

# Teaching Tips

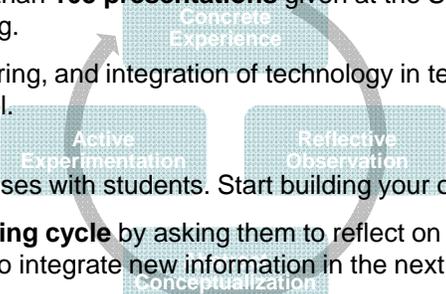
Volume 3 Issue 12 December 2012

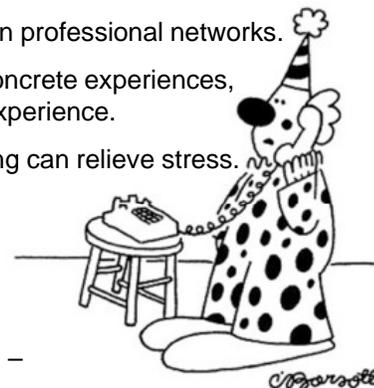
## Department of Family & Social Medicine Faculty Development E-Newsletter



### 12 Teaching Tips for 2012: A Year in Review

*It is hard to believe that 2012 is coming to a close. Collectively, you have worked with hundreds of learners across the continuum this year. We hope that teaching is rewarding for you and we look forward to sharing new strategies in 2013. This issue presents one highlight from each of the past 11 months plus one bonus tip. Enjoy!*

1. The unknown, façade, blind and open quadrants of **Johari's window** helps teach self-awareness of knowledge and identify learning needs.
2. Educational **strategies with a neurological basis** include repetition, visualization, and active engagement. Small amounts of stress can improve memory, whereas multitasking inhibits shift to long-term memory.
3. Recognizing and addressing **facial expressions** can enhance communication among physicians, patients, and students. 
4. The most valid **assessment** of student performance occurs when using multiple measures and writing performance narratives parallels giving oral feedback – avoid generality, provide illustrative examples, and offer suggestions.
5. Check out [www.FMDRL.org](http://www.FMDRL.org) to access more than **105 presentations** given at the Society for Teachers of Family Medicine conference. Many relate to teaching.
6. Structured learning, working in teams, mentoring, and integration of technology in teaching are all strategies to help **millennial learners** flourish in medical school.
7. Explore **social media** as an option to deliver a presentation, share resources, or review cases with students. Start building your own professional networks.
8. Take learners through the **experiential learning cycle** by asking them to reflect on concrete experiences, then provide a teaching point and set a plan to integrate new information in the next experience. 
9. Another method of reflection is to **write narratives**. Stories illustrate context and writing can relieve stress.
10. Humor helps with stress relief too, for you and your students. **Humor** can improve productivity and increase interest in a topic. Just remember to address issues of professionalism that might develop with its inappropriate use.
11. Think about how your **teaching perspectives** influence your teaching. No one perspective – transmission, developmental, apprenticeship, nurturing, or social reform – is best; but your perspective can impact how you interact with learners.



*"What's the next best medicine?"*  
From: The New Yorker, 3/31/10