Becoming a **Truly Helpful** Teacher:

Considerably **More Challenging** –

and Potentially **More Fun** –

Than Merely Doing **Business As Usual**

Hilliard Jason, MD, EdD

Clinical Professor, Family Medicine

University of Colorado Denver

School of Medicine
In many ways, scientists’ hard-won and increasingly detailed understanding of what causes heart disease and what to do for it often goes unknown or ignored.

And new studies reveal that even though drugs can protect people who already had a heart attack from having another, many patients get the wrong doses and most stop taking the drugs....
Children begin life as uninhibited, unabashed explorers of the unknown.

From the time we can walk and talk, we want to know what things are and how they work — we begin life as little scientists.

But most of us quickly lose our intrinsic scientific passion.*

* From a NY Times Essay, June 1, 2008

Brian Greene, PhD
(1963- )
(Was Rhodes Scholar at Oxford)
Professor, Mathematics & Physics
Columbia University, New York
Are you a scientist or clinician who teaches?

If so, you may have some advantages:

1. Is your focus on exciting frontiers?
2. Do you contribute toward tomorrow’s health?
3. Is your work (research) “process-oriented”?
"Content" and "Process"

"Content"
Give a man a fish and you feed him for a day.

"Process"
Teach him how to fish and you feed him for a lifetime.

Credited to Lao Tze
(4th or 6th century BCE)
Recognized as the founder of Taoism
As science or clinical teachers... "may"

Some challenges you face:

➊ Understanding (linking to) your students’ future work. (Creating “ownership”)

➋ Shifting from “narrow” thinking to “broad” thinking

➌ Shifting from deliberate to instantaneous decision-making. (Research practice vs. Clinical practice)

➍ Working in an emotionally-charged domain. (Being emotionally literate)
## Teaching Styles shape Learning Styles

<table>
<thead>
<tr>
<th>To get “immature” learners (mainly):</th>
<th>To get “mature” learners (mainly):</th>
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</thead>
<tbody>
<tr>
<td>• Make statements; “evaluate” and pass judgments</td>
<td>• Ask questions that invite thinking, problem solving, <a href="#">self-assessment</a></td>
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<tr>
<td>• Expect prompt, “correct” answers</td>
<td>• Invite learners’ questions; attend to “process” (<a href="#">ways</a> they seek answers)</td>
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<tr>
<td>• Focus on what <strong>you</strong> do (“I gave a good lecture...”)</td>
<td>• Focus on what your <strong>learners</strong> do (“Are they fully engaged?”)</td>
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<tr>
<td>• Intimidate, castigate, humiliate</td>
<td>• Respect, support, advocate</td>
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<tr>
<td>• Emphasize short-term outcomes</td>
<td>• Emphasize long-term outcomes</td>
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<tr>
<td>➤ Seek compliance</td>
<td>➤ Seek self-reliance</td>
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</tbody>
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Contrasting Approaches to Teaching

Teaching by Telling

- How do we tell if we’re “on target”?
  - (Much of the time we’re missing)
- How long do listeners stay focused?
  - (Studies show: ~10 mins. is the limit)
- Do learners benefit from the “process”?
- Can we accommodate to the diversity of pace needed among learners?

Teaching by Questioning

- Can we be continuously “diagnostic”?
  - (Can we follow “moving targets”?)
- Can engagement be continuous?
  - (Depends how good the Qs are. Change of voice & source helps)
- Do learners benefit from the “process”?
- Do you know about “wait time”? What can it help us accomplish?