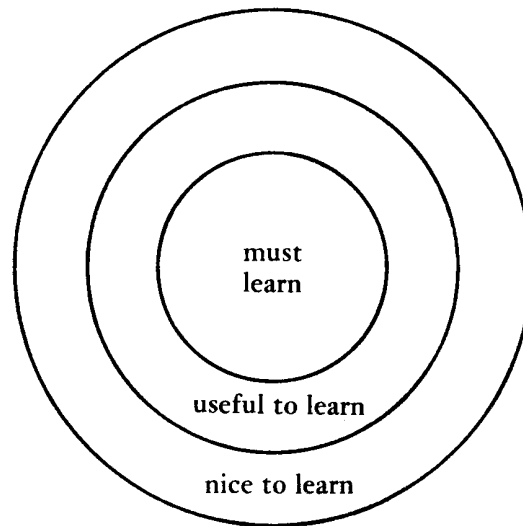


# TEACHING *for better* LEARNING



**A guide for teachers of  
primary health care staff**

Original text by **F R Abbatt**.  
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# Introduction

## A summary of the manual

This manual was originally written in 1980 with help from WHO. This version has been updated and edited to make it shorter and more manageable. It is designed to help teachers running longer courses, of perhaps six or twelve months.

It is written specifically for Health Care Staff. But if you want to train workers in a different field, read the manual and mentally replace each health example with another from your own field. The basic principles of training stay the same whenever you are training someone to do a job.

The manual is arranged in three Sections.

**Section 1** deals with the general problem of what students should learn. This is an important issue because complaints are often made that students may know the facts but are not good at applying them. Or, *"students are trained to use equipment or drugs which are not available in the villages."* Or, *"the skills which students learn will not help to solve the real problems of the rural areas."*

The method suggested in chapter 1 is to train students to do a specific job rather than to learn a number of academic disciplines. To do this, the job must be defined and related to the health needs of the community. This process is explained in chapter 2. Chapter 3 looks at the job in more detail so that the teachers can decide exactly what needs to be learnt during a lesson. The technique described for looking at the job is called 'task analysis'.

**Section 2** will help you to choose the most suitable teaching methods. Chapter 5 gives a summary of the general ways in which the teacher can help students to learn. Chapters 6, 7 and 8 concentrate on the specific problems of teaching attitudes, skills and knowledge.

**Section 3** will help you to test your students. The Section explains the value of testing in helping students to learn and in helping the teacher to improve his own work. Various assessment methods are explained in Chapter 10, with examples which can be adapted and used with a wide range of students.