

**Teaching Tips for Teaching the Basic Sciences from
UW School of Medicine Award Winning Teachers**

- I. From: Charles E. Murry, MD, PhD. Arra and Eva Woods Professor of Pathology, Bioengineering and Medicine/Cardiology
1. Teach like you give a damn. Medicine is a fascinating subject, in almost every facet. But, if your love and enthusiasm for the topic don't shine through, you lecture, small group or one on one time with them will be a drudge. Conversely, enthusiasm is infectious, and it can shine favorable light onto a topic that might not be of intrinsic interest to many in the audience.
 2. If you can make them laugh, you can make them listen. This doesn't work for every teaching style, and it has its perils. That said, laughter synchronizes a class in a shared moment of realization. Right after that laugh, I find that people are uniquely susceptible to learning, and it keeps student's attention focused so they don't miss the next one. It also makes learning more fun.
 3. Teach them how you think, not just what you know. It is likely that half of the facts that we teach are wrong, and a significant fraction of the remainder are irrelevant or soon will be outmoded. But if you teach them how to think through a problem, or about our profession, they can apply your lessons for their lifetime. I like to slice things in different ways for them so they see how to integrate, e.g. how to start from pathological findings and build up to a patient's symptoms, or how to think through a new patient encounter to come up with a differential diagnosis. I bring issues that range from our obesity epidemic to gender identity into my pathology lectures to illustrate how family and society impact health and disease.

These approaches have worked for me over the years. We are fortunate to teach at this level, I think, because the students are brilliant, they are there because they want to be, and they are hungry to learn what we have to teach them.

- II. From: Anthony (Abe) DeSantis, MD. Clinical Associate Professor, Division of Endocrinology, Department of Medicine
1. Develop active learning experience. Keep students engaged.

2. Be cognizant of tempo.
 3. Communicate clearly and set clear expectations.
- III. From: Chris Hague, PhD., Associate Professor, Department of Pharmacology
1. Put a *lot* of time/effort into preparing your lectures.
 2. Include as much new technology as possible.
 3. Make sure the students know that you care about their education.
- IV. From: Andrew Luks, MD, Associate Professor, Pulmonary & Critical Care Medicine
1. Keep things practical and focused on what the students need to know as physicians rather than someone training for a PhD in the field. Show them why this matters and they'll care about the material.
 2. Keep the students informed ... but not overwhelmed with information ... about what's happening in the class each week, expectations for exams, etc.
 3. No slide goes unlabeled: every slide has a title or a statement on it that concisely summarizes the key message of the figure, image, etc.
 4. No slide is too complex. If you ever feel like starting off a slide with "I know this is complex, but.." time to redesign the slide and make it simpler for the students trying to keep up in lecture.
- V. From: Roy Colven, MD, Professor of Medicine/Dermatology, Director, Dermatology Residency Program, John E. Olerud Professor of Dermatology Training
1. In some way, in whatever venue, get to know your learners before, or at least during, your instruction time with them. (from the adage "students don't care what you know until they know that you care").
 2. Humor helps.

3. Everyone loves stories, so tell them, though not to distraction.
4. Challenge yourself to teach using an alternative to Powerpoint.