List of Teaching Techniques

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| Aunt Minnie | emphasis on problem solving and focused, brief presentation; a.k.a. pattern recognition |
| Chart Review | assessing patient records for educational themes and analyzing documentation |
| Concept Maps | a graphical representation of the interrelations between concepts in an integrated, hierarchical manner; used to promote problem solving and critical thinking |
| Critical Thinking/Reflection | a self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way |
| Fast Facts | one page, evidence based practical resource in a topic area; document focuses on “just in time” learning and practical application specific to task or performance need |
| Feedback | formative evaluation used to correct/reinforce future actions or behaviors |
| Index Card Exercise | learners pick a card with random concept that they are then responsible for researching and reporting back |
| Learning Modules | pre-prepared instructional materials which focuses on a particular topic that the learner can do on their own |
| Lecture | an oral presentation intended to present information or teach people about a particular subject |
| Lecture with Discussion | an oral presentation of information designed to teach learners about a particular subject with planned time for group discussion |
| Microskills or One Minute Preceptor | Get a commitment; probe for supporting evidence; teach general rules; tell them what’s working; correct mistakes |
| Mini-Lecture | brief presentation by teacher based on already prepared instruction or topic |
| O.S.C.E. | observed structured clinical exam; assessment method based on objective testing and direct observation of learner performance during planned clinical encounters or test stations |
| Observation | watching learner engage patients and staff; assessment of learner’s skills and abilities |
| Orienting the Learner | preparing the learner for future interactions with teaching; clarifies roles and responsibilities |
| Perspective Taking | learner adopts the perspective of someone else involved in the situation (nurse, patient, etc.); a critical skill in communication and professionalism and highlighted in mediation and leadership |
| Priming | briefly preparing learners for patient encounters; allows for focusing on relevant information |
| Problem-Based Learning | focused experiential learning (minds-on, hands-on) organized around the investigation and resolution of real-world problems |
| Programmed Instruction | instruction presented via computer in which a skill or subject matter to be learned is broken down into very small parts to which the learner responds and receives immediate information on accuracy |
| Question Logbook | learners directed to keep a list of their questions; keeps logbook with him/her while in the clinic and records questions when they occur to discuss later |
| Questioning | questions serve two purposes: they stimulate knowledge and they guide problem-solving |
| Readings | printed materials assigned for study outside the clinic or during non-patient times |
| Review Daily Schedule | reviewing the daily schedule for educational focus (diagnoses, type of patient, demographics, learner’s needs/goals) |
| Role Modeling | guided opportunity for learner to observe teacher; a.k.a. advanced shadowing |
| S.N.A.P.P.S. | a mnemonic for a learner-centered model for case presentations to preceptors in the outpatient settings; (1) Summarize briefly the history and findings; (2) Narrow the differential to two or three relevant possibilities; (3) Analyze the differential by comparing and contrasting the possibilities; (4) Probe the learner by asking questions about uncertainties, difficulties, or alternative approaches; (5) Plan management for the patient's medical issues; and (6) Select a case-related issue for self-directed learning. |
| Self-Directed Learning | learner can focus on topics related to goals in a self-paced manner with minimal guidance |
| Staff in the Presence of the Patient | teacher, learner, and patient working together for instructional & patient care focus |
| Teachable Moments | taking advantage of special circumstances (patient situation, diagnoses, pharmacology, etc.) to teach |
| Team Teaching | using other medical professional within the clinic to assist in teaching |
| Thinking Out Loud | a method to role model your clinical reasoning; allows learner to hear thinking & steps |