Understanding How Your Teaching Perspective Influences Your Work

John D Mahan, MD
8.15.12
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Objectives

• Describe the Teaching Perspectives Inventory model.
• Explain how the nature of adult learners should influence teaching methods.
• Define the concept of ‘Commitment to Teaching’ and how this commitment impacts on learners.
• Define your own TPI and explain how your TPI influences your teaching methods and effectiveness.
Adult Learning Theory

- A resource full of life experiences and mental models
- Ready to learn when it is immediately needed or relevant
- Practical, like to apply information in context and to problems
- Goal oriented with need to know why, what and how
- Motivated by intrinsic value of learning and personal payoff
- Autonomous and self-directing

Knowles, et. al *The Adult Learner* (2005);
HOW SHOULD THE PREFERENCES OF THE ADULT LEARNER AFFECT YOUR TEACHING METHODS AND APPROACHES?
Ideals

content

Pratt, Five Perspectives on Teaching in Adult and Higher Education (1998)
Teaching Perspectives

• “What does it mean to teach?”
• TP construct based on rigorous research
• Alternative points of view or perspectives

Pratt DD. Five Perspectives on Teaching in Adult and Higher Education
Five Teaching Perspectives

• Transmission
  – Effective delivery of content

• Apprenticeship
  – Modelling ways of being

• Developmental
  – Cultivating ways of thinking

• Nurturing
  – Facilitating self-efficacy

• Social Reform
  – Seeking a better society

Pratt DD. Five Perspectives on Teaching in Adult and Higher Education

Teaching Perspectives Inventory can be determined online at www.teachingperspectives.com
# Teaching Perspectives Inventory Model

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Guiding Philosophy</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transmission</td>
<td>“Effective teaching requires a substantial commitment to the content or subject matter”</td>
<td>Acquisition of content and skills</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>“Effective teaching is a process of socializing students into behavioral norms and ways of working”</td>
<td>Approach to the discipline</td>
</tr>
<tr>
<td>Developmental</td>
<td>“Effective teaching must be planned and conducted from the learner’s point of view”</td>
<td>Development of the individual</td>
</tr>
<tr>
<td>Nurturing</td>
<td>“Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart, not the head”</td>
<td>Well being of the learner</td>
</tr>
<tr>
<td>Social Reform</td>
<td>“Effective teaching seeks to change society in substantive ways”</td>
<td>Effecting societal change</td>
</tr>
</tbody>
</table>

*http://www.one45.com/teachingperspectives/tpi_html/tpi_summaries.htm*

Adapted from Nicola Simmons 2011
# TPI: Strengths and Challenges

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Practitioners</th>
<th>Strengths</th>
<th>Challenges</th>
</tr>
</thead>
</table>
| **Transmission**  
“Filling the vessel” | …are committed to content and subject matter | Use of clear objectives that align with assessments, control sequence and pace of learning | Learners who do not see the logic of the chosen sequence of learning; sage on the stage so too much time spent talking! |
| **Apprenticeship**  
“Joining the club” | …transform the learner from a novice to a skilled practitioner | Use of a progression of meaningful tasks to help learners move towards competence based on their own starting point | Developing authentic tasks for all levels of competence; teaching/explaining complex skills to novices |
| **Developmental**  
“Changing the brain” | …cultivate thinking and reasoning skills in the learner | Use of questions to challenge learners incrementally and provide meaningful examples | Choosing good questions and providing adequate time for learners to answer them themselves; creating assessments that measure complex reasoning |
| **Nurturing**  
“Learning without fear” | … enable learning through promotion of trust and encouragement of self-sufficiency and self-confidence | Practitioners listen to learners and create relationships with learners | Balancing caring vs. challenge, teaching vs. counseling; assessing student achievement |
| **Social Reform**  
“Promoting social change” | … provide the learner with the opportunity to embrace a set of ideals while learning about a discipline | Content or subject matter is related to the learners’ lives and subjected to critical reflection | Difficulty assessing student achievement; appearance of proselytising |

*Adapted from Jane Holbrook 2010*
General Teaching Model:
5 elements, 3 relationships

Pratt, Five Perspectives on Teaching in Adult and Higher Education (1998)
Commitment in Teaching

• Commitment = sense of loyalty, duty, responsibility or obligation associated with some aspect(s) of General Teaching Model
TPI in Different Teaching Occupations

Table 3. Dominant Teaching Perspectives for Seven Occupational Categories*

<table>
<thead>
<tr>
<th>Occupation</th>
<th>None</th>
<th>Tran</th>
<th>App</th>
<th>Dev</th>
<th>Nur</th>
<th>S-R</th>
<th>Tot N</th>
<th>Tot %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Ed Teachers</td>
<td>5.8%</td>
<td>10.6%</td>
<td>28.5%</td>
<td>16.4%</td>
<td>36.2%</td>
<td>2.4%</td>
<td>207</td>
<td>17.3%</td>
</tr>
<tr>
<td>Adult Educators</td>
<td>7.2</td>
<td>4.8</td>
<td>20.0</td>
<td>6.4</td>
<td>60.8</td>
<td>.8</td>
<td>125</td>
<td>10.4%</td>
</tr>
<tr>
<td>Dietitians</td>
<td>8.3</td>
<td>17.4</td>
<td>29.6</td>
<td>6.1</td>
<td>37.4</td>
<td>1.3</td>
<td>230</td>
<td>19.2%</td>
</tr>
<tr>
<td>Under-Grads from Professions</td>
<td>1.7</td>
<td>10.3</td>
<td>25.9</td>
<td>12.1</td>
<td>48.3</td>
<td>1.7</td>
<td>58</td>
<td>4.8%</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>4.2</td>
<td>8.3</td>
<td>29.2</td>
<td>25.0</td>
<td>33.3</td>
<td>0</td>
<td>24</td>
<td>2.0%</td>
</tr>
<tr>
<td>School Teachers</td>
<td>2.9</td>
<td>6.1</td>
<td>9.7</td>
<td>10.0</td>
<td>68.6</td>
<td>2.6</td>
<td>309</td>
<td>25.8%</td>
</tr>
<tr>
<td>ESL Learners</td>
<td>7.3</td>
<td>43.7</td>
<td>18.4</td>
<td>13.1</td>
<td>15.9</td>
<td>1.6</td>
<td>245</td>
<td>20.5%</td>
</tr>
<tr>
<td><strong>Column N</strong></td>
<td>69</td>
<td>202</td>
<td>249</td>
<td>132</td>
<td>524</td>
<td>22</td>
<td>1198</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total %</strong></td>
<td>5.8%</td>
<td>16.9%</td>
<td>20.8%</td>
<td>11.0%</td>
<td>43.7%</td>
<td>1.8%</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

* The totals for Table 3 represent people who had taken the TPI as of mid-year 2000.

Perry’s Developmental Scheme of Young Adult Learning

- **Dualism-Received Knowledge**
  - right or wrong

- **Multiplicity-Subjective Knowledge**
  - There are conflicting answers
  - So trust your inner voice

- **Relativism-Procedural Knowledge**
  - All solutions can be supported by reason, in context
  - Can use connected or objective analysis to evaluate
  - Students see the need to choose

- **Committed-Constructed Knowledge**
  - Integrate knowledge from others with personal experience and reflection
  - Students commit, experience challenges/responsibility, recognize evolving nature of knowledge

Different Orientations Toward Teaching/Learning

- Behaviorist
- Cognitivist
- Humanist
- Social Learner
- Constructivist

Behaviorist

- Enable learners to change behavior based on external stimuli
- Teacher arranges environment to produce desired results
  - Behavioral objectives
  - Competency based measures
  - Emphasize skill development + training

Objectives, Clinical Skills Curriculum, OSCE/Simulations, Direct Observation of Competence, Competency Assessments
content
Miller’s Triangle

DO

Show How

Know How

KNOW

Performance

Competence


Moore’s 7 Levels of Learning

Cognitivist

- Internal restructuring of thought
- Activities guide increased capacity for thought
- Linking new knowledge to old
- Learning to learn, reflection on learning

Critical thinking, problem solving, CAPSTONE course, clinical assessments and decision making with patients
Cognitive Psychology

Connect to previous knowledge

Aid memory, retention, retrieval

Pattern Recognition

Forward Thinking

Hypothesis Testing
The development of sophisticated problem solving skills involves not only an increase in the number of facts but a change in the way those facts are stored and used.

Georges Bordage, MD, PhD
Focus on Thought Processes

Case Presentation
Chief complaint
HPI
PE
Labs

Differential Diagnosis
Plan
Humanist

- Learning as personal act to achieve full potential
- Needs of person (self-actualization, self-fulfillment)
- Goal: to become autonomous and self-directed

Problem-based Learning, Project Professionalism, Individualized Learning Plans

**Learners manage and assess own learning**
content
Social Learning Orientation

- Learning embedded in interactions
- Learners assimilate new information by assuming new roles
- Role modeling, rehearsal and observation
- Deepens learning of how, why + for what purpose

Clinical Teaching, Hidden Curriculum,
Team Based Learning
Constructivist

• Knowledge is formed within learners by making meaning from experiences.
• Meaning, understanding, assigning significance
• Changing perspectives, negotiating meaning

“Make this inward journey to leadership, to discover who you are”

Narratives, reflective writing
Teacher: Recognize the Existence of Different Learning Styles/Orientations/Methods

- Multiple orientations in learners
- Challenge of alignment with different learning needs and in different venues
- Influence of the teacher’s preferences/expectations
- Never “one type teaching fits all”
Learning Styles
Perceptual Orientations - VARK

How one prefers to take in information

- Visual
- Auditory
- Reading
- Kinesthetic/Tactile

You are helping someone get to the airport. You would:

V - draw a map
A - tell her the directions
R - write down the directions
K - go with her

WHEN YOU ARE AT YOUR BEST AS A TEACHER, WHAT IS IT THAT YOU ARE DOING??
Teaching Styles
Anthony Grasha

• Expert - possess knowledge that student needs
• Formal Authority - values knowledge, gives feedback
• Personal Model - teach by example
• Facilitator - guides, directs
• Delegator - allows student autonomy, is resource

http://www.longleaf.net/teachingstyle.html
WHAT TEACHING STYLE DO YOU FIND MOST COMFORTABLE?

- Expert
- Formal Authority
- Personal Model
- Facilitator
- Delegator
Five Teaching Perspectives
Pratt & Collins

• Transmission
  – Effective delivery of content
• Apprenticeship
  – Modeling ways of being
• Developmental
  – Cultivating ways of thinking
• Nurturing
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• Social Reform
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KNOWLE’S’ (1970’s) – ADULT EDUCATION

ANDRAGOGY

Need to know! Readiness to learn!
I am an adult!
Take Home Points

• Adult learners – emphasis on goals, interest, context, practical applications and self-direction
• Learning is a developmental stages
• Learning Styles – preferred methods of taking in information
• Teaching Perspectives/Types – explicit/implicit
  – Commitment: actions, intentions, beliefs
• The Teacher’s Perspective and Style (choices) defines the learner’s experience

Richness of diversity  Value of flexibility
References


