection. Even when you're preparing, I don't just mean maybe now, but also in those moments weeks, let's pretend miles that you had to plan this activity, what was your reflective practice throughout?

KerryAnn: I'm always wondering what students take away from it. Essentially that's what we want from these activities. We want to not have these activities that are for none want

to know are they actually taking something away from this? So constantly reflecting

principles of the first internal principles that we've covered so far, they're not a wall. Of course when we talked about reflection, we're also going to be talking about student reflection. Now we are going to focus a little more on the student experience, but also the student experience is mediated in some ways through our experiences. Teachers, we will hopefully set up the environment so that they are having that best possible experience. We want to talk a little bit about orientation and training and engagement. This is kind of the preparation you take to get the students ready for an applied learning approach.

DanReeve I think it's interesting in this class you've taken because maybe it had a history as, like I teach a theory class, it has a history of being maybe not as practical or maybe. I wanted to know like how do you explain the applied learning approach to your students? You may not even use that language, how do you explain why are we doing this? Why are we doing it this way? How do you connect that to the world? You've said it already, I would call it meditation or your teaching goals out

Kerry-Ann: They talk about team learning, mutuality, respect, confidentiality. It's the ground rules and on a more basic level, open art, open mind. I think whenever we engage in applied learning, we really have to set that environment that both the facilitator has this ethical code of conduct and the students do as well.

DanReeve That community of trust allows students to really com

) 8 . 0 (6 . n
8 t k . 7 (a (6 (s)

KerryAnn: Yeah, it's so rewarding to get unsolicited feedback from students in emails where they go, "That was one of the best classes I've ever had" or "I can't tell you how much I now understand this concept/theories as opposed to when I haven't before" or "Kerry, why don't we do more of this?" That's when I get to understand.

DanReeve So how do you celebrate their transformation?

KerryAnn: How do I celebrate their transformation?

DanReeve And out here, let me stop for a second. I'll tell you my favorite quote. She said "I don't do it enough" and it just, when she said that, I'm trying to remember, I'm sorry, I can't remember who it was. I thought, yeah, that's right. Just because you give someone a great

KerryAnn: They connect to you. So I try to give students. I try to say thank you as well, that acknowledgement. I see here you're getting at. I do thank students for their engagement and because I think they do put themselves out there when we ask them to do these things and we need to acknowledge it.

DanReeve I agree with you wholeheartedly. Any final thoughts that have percolated through? Anything you want to add to this conversation? I mean, I know you've got a lot more to add. We could easily have a second round of questions and another podcast.

KerryAnn: Yeah. I don't know. I think student enthusiasm drives your enthusiasm, so if you can start with something that's exciting, their enthusiasm drives your enthusiasm. "1" c+ \$Íq á ~S

0 Td ()Tj eso(d)-0.8(c)6(a)-32(s)-4.3(t)-5.9(.)J]TJ 0 Tc 0 Tw 15.326 0 Td ()Tj EMC /P <</M8.7TJ >BDC -0.001 Tc 0.004 Tw -2