

# What Makes a Good Teacher?

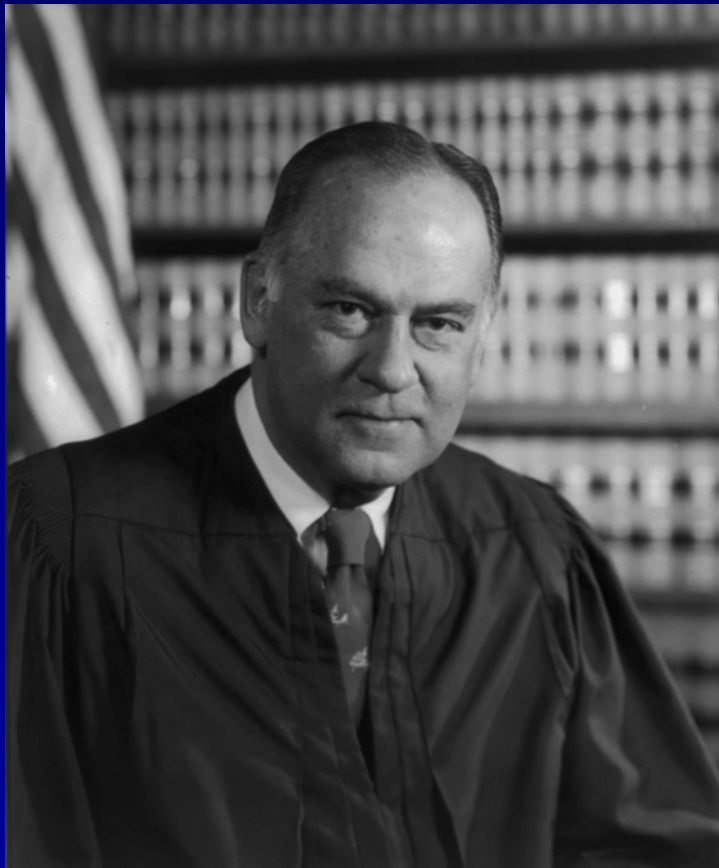


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# What Makes a Good Teacher?

- More than a “recipe” of skills
- Teaching is the heart of being a doctor
  - Etymology: ME *doctour*, teacher, learned individual < OFr or < L *doctor*, teacher < pp. of *docere*, to teach

# Supreme Court Associate Justice Stewart Potter



- I shall not today attempt further to define the kinds of material I understand to be embraced within that shorthand description [hard-core pornography]; and perhaps I could never succeed in intelligibly doing so.
- **But I know it when I see it...**

# The same can be said about good teaching

- I know it when I see it...
  - Chet DeGroat, Tom Medsger
  - Gigi Duker
  - John Kreit
  - Cynthia Lance Jones
  - Missy McNeil
  - Harsha Rao
  - Paul Rogers
  - Basil Zitelli
- And many others here at Pitt that share the following qualities

# What Makes a Good Teacher?

- Most important characteristics
  - A good teacher
    - wants the student to learn
    - is motivated to excel as a teacher
  - Motivation is
    - Internal desire
    - NOT a departmental requirement

# What Makes a Good Teacher?

- To accomplish this
  - A good teacher is
    - Enthusiastic, energetic, excited
    - Highly knowledgeable in their area of expertise
    - Maintains that knowledge base
    - Lifelong learner

# What Makes a Good Teacher?

- Good teachers are ‘classroom researchers’
  - Experiment with teaching strategies
- Listen to students
- Flexible
  - keeping what works
  - discarding what doesn’t
  - Constantly re evaluating and being evaluated
- Strongly values personal growth

# What Makes a Good Teacher?

- A lesson from Japan
  - Continuous Quality Improvement
  - Objective Evaluation of the Teacher by:
    - Students
    - Peers
    - Educational specialists
  - Evaluation
    - Immediate
    - Later in the student's education



# What Makes a Good Teacher?

- Know the students you are teaching!
  - Class personality
    - Quiet, reserved gunners?
    - Raucous free wheeling party animals?
  - Know them personally
- Remember the three A's
  - Able, Affable and Available

# Goals of Good Teachers

- Setting Expectations
  - Student objectives are clearly defined
  - *Example* - the student will be able to describe the mechanism of changes in glomerular blood flow that occur in states of low blood volume



# Goals of a Good Teacher

- Provide experiences
  - With supervision
  - With feedback



# Goals of Good Teachers

- Evaluate Student Outcomes
  - Formal testing
  - Observed skill performance
  - Self Evaluation
    - Immediate
    - Future

# Methods of Good Teaching

- Analogy
  - I want you to imagine this...
- Story telling
  - One night when I was in the emergency room....
- Encourages questions
- Positive Reinforcement

# Methods of Good Teaching

- Involve the student (Active Learning!)
- Keep the message basic
  - 4 - 5 major points in an educational session
- Good teachers build the foundation for learning
- Good teachers show the way for the student to build on this foundation

# Methods of Good Teaching

- Involve the senses
  - Hearing information 20% Recall
  - Seeing Information 30% Recall
  - Hearing + Seeing 50% Recall
- Most powerful recall stimulator
  - Association - student learns best when event combined with its context.
  - Patient care, Direct use of knowledge

# Purpose of medical education

- Teach the knowledge
- Instruct students in the art of life long learning
- Develop the skills
- Inculcate the values



# What are the responsibilities of medical students?



# Students

- Take responsibility for their own education
  - Learning is an active process
  - Teachers can guide the way, learners must walk the path
- Strive to understand concepts
  - Avoid straight memorization

# Memorization Dilemma

- Medical knowledge is too vast
- Students must be life long learners
- Utilize all resources available
  - Textbooks
  - Journals
  - World Wide Web
  - Teachers
  - Peers

# Peer Teaching

- I teach, therefore, I learn
- Parable of learning to play chess
- Peer teachers best able to teach at appropriate level



# Biggest Worry

- The passive learner
  - Afraid to comment because they might be wrong
  - Afraid to question because they might appear ignorant

# Remember

- Good judgment comes from experience
- And experience comes from bad judgment
- Learning is a continuous quality improvement process

# Summary

Academic Medical Schools have a social contract to train the best doctors possible

- Students must learn from patients
  - Students must research questions generated by patient care
  - Teachers must guide and direct the student's journey
- Good teaching should be nurtured, encouraged, taught and rewarded

# Summary

- Our most important goal, Doctors who
  - Are curious life long learners
  - Are compassionate and professional
  - Are experts in analytical reasoning
  - And will share their knowledge and experiences with their students.



# Selected Readings

- Whitman, Neal
  - *Notes of a Medical Educator*
  - *Creative Medical Teaching*
  - Published by Department of Family and Preventive Medicine
  - University of Utah School of Medicine
  - [Nwhitman@dfpm.utah.edu](mailto:Nwhitman@dfpm.utah.edu)

# Selected Readings

- Kenneth M. Ledmerer, MD
  - *Time to Heal: American Medical Education from the Turn of the Century to the Era of Managed Care.*
    - Oxford University Press, Oxford, 1999.
- Molly Cooke et al.
  - American Medical Education 100 years after the Flexner Report.
    - *New England Journal of Medicine* 355:1339, 2006

# Selected Readings

- Ronald J. Markert, PhD
  - *What Makes a Good Teacher? Lessons from Teaching Medical Students*
    - *Academic Medicine* 76: 809, 2001.

# Finally...

- Remember
  - You know a good teacher when you see one
  - Remember your own teachers, the ones that left a lasting impression
    - Paul Gaffney
    - Alex Gonzalez
    - Phil Troen
    - Chuck Watson

Questions?

