



# Teach to Your Strengths and Adapt to Your Learners

*To Maximize Your Teaching Potential!*

APPD Annual Meeting  
May 4, 2007



# Session Goals

- Review “Universal Truths” in Adult Learning
- Understand your individual teaching and learning preferences
  - Short exercise using self-scoring Myers Briggs Type Indicator
- Reflect on your strengths and learn about your colleagues’ strengths
  - Group work on learning and teaching preferences
- Develop alternative strategies to effectively engage learners in clinical settings

# Workshop Faculty

- Heather McPhillips, MD, MPH
- Matt Kronman, MD
- Ellen Lipstein, MD
- Kristin Nyweide-White, MD
- Richard Shugerman, MD

# Teaching: Sometimes it Works...

- And sometimes it doesn't!
- Teaching is an experiment each time it happens!
- Many elements contribute to success—many tools are important

# Elements That Contribute to Success

- Knowledge
  - Teacher *and* student
- Environment
  - Promotes not distracts
- Teaching strategies
  - Engaging the learner
  - Engaging the teacher
- Reflection
  - On your actions
  - On your learners

# Adult Learners

- Autonomous and self-directed
- Accumulated life experiences and knowledge
- Goal-oriented
- Relevancy-oriented
- Practical
- Need respect



# Residents as Learners and Teachers

- Tips for Teaching Resident Learners
  - Put them “in charge” of their learning
  - Help them set goals
  - Draw on previous knowledge
  - Explicitly point out how what you are teaching is relevant
  - Give them “products”
  - Engage them as “experts”

# Tools of the effective teacher

- Reflect a moment on teachers you have had during your career...

Are they all the same?

What made them effective?

# Why Teaching and Learning Preferences?

- Teaching is personal
- Effective communication is key!
- Effective teachers reflect on their teaching
- Each teacher has specific strengths



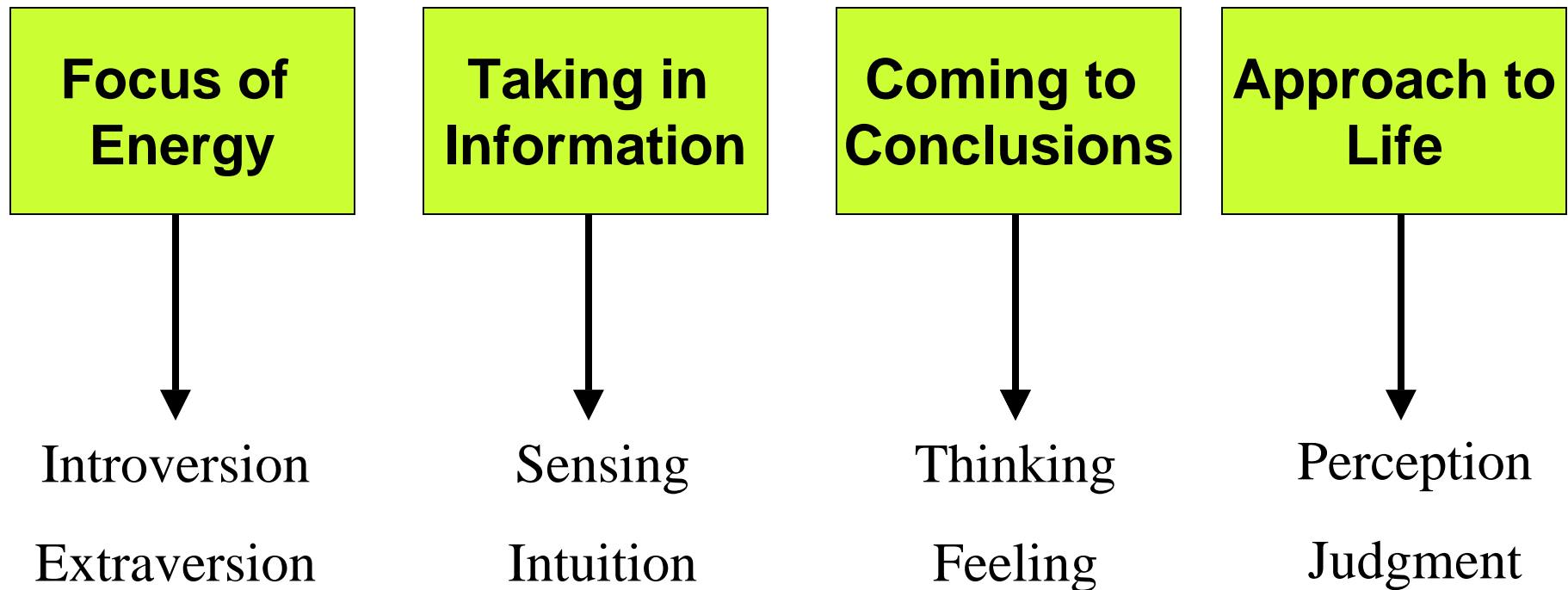
**That  
means  
You!**

# Myers Briggs Type Indicator

- **DO NOT OPEN IT!**
- 10 minutes to complete
- Go with first instinct
- Score per directions—let us know if you need help

# Carl Jung's Theory

*Differences in people come from the differences in the way we prefer to use our minds.*



## *Source of Information*

### Introversion

Internal reactions

Think it through, then  
speak

Cautiously

One thing at a time

Depth, Listening

**54%**

*Focused toward*

*Communication*

*Approaches life*

*Work style*

*Gift*

*Frequency*

### Extraversion

External happenings

Think out loud

Enthusiastically

Multi-tasking

Energy, talking

**46%**

# *Perception of Information*

## Sensing

Specifics  
(Through 5 senses)  
Facts, data, specifics  
  
Physical world  
  
Present  
  
Sense of reality  
  
**68%**

*Gets information*  
  
*Prefers*  
  
*Notices*  
  
*Time frame*  
  
*Gift*  
  
*Frequency*

## INtuition

Big Picture  
(Through 6<sup>th</sup> sense)  
Ideas, big picture,  
patterns  
World of imagination  
  
Future  
  
Sense of possibility  
  
**32%**

# *Reaction to Information*

## **Thinking**

External, objective,  
analytical

Skeptical

Directness

Brief, business-like

Objectivity

**53%**

*Criteria for  
decisions*

*Tendencies*

*Values*

*Communication*

*Gift*

*Frequency*

## **Feeling**

Internal, subjective,  
values-driven

Trusting

Harmony

Long, meandering

Compassion

**47%**

# *External Emphasis*

## Perception

### **Joy of Discovery**

Adapt self to fit situation;  
Proud of flexibility

Collect information;  
Generate options

Can inhibit creativity

Spontaneity and  
tolerance; Living with  
ambiguity

**42%**

## Judgment

### **Joy of closure**

Adapt situation to beliefs;  
Proud of predictability

Making decisions;  
Bringing Closure

Unleashes creativity

Making decisions;  
Creating structure

**58%**

*Approach*

*Activity*

*Structure*

*Gift*

*Frequency*

# Learning Preferences

Differences in our type may contribute to differences in our learning style & teaching style

**EN** = Action-Oriented Innovator

**ES** = Action-Oriented Realist

**IN** = Thoughtful Innovator

**IS** = Thoughtful Realist



The four basic personality types

# Group Work

- Break into 4 groups based on type

EN

ES

IN

IS

- You have 15 minutes to work together on questions
- Designate a reporter for each group

# Prize for Group Quickest at Organizing



# Do Opposites Attract?

<p><b>IS</b></p> <p><i>“Let’s Keep It!”</i></p>	<p><b>IN</b></p> <p><i>“Let’s Think About it Differently.”</i></p>
<p><b>ES</b></p> <p><i>“Let’s Do It!”</i></p>	<p><b>EN</b></p> <p><i>“Let’s Change It!”</i></p>

# Strengths: IS

## Teaches through attention to task

- Focus—what can be applied to current needs

## Learner's preferences:

- Work environment
  - Quiet, reflective, thoughtful
  - Hours are predictable
  - Preference for written words, policies
- Learns best by reading and observing

# Strengths: EN

## Teaches by capitalizing on enthusiasm

- Focus—what is creative and fun that feeds creativity and insight.

## Learner's preferences:

- Work environment
  - Energetic, outgoing, active
  - Hours can be sporadic with bursts of energy
  - Cutting edge focus, time spent trying new things
- Learns best---by talking or acting through ideas

# Strengths: IN

## Teaching through careful exploration

- Focus—learning for learning's sake; for the joy of creating something new

## Learner's preferences:

- Work environment
  - Quiet, reflective, thoughtful
  - Hours can be sporadic
  - Reliance on written words and research
- Learns best---by reading and reflecting

# Strengths: ES

## **Teaches through action, doing what needs to get done**

- Focus—what is relevant now

## **Learner's preferences:**

- Work environment
  - energetic, outgoing, active
  - hours that are regular, scheduled
  - time is spent doing what works
  - reliance on spoken words leading to action
- Learns best---by doing

# Developing Strategies

- Do one. Teach one.
- Work as a group to share strategies you think may be effective for:
  - Your Opposite Type learner
  - Choose one reporter for each group
  - Don't forget to “cheat”

# Confucius Says...

When we see students of worth, we should think of equaling them; when we see students of a contrary character, we should turn inwards and examine ourselves.