

# Successful & Unsuccessful Teaching Principles To Improve Medical Education

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## Introduction

Continuous teaching improvement requires a system of feedback - most schools do this. However, we often fail in mining the feedback for pertinents.

By looking at student feedback in the aggregate over a year and a half we can:

- Mine data for “golden nuggets,”
- Help “close the loop” of evaluation ,
- Confirm best practices,
- Support & Encourage faculty, and
- Provide a tool for self assessment to improve future teaching.

## Methods

Like a chart review, 6 quarters (WI07 - SP08) of 1<sup>st</sup> and 2<sup>nd</sup> year osteopathic medical student comments (~3000 pages of feedback comments) were reviewed, highlighted, and key-word coded according to their positive and negative comments

- 506 Negative comment codes & 1068 Positive comment codes.

The “key words” represent the gist of the comment. A second coder was employed for verification. Comments with their codes were transferred to a spreadsheet and sorted by frequency to derive the top 10 codes in each category.

## Personal Application & Comparison

### Top 10 Unsuccessful Teaching Principles

Rank Yourself: 1 guilty----10 not-guilty.

- #1. **Poor Organization:**  
“Lab was so disorganized...it was awful”
- #2. **Poor Presentations:**  
“Too many slides...disjointed”
- #3. **Unprofessional:**  
“Inappropriate gestures, language and attitude”
- #4. **Poor Time Management:**  
“Rushed, unfinished, off-topic...”
- #5. **Poor Speaking Skills:**  
“Talks very fast...hard to follow”
- #6. **Poor Teaching Skills:**  
“Copy/paste textbook...not useful”
- #7. **Hands-Off:**  
“Never available – unapproachable”
- #8. **Non-Engaging:**  
“Lacking in student interaction”
- #9. **Didn't Seem Knowledgeable:**  
“Contradicting – vague...”
- #10. **Incorrect Difficulty Level:**  
“Too in-depth for first year level”

### Top 10 Successful Teaching Principles

Rank Yourself: 1 poor ----10 perfect

- #1. **Fully Committed /Helpful:**  
“...go to the end of the earth to help”
- #2. **Organized:**  
“Well organized and easy to follow”
- #3. **Jazzed!!/Enthusiastic:**  
“...passion and love shows through”
- #4. **Student Focused:**  
“Make our learning a priority” “...cares!”
- #5. **Feedback and Technology:**  
“...labeled PowerPoint – great”
- #6. **Engaging:**  
“...interactive & stimulated our thinking”
- #7. **Student Friendly:**  
“Respectful and approachable”
- #8. **Sought Improvement:**  
“Asked for feedback...changed - better”
- #9. **Correct Level of Difficulty:**  
“...explained until we understood”
- #10. **Knowledgeable:**  
“Clearly knew the material well”

Pick lowest score in each column - write 1 thing to move it one click to the right.

Left Column: \_\_\_\_\_

Right Column: \_\_\_\_\_

## Results

Two top ten lists – top 10 positive comments and top 10 negative comments.

Results are consistent with similar research from a 1988 study on desirable professor traits (Feldman KA. *Effective college teaching from the students' and faculty's view: Matched or mismatched priorities? Research in Higher Education.* 1988;28(4):291-344.)

## Conclusion

1. See what students appreciate, and don't
2. Seven negatives can be improved with just two of the positives.
3. Personal application: self-assessment and faculty development in specific areas of concern.

When presented to our faculty they said the MOST IMPORTANT THING LEARNED WAS:

- Be engaged and organized
- ...a caring attitude towards students
- Use technology – be engaging
- Student perceptions/expectations

## Resources:

Please visit our Faculty Development website for the full slide presentation <http://www.oucom.ohio.edu/fd/programs.htm>.

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