

Becoming a **Truly Helpful Teacher:**

Considerably **More Challenging** -

and Potentially **More Fun** -

Than Merely Doing **Business As Usual**

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IN SUNDAY
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Heart Disease's Lessons, Learned and Ignored

By GINA KOLATA

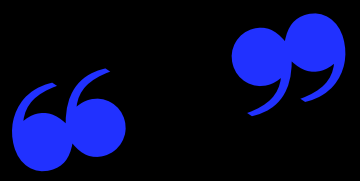
The toll from the nation's No. 1 killer could be reduced if the medical system delivered care that is known to help.

Medical research has revealed enough about the causes and prevention of heart attacks that they could be nearly eliminated.

Yet nearly 16 million Americans are living with coronary heart disease, and nearly half a million die from it each year.

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.

Brian Greene, PhD

(1963-)

(Was Rhodes Scholar at Oxford)
Professor, Mathematics & Physics
Columbia University, New York

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

* From a NY Times Essay, June 1, 2008

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”

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“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...

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Some challenges you ^{may} face:

- ① Understanding (linking to) your students' future work. (Creating "ownership")
- ② Shifting from "narrow" thinking to "broad" thinking
- ③ Shifting from deliberate to instantaneous decision-making. (Research practice vs. Clinical practice)
- ④ Working in an emotionally-charged domain. (Being emotionally literate)



"Teaching Styles" shape "Learning Styles"



To get "immature" learners (mainly):

- Make statements; "evaluate" and pass judgments
- Expect prompt, "correct" answers
- Focus on what you do ("I gave a good lecture...")
- Intimidate, castigate, humiliate
- Emphasize short-term outcomes
 - Seek compliance

To get "mature" learners (mainly):

- Ask questions that invite thinking, problem solving, **self-assessment**
- Invite learners' questions; attend to "process" (ways they seek answers)
- Focus on what your learners do ("Are they fully engaged?")
- Respect, support, advocate
- Emphasize long-term outcomes
 - Seek self-reliance

Contrasting Approaches to Teaching

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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?