

STANFORD TEACHING COMPETENCIES

LEARNING CLIMATE

Stimulation

- Show enthusiasm for topic and learners
- Show interest through body language
- Use animated voice
- Provide conducive physical environment

Learner Involvement

- Look at learners
- Listen to learners
- Encourage learners to participate
- Avoid monopolizing discussion

Respect/Comfort

- Use learners' names
- Acknowledge learners' problems/situation
- Invite learners to express opinions
- State respect for divergent opinions
- Avoid ridicule, intimidation, interruption

Admission of Limitations

- Acknowledge learner limitations
- Invite learners to bring up problems
- Admit own errors or limitations
- Avoid being dogmatic

CONTROL OF SESSION

Leadership Style (directive, democratic, non-directive)

- Adapt leadership style to educational purpose

Focus of Session

- Set up agenda
- Discourage external interruptions
- Avoid digressions, keep on topic
- Have learners help focus session

Pace of Session

- Call attention to time
- Speed up or slow down discussion
- Cover all scheduled topics
- Have learners help pace discussion

COMMUNICATION OF GOALS

Establishment of Goals

- Define goals and learner behaviors
- Prioritize goals
- Re-establish goals (define over time)

Expression of Goals

- State goals clearly and concisely

- State goals as learner behaviors
- State relevance of goals to learners
- State expected level of competence
- Repeat goals periodically

Negotiation of Goals

- Check out learner acceptance of teacher's goals
- Ask learners for their goals
- Agree on goals

PROMOTING UNDERSTANDING AND RETENTION

Organization of Material

- Use overviews and summaries
- Use advance organizers
- Use transitions
- Enumerate

Clarity

- Use examples
- Define any new terms
- Explain relationships in material (e.g., analogies)
- Avoid vague terms (e.g., "sometimes," "usually")

Emphasis

- Vary voice quality and speed
- Use dramatic language and speed
- Use visual aids (blackboard, slides, overheads)
- Cue important points
- Use repetition

Fostering Active Learning

- Encourage note-taking
- Provide a chance for skill practice
- Have learners reformulate material
- Have learners apply material to own experience
- Assign/discuss readings
- Suggest expert consultation

EVALUATION

Observation of Learners

- Observe learner performance

Questioning

- Ask recall questions (for recall of medical or patient information, skills or attitudes)
- Ask analysis/synthesis questions (for demonstration of understanding)
- Ask application questions (for recall or analysis/synthesis applied to specific patient)

Fostering Self-Assessment

- Ask learners to self-assess

FEEDBACK

Minimal Feedback

- Tell learners that performance is correct/incorrect
- Agree or disagree with learner opinions
- Use nonverbal cues like nodding

Behavioral Feedback

- Describe learner performance as behaviors
- Tell learners why performance is correct/incorrect
- Give reasons for agreement/disagreement
- Offer suggestions for improvement

Interactive Feedback

- Give feedback on self-assessment
- Elicit learner reaction to feedback
- Develop an action plan with learners

SELF-DIRECTED LEARNING

Motivation

- Ask learners to identify goals, needs, interests
- Ask learners how they want to address needs
- Explicitly reinforce evidence of self-directed learning
- Use controversy/doubt
- Brainstorm with learners
- Record topics for further consideration
- Provide opportunities for learners to pursue their chosen topics
- Model motivating SDL behaviors

Resources

- Discuss approaches to using resources for lifelong learning
- Inform learners about resources for lifelong learning (reading, consultation, computers)
- Model use of resources for lifelong learning