

Teaching Tips

Volume 3 Issue 11

November 2012

Department of Family & Social Medicine Faculty Development E-Newsletter



Reflecting on Your Teaching Perspective

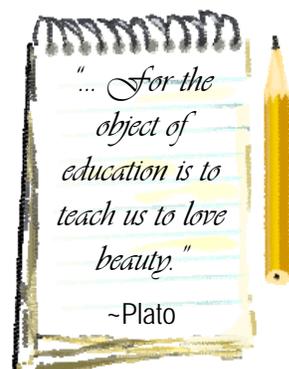
What is good teaching? Defining and measuring good teaching is often debated. Educators commonly share practical teaching tips and tools based on anecdotes and evidence, but sometimes we just need to reflect on the many lenses through which we view our work and consider how these views influence our didactic and clinical teaching.

How strongly do you agree or disagree with the following statements?

Learning is enhanced by having predetermined objectives	SD	D	N	A	SA
Teaching should focus on developing qualitative changes in thinking.	SD	D	N	A	SA
Effective teachers must first be experts in their own subject areas,	SD	D	N	A	SA
Teaching should build upon what people already know.	SD	D	N	A	SA
For me, teaching is a moral act as much as an intellectual activity.	SD	D	N	A	SA

Teaching perspectives are interrelated sets of beliefs and intentions that play a role in determining how medical educators organize and share knowledge. Teachers typically have dominant and secondary perspectives. The table below lists sample features of each perspective. How do you think these qualities can impact teaching? To learn more about your own teaching perspective(s), complete the Teaching Perspectives Inventory at www.TeachingPerspectives.com.

Perspective	Core Beliefs	Role of Teacher	Strategies/Methods	Challenges
Transmission	Learning is additive; info can be transferred	Specify objectives and correct errors	Teach to mid-to-high level of group	Equate lecturing with teaching
Developmental	Learning is search for meaning	Activate students' prior knowledge	Offer more questions than answers	Congruent assessments
Apprenticeship	Learning is enculturation	Teach for transfer to context and application	Demonstration and modeling	Finding authentic tasks
Nurturing	Knowledge interacts with emotion	Promote supportive environment	Reinforce effort and achievement	Providing negative feedback
Social Reform	Goal is to bring change	Represent ideals and focus on the collective	Draw out what students believe	Dealing with those who only want content



Reference:

Pratt, D., Arseneau, R., & Collins, J. (2001). Reconsidering "good teaching" across the continuum of medical education. *Medical Education*, 21, 70-81.