Table 9.8: 20 questions for integrating EBM into a learning session

Persons:
1. Who will be the learners, and what are their learning abilities and needs?
2. Who will be the teachers, and what are their teaching strengths and passions?
3. Who will need to serve as allies or permission-givers for this to succeed?
4. What conversations and relationships need to be developed for this to succeed?

Places:
5. Where will this learning session be held?
6. How might the physical space help or hinder learning?
7. How can the physical space be altered to optimize learning?

Times:
8. When and for how long will this learning session be held?
9. Can the sessions be scheduled to support multiple learning stages?
10. How much time will teachers and learners need to prepare for this session?
11. How much time will learners need after this session to receive feedback and to reflect upon, consolidate, clarify, and extend their learning?
12. How much time will teachers need after this session to give feedback and to reflect upon, cultivate and refine their teaching?

Things:
13. What resources need to be present during the learning session?
14. What resources need to be available for teachers and learners before and after the session?
15. How should participants summarize their evidence-based learning, e.g., CATs or Educational Prescriptions?
16. What tools of measurement, assessment, and evaluation will be used for this session?

Ideas:
17. How well does EBM fit with the other goals of this learning session?
18. How can the learning climate be optimized for an evidence-based approach?
19. Which modes of teaching EBM should be emphasized in this session?
20. How many of the 10 features of success in teaching EBM can be included; how many of the 10 mistakes in teaching EBM can be avoided?