



Education Grand Rounds

University of Oklahoma Health Sciences Center

Excellence in Teaching: Why does it Matter?

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TEACHING EXCELLENCE Why does it matter?

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Some thoughts on teaching....



- **“I desire no other epitaph . . . than the statement that I taught medical students in the wards, as I regard this as by far the most useful and important work I have been called upon to do.”**

Sir William Osler

An old proverb



- **The mediocre teacher tells.**
- **The good teacher explains.**
- **The superior teacher demonstrates.**
- **The great teacher inspires.**

Great Teachers



- “Great teachers give us a sense of not only who they are, but more important, of who we are, and who we might become. They unlock our energies, our imaginations, and our minds.”
- “Great teachers know that they are always on stage and that who they are, how they act, and what they believe are as important as what they teach.”
- “The best teachers, like the best leaders, have an uncanny ability to step outside themselves and become liberating forces in our lives.”

Thomas Cronin, *The Journal on Excellence in College Teaching* (1992)

Does excellent teaching really matter?



- Blue AV, Griffith CH, et al. Surgical teaching quality makes a difference. *Am J Surg*. 1999; 177: 86-89. (NBME exams and OSCE)
- Griffith CH Haist SA, et al. Do students who work with better house staff in their medicine clerkship learn more? *Acad Med* 1998; 73: S57-59. (NBME subject exam, USMLE)
- Georgesen JC et al. Six year documentation of the association between excellent clinical teaching and improved students' examination performances. *Acad Med* 2000; 75: S62-64. (NBME subject exams, USMLE 2)
- Gill A, Grum CM, et al. Is there a relationship between attending physicians' and residents' teaching skills and students' examinations scores? *Acad Med* 2000; 75: 114-116.
- Other studies also reach same conclusion: YES

What do you think?



- **List 2 or 3 characteristics of excellent teaching**

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Excellent Teaching



- **Characteristics of excellent teaching**
 - Organized, prepared
 - High verbal ability and clarity
 - Passion for the subject
 - Mastery of the subject
 - Care about the students – students sense this
 - Create a positive environment for learning
 - Develop ways for students to become active rather than passive learners
 - Relate abstract ideas to realities of life
 - Teach students “how” to learn
 - Communicate high expectations
 - Give prompt feedback

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Recommended reading



(With a few reservations)

- **Ken Bain. *What the Best College Teachers Do.* Harvard University Press, 2004**

Excellent Teaching



- **Implications for**
 - Promotion
 - Tenure

In closing



- **“The successful teacher is no longer on a height, pumping knowledge at high pressure into passive receptacles . . . When a simple, earnest spirit animates a college, there is no appreciable interval between the teacher and the taught—both are in the same class, the one a little more advanced than the other. So animated, the student feels that he has joined a family whose honour is his honour, whose welfare is his own, and whose interests should be his first consideration.”**

Sir William Osler