


Resources for Teachers

Susan Cox, MD

Susanne Mumby, PhD

Goals for Session

- Encourage you to improve your teaching by consulting useful resources
- Increase your awareness of resources available to improve your teaching



“More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given.”

Bertrand Russell


English Philosopher 1872 - 1970

Good to Great



"Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice and discipline."

--Jim Collins



**For the Basic Scientist,
Clinician and Health
Professional**

Session Format

- Resources for Basic Science Teachers
 - How to write Learning Objectives
 - Developing a better Syllabus
 - Teaching Formats
 - Lectures
 - Small Group
 - Writing test questions

Session Format

- Resources for Clinical Science Teachers
 - How to write **Learning Objectives**
 - Developing a better **Syllabus**
 - **Teaching Formats**
 - Lectures
 - Small Group
 - **Writing test questions**
 - **Bedside Teaching**

Session Format

Resources for Teachers on the
UT Southwestern Web site

Goals vs. Learning Objectives

- Goals are broad; objectives are narrow.
- Goals are general intentions; objectives are precise.
- Goals are intangible; objectives are tangible.
- Goals are abstract; objectives are concrete.
- Goals can't be validated as is; objectives can be validated.

Learning Objectives

- Learning objectives should be stated in terms of what the learner will do rather than what the teacher will do
- Defines expected outcomes of instruction for both teachers and learners
 - Knowledge
 - Skills
 - Attitudes
- Provides guidance for teaching and testing

See ETS Archives - Wagner Oct. 2007
Future ETS – Wagner Mar. 2010

Bloom's Taxonomy: Levels of cognitive objectives

Six cognitive performance levels:

**Increasingly
complex
and abstract
thinking**

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

Bloom BS, ed. (1956). Taxonomy of educational objectives. New York: Longmans.

Syllabus

An Organized Lecture Syllabus #1

- **ALIGN** the syllabus and lecture i.e. synchronize the material in the syllabus with the actual lecture
- **INCLUDE** objectives, text, figures and graphs, tables, lists
- **Write the objectives FIRST** – help is available if needed (students appreciate defined learning objectives since the amount of material on any given topic is vast)
- **KEEP the order EXACTLY the same** - students should be able to follow the syllabus as you present your information

ETS – Cuthbert and Vitetta Oct. 2003
Future ETS – Botterman Mar. 2010

How We Teach

- **NOW:** Lecture/textbook/syllabus, plus:
 - Class discussion
 - Lab
 - Small Group Discussion
- **NEW CHALLENGE:**
 - More powerful kinds of LEARNING require more powerful kinds of TEACHING.

Multiple ETS – Small Group, Large Group,
Audience Response, Preparing and Presenting
an Effective Lecture

Multiple Activities that Promote ACTIVE LEARNING

	GETTING INFORMATION & IDEAS	EXPERIENCE		REFLECTIVE DIALOGUE, with:	
		"Doing"	"Observing"	Self	Others
DIRECT	<ul style="list-style-type: none"> • Original data • Original sources 	<ul style="list-style-type: none"> • Real Doing In authentic settings 	<ul style="list-style-type: none"> • Direct observation of phenomena 	<ul style="list-style-type: none"> • Reflective thinking • Journaling 	<ul style="list-style-type: none"> • Live dialogue (in or out of class)
INDIRECT, VICARIOUS	<ul style="list-style-type: none"> • Secondary data and sources • Lectures, textbooks 	<ul style="list-style-type: none"> • Case studies • Gaming, Simulations • Role play 	<ul style="list-style-type: none"> • Stories (can be accessed via: film, literature, oral history) 		
ONLINE	<ul style="list-style-type: none"> • Course website • Internet 	<ul style="list-style-type: none"> • Teacher can assign students to "directly experience" ... • Students can engage in "indirect" kinds of experience online 		<ul style="list-style-type: none"> • Students can reflect, and then engage in various kinds of dialogue online. 	

Writing Test Questions

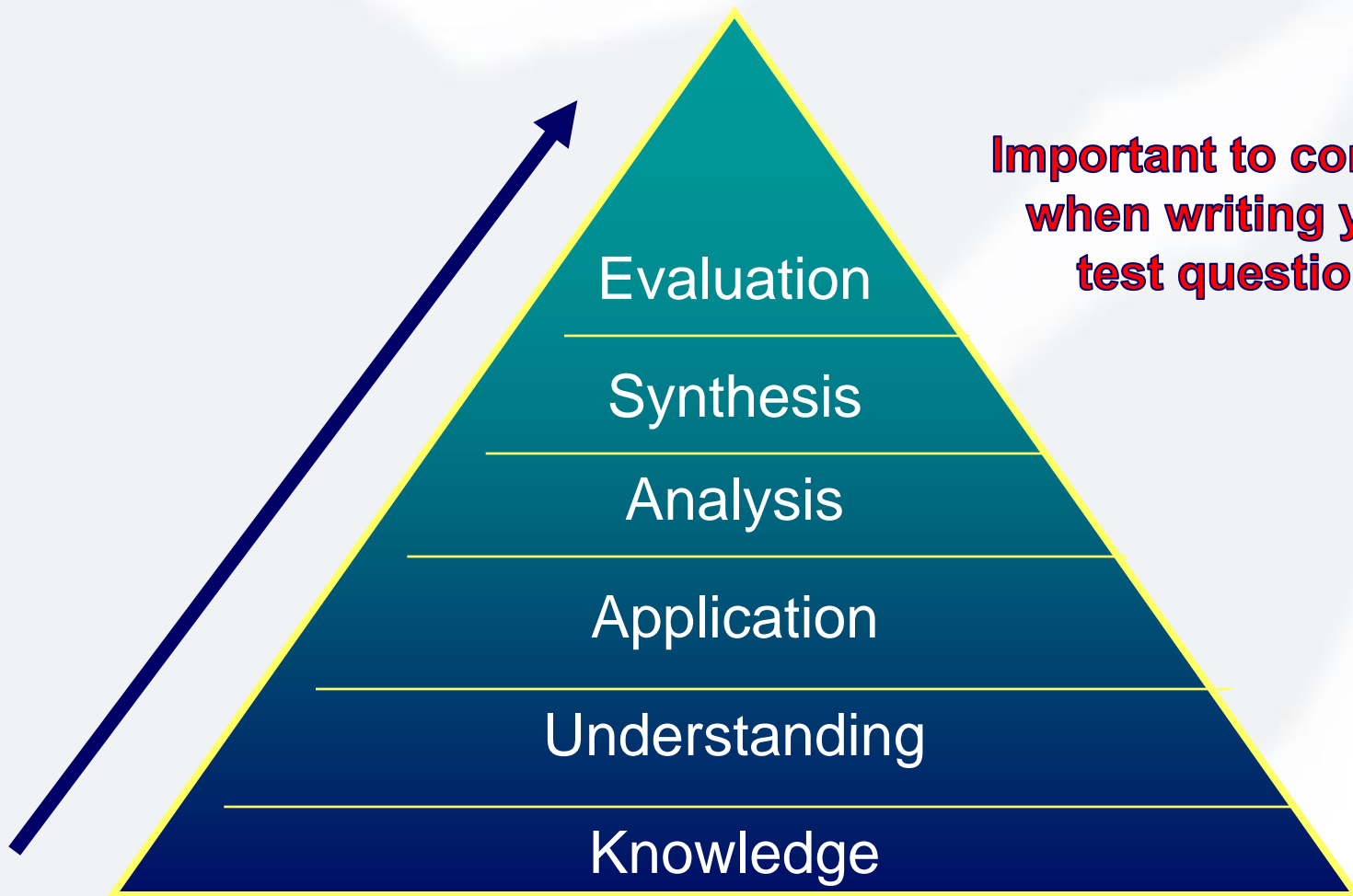
Purposes of Testing

- Communicate what is important
- Evaluation drives behavior
- Identify areas of deficiency
- Determine grades
- Identify areas where the course or curriculum is weak

ETS Archives – Test Writing Workshop, Kirk & Margraf – Jan. 2007
Future ETS – Effective Test Writing, Jones – Dec. 2009

Learning Domains

Bloom's Taxonomy - Cognition



**Important to consider
when writing your
test questions**

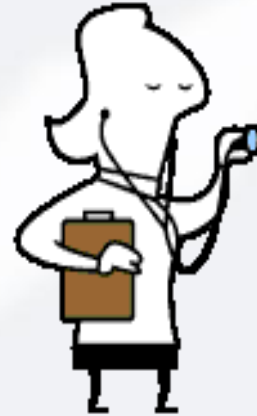


Clinical Teaching

ETS – Jeyarajah & Raja, Raja & Mihalic

Challenge of Clinical Teaching

- Transform novice students into practicing physicians, physician assistants or physical therapists!!!!
- One minute preceptor



The One-Minute Preceptor



Get a commitment

Probe for supporting evidence

Reinforce what is right

Give guidance about errors or omissions

Teach general principles

Conclusion

THE TEN MOST IMPORTANT LESSONS I LEARNED AS A NEW TEACHER



The ten most important lessons I learned as a new teacher, and would like to pass on to new teachers, can be expressed by the mnemonic “I AM TEACHER”.

- I **INVOLVE** your students in the topic you’re teaching. Find the connection or connections between the lesson and the students. Ask yourself, “Why is it important for the students to know this topic?”
- A **ACCEPT** that, realistically, a few students do not want to learn. After reasonable efforts to change this obstinate attitude, focus most of your time and energy on the vast majority of students that want to learn, but still try to engage the unmoved.
- M **MEASURE** the students’ progress by asking questions. These questions may come from the current lesson, past lessons, assignments or clinical situations, just to name a few sources. Make sure that all students are given the opportunity to participate in getting at the answers.

THE TEN MOST IMPORTANT LESSONS I LEARNED AS A NEW TEACHER



- T **TEACH** by example, by being kind to and respectful of the students, other faculty and patients, while still maintaining appropriate control and professionalism. The attitudes you convey to the students will have significant influence.
- E **ENERGY** expressed by the teacher is contagious – it will be absorbed and multiplied many times over. Develop and demonstrate enthusiasm for the lessons you are teaching, even when your interest is not that great.
- A **APPLY** the current lesson to the students' past and future experiences. This may be as simple as relating a clinical situation to the students' basic science knowledge, or explaining how a particular situation occurs frequently in a patient population.
- C **COMMUNICATE** at the students' level by starting slowly and keeping the take-home messages simple and "bite-sized".

THE TEN MOST IMPORTANT LESSONS I LEARNED AS A NEW TEACHER



- H **HUMOR** in teaching style gets the students' attention and provides a "hook" for the lesson in the students' memory.
- E **EXPECT** the unexpected. You can never be over-prepared. Every plan will be revised. A few students will have heard the "latest" and try to catch you.
- R **REPEAT** the key messages at the end of the lesson, for formal and informal or clinical situations. This reinforces the messages in the minds of the students, and allows them to recognize that they have learned something.

Judicious application of these principles does not guarantee success as a teacher, but they have helped me significantly. S Cox

External Resources

- APGO – teaching tips
 - <http://apgo.org/getinfo/teaching-tips.cfm>
- North Carolina AHEC Preceptor Training
 - <http://www.mahec.net/pdp/>
- Society of Teachers of Family Medicine
 - <http://stfm.org/>
- UT Academy of Health Science Education
 - <http://www.utsystem.edu/academy/hse>
 - Conferences
 - Grants



Teaching Tips



Association of Professors of
Gynecology and Obstetrics

Get Information

[Welcome](#) [About APGO](#) [Get Information](#) [Get Involved](#) [Interdisciplinary Activities](#)

[Residency Directory](#) [Resource Network](#) [Faculty Development](#) [Teaching Tips](#) [Grants & Awards](#) [Meetings](#) [Bookstore](#)

[For Residents](#) [For Medical Students](#)

Teaching Tips

This page offers tips to help medical educators in their teaching endeavors. Choose from the following topics, listed below:

[Motivating Students: Going Beyond Grades](#)

[The One-Minute Paper](#)

[Habits are Habit-Forming](#)

[The Bedside is the Best Side for Teaching](#)

[A Friendly Little Game, Anyone?](#)

[Teach by Example](#)

[What Are Your Withholdings?](#)

[Experience is the Best Teacher...](#)

[Trust the Force, Luke](#)

[RIME With Reason](#)

[Practice Makes Perfect \(Sense\)](#)

[Do You Have a Teaching Mission Statement?](#)

[Are You Watchable?](#)

[Improve Your Teaching Through Reflection: A "Below-Par" Example](#)


www.apgo.org

UT Southwestern Web Resources for Teachers



Navigate www.utsouthwestern.edu

Resources



About UT Southwestern | News | Giving | All Departments | Contact Us | Site Map

UT SOUTHWESTERN MEDICAL CENTER


Printer Friendly

Search Entire Web Site


Home | Education | Research | Patient Care | Faculty & Administration | **Resources** | Careers

Welcome to UT Southwestern Medical Center.

Where researchers seek knowledge fundamental to the treatment and prevention of disease. Where physicians, scientists and other health-care professionals are trained. Where state-of-the-art, compassionate medical care is delivered.



[President's Message on Diversity](#)



Education

Our three institutions train more than 4,200 students, residents and postdoctoral fellows each year. For more information [Applicants, Students and Alumni](#).


> [UT Southwestern Medical School](#)



Research

Our biomedical research advances are a result of more than 3,500 research projects annually totaling more than \$360 million. For more information on [Research Interests](#)

> [Faculty Directory](#)



Patient Care

NEW [Click Here](#) **Patient Care Web Site**

> [Find a Physician](#)

> [Request an Appointment](#)

Graduate & Student Programs

For more information select a Graduate or Student program:

Latest News

[News Home](#)

- > [Message from the President: Dr. Alfred Gilman's new post](#)
- > [Researchers probe kidney damage, protection in lupus](#)
- > [Center Times Online \(April\)](#)
- > [UT Southwestern in the News](#)
- > [RSS Feed](#)

Campus Services

- > [Medical Center Library](#)
- > [Maps and Directions](#)
- > [Parking Services](#)

Hospitals & Medical Services

List of User Groups



Home	Education	Research	Patient Care	Faculty & Administration	Resources	Careers	
Faculty	Staff	Allied Health Sciences Students	Graduate Students	Medical Students	Postdoctoral Scholars	Residents/Clinical Fellows	Alumni

[Home](#) >

Web Resources for the UT Southwestern Community



 = Internal Link

Resources For:

- > [Faculty](#)
- > [Staff](#)
- > [Graduate Students](#)
- > [Health Professions Students](#)
- > [Medical Students](#)
- > [Postdoctoral Scholars](#)
- > [Residents/Clinical Fellows](#)
- > [Alumni](#)

About UT Southwestern:

- > [Achievements](#)
- > [Administration](#)
- > [Contact Us](#)
- > [Departments & Centers](#)
- > [News](#)
- > [Programs](#)

Featured Links:

- > [Benefits Forms](#) 
- > [Calendars](#)
- > [Faculty Directory](#)
- > [Find a Doctor](#)
- > [Food Services](#)
- > [Groupwise - Webmail](#)
- > [iAIM](#) 



Resources For:

- [Faculty](#)
- [Staff](#)
- [Students](#)
 - [Graduate Students](#)
 - [Health Professions Students](#)
 - [Medical Students](#)
- [Postdoctoral Scholars](#)
- [Residents/Clinical Fellows](#)
- [Alumni](#)

Bookmark Your Page!



Web Resources For Faculty

- [Academic Resources](#)
- [Administration](#)
- [Campus Services](#)
- [Clinical Resources](#)
- [Research](#)
- [Seminars](#)
- [Regulatory/Compliance](#)
- [Training Opportunities](#)

Academic Resources

- [Affiliated Teaching Hospitals](#)
- [Catalogs, UT Southwestern](#)
 - [Graduate School of Biomedical Sciences](#)
 - [Medical School](#)
 - [School of Health Professions](#)
- [Continuing Medical Education](#)
- [Educational Objectives of the Medical School](#)
- [Effective Teacher Series](#)
- [Faculty Directory](#)
 - Editing: [Faculty Directory Content Management Application](#)
- [Faculty Senate](#)
- [Graduate Medical Education \(GME\)](#)
- [Home Pages, UT Southwestern](#)
 - [UT Southwestern School of Health Professions](#)
 - [UT Southwestern Graduate School of Biomedical Sciences](#)
 - [UT Southwestern Medical School](#)
- [Information Resources](#)
- [Library, UT Southwestern](#)
- [Office of Medical Education \(OME\)](#)
- [Postdoctoral Affairs](#)
 - [Certificate Programs for Postdoctoral Research Training](#)
 - [Policies Relating to Postdoctoral Scholars](#)
 - [Postdoctoral Affairs Office](#)
 - [Postdoctoral Training Program Summary](#)
- [Programs Directory](#)
- [Promotions and Tenure](#)
 - [Electronic Promotion and Tenure Portal](#)
 - [Information about Faculty Promotion, Tenure, Appointments and Evaluation](#)
 - [Promotion and Tenure Log-in](#)
- [Science Teacher Access to Resources at Southwestern \(STARS\)](#)
- [Student Directory](#)
- [Software Downloads](#)
- [Videorecordings Provided by the Graduate School](#)

Effective Teacher Series



| [Home](#) > [Education](#) > [Medical School](#) > [Departments & Centers](#) > [Office of Medical Education](#) >

Effective Teacher Series 2008-2009

[OME Welcome Page](#)

> [OME Faculty and Staff](#)

[Clinical Skills Evaluation](#)

[Curriculum and Instructional Development](#)

> [ETS Archives 2006-2007](#)

> [ETS Archives 2007-2008](#)

[Student Academic Assistance Services](#)

> [Tutoring Services](#)

> [MED 1901 Directed](#)

[Studies in Select Basic Sciences](#)

> [USMLE Preparation](#)

> [SEP Diversity Initiative](#)

[Web Curriculum](#)

[Graduate Medical Education \(GME\)](#)

The Effective Teacher Series is a faculty development program provided for all faculty, fellows and residents, both pre-clinical and clinical, to enhance and improve teaching skills. The program consists of 14 seminars on practical teaching skills, taught by faculty members who have a track record of success in the classroom or clinical setting. Each seminar combines didactic instruction with discussion, and will be held from **12 noon - 1:00 p.m. in D1.600 on 1st and 3rd Tuesdays**, beginning in September. Lunch is provided on an RSVP basis by [contacting the ETS Administrator](#), and continuing education credit is available (please see below for CME details).

Program Director: Lynne Kirk, MD

DATES	2008 - 2009 TOPICS	SPEAKERS
September 16	<u>Mentoring</u> <i>Learning Objectives:</i> <ul style="list-style-type: none">- Know who Mentor was- Identify the importance of mentors for career progression- Be knowledgeable about the various issues related to selecting a mentor	Charles Ginsburg, M.D.
October 7	<u>Using EHR to Enhance Student Learning</u> <i>Learning Objectives:</i> <ul style="list-style-type: none">- Enhance doctor-patient communication skills- Increase just-in time learning- Improve clinical performance	Allison Dobbie, M.D., MRCGP Jay Morrow, Ph.D.
October 15	Excellence in Education Day University Lecture 4:00 p.m. in D1.600	Kenneth Shine, M.D. Interim Chancellor, UT System
	<u>Integrating the Use of Simulators</u>	

Bookmark Your Page!



Web Resources For Faculty

- [Academic Resources](#)
- [Administration](#)
- [Campus Services](#)
- [Clinical Resources](#)
- [Research](#)
- [Seminars](#)
- [Regulatory/Compliance](#)
- [Training Opportunities](#)

Academic Resources

- [Affiliated Teaching Hospitals](#)
- [Catalogs, UT Southwestern](#)
 - [Graduate School of Biomedical Sciences](#)
 - [Medical School](#)
 - [School of Health Professions](#)
- [Continuing Medical Education](#)
- [Educational Objectives of the Medical School](#)
- [Effective Teacher Series](#)
- [Faculty Directory](#)
 - Editing: [Faculty Directory Content Management Application](#)
- [Faculty Senate](#)
- [Graduate Medical Education \(GME\)](#)
- [Home Pages, UT Southwestern](#)
 - [UT Southwestern School of Health Professions](#)
 - [UT Southwestern Graduate School of Biomedical Sciences](#)
 - [UT Southwestern Medical School](#)
- [Information Resources](#)
- [Library, UT Southwestern](#)
- [Office of Medical Education \(OME\)](#)
- [Postdoctoral Affairs](#)
 - [Certificate Programs for Postdoctoral Research Training](#)
 - [Policies Relating to Postdoctoral Scholars](#)
 - [Postdoctoral Affairs Office](#)
 - [Postdoctoral Training Program Summary](#)
- [Programs Directory](#)
- [Promotions and Tenure](#)
 - [Electronic Promotion and Tenure Portal](#)
 - [Information about Faculty Promotion, Tenure, Appointments and Evaluation](#)
 - [Promotion and Tenure Log-in](#)
- [Science Teacher Access to Resources at Southwestern \(STARS\)](#)
- [Student Directory](#)
- [Software Downloads](#)
- [Videorecordings Provided by the Graduate School](#)

Video Recordings

Video Recordings Provided by Southwestern Graduate School

UT Southwestern Graduate
School of Biomedical
Sciences

If you have problems viewing videos, contact the IR Call Center at 214/648-7600 or e-mail to: IRCallCenter@utsouthwestern.edu (Please log the ticket as an Intranet issue when you make contact).

- [Career Choices](#)
- [Career Development](#)
- [Courses](#)
- [Ethics](#)
- [Grant Writing](#)
- [Research Accomplishments](#)
- [Research Techniques](#)
- [Science of Medicine Interest Group](#)
- [Teaching Skills](#)

Title of Recording	Presenter(s)	Length	Program
Career Choices			
Academia vs. Industry	Steven McKnight, Ph.D.	48 min	PDA Career Seminar
Academia vs. Pharmaceutical Industry	Cai Li, Ph.D.	61 min	PDA Career Seminar
Career in a Biopharmaceutical Company	Mangeng Cheng, Ph.D.	65 min	Quest for Career
Career Opportunities in Academic Administration	Nancy Street, Ph.D.	48 min	Quest for Career

Video Recordings Provided by the Graduate School



Teaching Skills

<u>Audience Response Systems</u>	<u>James Wagner, M.D.</u>	44 min	<u>Effective Teacher Series</u>
<u>Communicating in the Lecture Hall</u>	<u>James Richardson D.V.M., Ph.D.</u>	46 min	<u>Effective Teacher Series</u>
<u>Facilitating Discussion vs Lecturing</u>	<u>Gerald Casenave, Ph.D.</u>	49 min	<u>Effective Teacher Series</u>
<u>How to Deal with Cheating</u>	<u>Jim Wagner, M.D./Leah Hurley, J.D.</u>	56 min	<u>Effective Teacher Series</u>
<u>How to Teach at the Level of Your Audience</u>	<u>Jennifer Cuthbert, M.D.</u>	37 min	<u>Effective Teacher Series</u>
<u>Making a Course Student Friendly & Relevant</u>	<u>Keith Tansey, M.D., Ph.D.</u>	56 min	<u>Effective Teacher Series</u>
<u>Presenting Research Data</u>	<u>Steven Kliewer, Ph.D.</u> <u>Dolores Peterson, M.D., Ph.D.</u>	46 min	<u>Effective Teacher Series</u>
<u>Science Education in the US - a Pre-grad Program</u>	Tim Stearns, Ph.D.	52 min	<u>Quest for Career</u>
<u>Small Group Teaching</u>	<u>James Richardson, D.V.M., Ph.D.</u>	48 min	<u>Effective Teacher Series</u>
<u>Teaching LARGE Small Groups</u>	<u>Gerald Casenave, Ph.D.</u>	44 min	<u>Effective Teacher Series</u>
<u>Teaching & Learning Styles - Learning from My Mistakes</u>	<u>Paul Mohl, M.D.</u>	50 min	<u>Effective Teacher Series</u>
<u>Test Writing Workshop</u>	<u>Lynne Kirk, M.D./</u> <u>Linda Margraf, M.D.</u>	47 min	<u>Effective Teacher Series</u>
<u>The Library: Your Partner in Education</u>	Claudia DeShay, Ph.D. Tracey Minzenmayer, Ph.D.	48 min	<u>Effective Teacher Series</u>

The Library: Your Partner in Education

- Select Resources & Services
 - Academic Reserve
 - Databases and other online resources
 - Electronic books and journals
 - Resources by subject web page
 - Classes and individualized training
- Staff expertise including education & assessment
- Physical space includes
 - Anatomical models & skeletons
 - Audiovisuals & a digital heart sound simulator
 - Print journals
- See: ETS March 17, 2009 – DeShay & Minzenmeyer

Bookmark this Page!



Web Resources For Faculty

- [Academic Resources](#)
- [Administration](#)
- [Campus Services](#)
- [Clinical Resources](#)
- [Research](#)
- [Seminars](#)
- [Regulatory/Compliance](#)
- [Training Opportunities](#)


Academic Resources

- [Affiliated Teaching Hospitals](#)
- [Catalogs, UT Southwestern](#)
 - [Graduate School of Biomedical Sciences](#)
 - [Medical School](#)
 - [School of Health Professions](#)
- [Continuing Medical Education](#)
- [Educational Objectives of the Medical School](#)
- [Effective Teacher Series](#)
- [Faculty Directory](#)
 - Editing: [Faculty Directory Content Management Application](#)
- [Faculty Senate](#)
- [Graduate Medical Education \(GME\)](#)
- [Home Pages, UT Southwestern](#)
 - [UT Southwestern School of Health Professions](#)
 - [UT Southwestern Graduate School of Biomedical Sciences](#)
 - [UT Southwestern Medical School](#)
- [Information Resources](#)
- [Library, UT Southwestern](#)
- [Office of Medical Education \(OME\)](#)
- [Postdoctoral Affairs](#)
 - [Certificate Programs for Postdoctoral Research Training](#)
 - [Policies Relating to Postdoctoral Scholars](#)
 - [Postdoctoral Affairs Office](#)
 - [Postdoctoral Training Program Summary](#)
- [Programs Directory](#)
- [Promotions and Tenure](#)
 - [Electronic Promotion and Tenure Portal](#)
 - [Information about Faculty Promotion, Tenure, Appointments and Evaluation](#)
 - [Promotion and Tenure Log-in](#)
- [Science Teacher Access to Resources at Southwestern \(STARS\)](#)
- [Student Directory](#)
- [Software Downloads](#)
- [Videorecordings Provided by the Graduate School](#)



Web Resources for the UT Southwestern Community

www.utsouthwestern.edu/resources



Best way to help students learn is to improve *teacher quality*

By common consensus, quality teachers are those who:

- *really know their subjects*
- *have well developed basic writing, math, and oral presentation skills*
- *maintain high expectations of their students*
- *are enthusiastic about teaching*
- *can motivate all students to learn.*

On Common Ground – Yale-New Haven Teachers Institute