

**CIM (Driver & Oldham, 1986)**

<b>Criteria</b>	<b>Application to Lesson</b>
<b>Identify learners' views and ideas (prior Knowledge)</b>	<ul style="list-style-type: none"><li>❖ Individual brainstorm activity created through the Guiding Questions to identify the learners prior knowledge about Sleep Apnea and whether the learner knows someone who has/ or might have the condition</li><li>❖ What do they know?</li></ul>
<b>Create opportunities for the learners to explore their ideas and test their robustness in explaining phenomena, accounting for event and making predictions</b>	<ul style="list-style-type: none"><li>❖ Guiding Questions about Sleep Apnea</li><li>❖ Self-Assessment Activity</li><li>❖ Completing the Epworth Questionnaire</li><li>❖ Completing the Mallampati Test</li></ul>
<b>Provide stimuli for students to develop, modify and where necessary, change their ideas and views</b>	<ul style="list-style-type: none"><li>❖ Document, summarize and analyze the Self-Assessment findings, complete Epworth Score and Mallampati Score</li></ul>
<b>Support their attempts to rethink and reconstruct their ideas and views</b>	<ul style="list-style-type: none"><li>❖ Individual Reflection – written submission</li><li>❖ Clinical practice experience during lesson 2 &amp; 3</li></ul>

POE (White & Gunstone, 1992a)

Criteria	Application to Lesson
<b>Given a situation, learners are asked to predict and explain the next outcome;</b>	<ul style="list-style-type: none"><li>❖ Introduced to Sleep Apnea and its prevalence.<ul style="list-style-type: none"><li>➤ Guiding Questions – what do you know about this condition?</li><li>➤ Do you know anyone who has this condition?</li></ul></li></ul>
<b>Learners test their predictions and explanations by making accurate observations</b>	<ul style="list-style-type: none"><li>❖ Self-Assessment Activities<ul style="list-style-type: none"><li>Analyzing the assessment data collected from Epworth Questionnaire and Mallampati Test</li></ul></li><li>❖ Reflection regarding assumptions</li></ul>
<b>Check observations against their predictions and explanations</b>	<ul style="list-style-type: none"><li>❖ Comparing predictions of assessment outcomes to actual health &amp; oral findings</li><li>❖ Prepare presentation of findings</li></ul>
<b>If the observation is inconsistent with their predictions and explanations, then a search for appropriate explanation should be promoted</b>	<ul style="list-style-type: none"><li>❖ Individual Reflection</li><li>❖ Re-visit pre-readings and resources provided at the beginning of session</li></ul>
<b>New understanding should be reinforced through practice problems, questions and activities</b>	<ul style="list-style-type: none"><li>❖ Clinical practice on partner and clients in lesson 2 &amp; 3</li></ul>

**CCM** (Posner, Strike, Hewson, & Gertzog, 1982)

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<b>Criteria</b>	<b>Application to Lesson</b>
<b>To seek new understanding, there must exist a dissatisfaction with the existing conception</b>	<ul style="list-style-type: none"><li>❖ Introductory presentation – increased prevalence of Sleep Apnea due to undiagnosed cases.</li><li>❖ Role of the Dental Hygienist</li></ul>
<b>The new concept must be intelligible (meaningful)</b>	<ul style="list-style-type: none"><li>❖ Self-Assessment activity using the Epworth Questionnaire and Mallampati Score Test will provide an real-life practice prior to clinical learning</li></ul>
<b>The new concept must also be plausible (reasonable)</b>	<ul style="list-style-type: none"><li>❖ Questioning/Interviewing and assessing self creates practice and real life meaning to the concept</li></ul>
<b>The new concept must be fruitful (able to satisfactorily resolve the mental conflict or dissonance)</b>	<ul style="list-style-type: none"><li>❖ Individual Reflection</li><li>❖ Clinical practice of assessing sign &amp; symptoms of Sleep Apnea</li></ul>

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