ENRICHING EDUCATORS' REPERTOIRE OF APPROPRIATE INSTRUCTIONAL METHODS

“FROM MADNESS TO METHODS”
FACULTY DEVELOPMENT EXERCISE

INSTRUCTOR’S GUIDE

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Project was partially supported through the Educational Leadership for the Health of the Public-Research and Education Initiative Fund, a component of the Advancing a Healthier Wisconsin endowment at the Medical College of Wisconsin.
& Office of Educational Services – Medical College of Wisconsin
**INSTRUCTOR’S GUIDE/LESSON PLAN**

**ENRICHING EDUCATORS’ REPERTOIRE OF APPROPRIATE INSTRUCTIONAL METHODS**

**Brief Description**

Teachers frequently depend on familiar instructional delivery and teaching strategies (e.g., lectures with PowerPoint presentations) to achieve their educational objectives. However, teachers’ knowledge of instructional delivery methods and teaching strategies is limited, particularly as new teaching methods (e.g., team based learning) and instructional delivery platforms (e.g., learning management systems, podcasting) emerge. A recent BEME review of the faculty development literature revealed that participants self-report increased knowledge and use of alternative teaching strategies following faculty development participation. The review found limited studies in which participants actually had to report back on the use and results of a newly used teaching strategy/instructional method.

As outstanding teachers draw upon an extensive repertoire of teaching strategies and instructional methods, our objective was to develop an exercise which would enrich faculty development participants’ repertoire of teaching strategies/instructional methods and have them pilot one method aligned with their teaching objectives. However, changing one’s teaching strategy and/or instructional delivery method is risky. Therefore, we designed a faculty development exercise cognizant of two overlapping literatures: best practices in faculty development and sustaining change were incorporated into the exercise’s design.

- Steinert et al identified key features associated with successful faculty development including experiential learning that includes practice, systematic and constructive feedback, the importance of peers for collegial support, and the use of multiple instructional methods to achieve objectives.
- Donald Kirkpatrick’s four conditions necessary for sustained change: the person must (1) have the desire to change; (2) the knowledge of what to do and how to do it; (3) a supportive work environment; (4) rewards for changing.

“From Madness to Methods” (M²M) is a faculty development exercise proven to actively engage teachers in learning and applying new instructional methods. From M²M includes two card decks. Deck #1 consists of pre-printed objectives framed in the ACGME competency domains (e.g., medical knowledge, practice-based learning and improvement, systems based practice). Alternatively, player authored objectives can be recorded on a pre-printed objective form (preferred method). Deck #2 consists of over 75 teaching strategies/instructional methods drawn from the literature, internet searches and the authors’ own experiences. Each strategy/method is described on a separate card.
To begin the exercise, each player is dealt at least as many cards as there are players plus one, from the Methods card Deck #2. One objective card from Deck #1 (or player authored cards) is revealed. Each player then selects one method card from his/her hand of methods cards, and attempts to enthusiastically persuade the other group members that their selected method is the most suitable method to achieve the objective. Players must be creative, especially when faced with only 1 or 2 cards remaining in their hands as thinking "outside of the box" will be needed to persuasively convince team members to select their proposed choice of method.

After each player presents his/her chosen method, the players vote for the best match of method to objective described in that round. (Players can not vote for their own method.) A point is earned by the presenter for each vote. The rounds continue until each player has had at least one of their written objectives be the subject of the methods match, if choosing this option. Upon conclusion of the exercise, each player identifies 1-2 new methods aligned to his/her teaching objectives to pilot with “live learners” and report back at the next faculty development session.

If this is a train-the-trainer session for other faculty developers, the exercise concludes with a facilitated large group discussion to discuss the utility and feasibility of implementing/adapting this exercise in their setting as a strategy to expand educators’ pool of instructional methods and to appropriately select methods based on objectives. This discussion includes a brief presentation of M2M exercise-related evaluation data (e.g., previous faculty participants rated the module 6.4 (1=poor to 7=excellent) for learning and content with 93% of participants piloting a new teaching method within one month of playing the exercise).

This submission contains two parts: 1) This Instructor’s Guide which includes the worksheet and evaluation form and, 2) From Madness to Methods exercise components (Exercise Directions, Methods Cards, Objective Cards, Score Sheet Form, Write Your Own Objectives Form).

**Background & Development Process for the Exercise**

Lectures continue to be the mainstay of medical education across the continuum (UGME-GME-CME) whether delivered face-to face or as a podcast. Lecturing involves the teacher imparting information to passively receptive students. Mounting research challenges this passive instructional method in medical education as at the end of a one hour lecture, only 42% of the lecture can be immediately recalled. After one week, the retention rate drops significantly to 20%. Long and Lock (2008) state, “despite this widely recognized fact, most undergraduate courses continue to have a significant lecture component within their curriculum”, regardless of teaching objectives. Both learners and teachers report that these passive instructional methods can be “boring” and prove difficult to sustain engagement in the learning process.

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Similarly, our discussions with medical educators enrolled in a variety of faculty development workshops and courses revealed that their knowledge of and willingness to incorporate new teaching methods demonstrated to promote active learning carried comparable responses. Traditional faculty development strategies (e.g., readings about educational methods; round-robin descriptions of instructional strategies) have insufficient impact on teacher’s knowledge and/or utilization of “new to me” instructional strategies that are matched to their objectives. Therefore, we developed an interactive, engaging approach to expand teachers’ knowledge of instructional methods and their ability to link those methods to teaching objectives.

A literature review yielded approximately seventy teaching methods which were augmented by authors’ original contributions (e.g. *This I Believe, Measurement Magnetism*). Methods were described and printed on exercise cards (Deck #2). The *From Madness to Methods* for teachers exercise is based on the popular “Apples to Apples”© game which encourages players to make creative comparisons between cards listing names of persons, places and things (Deck #1) with cards that use descriptive words such as charming, spunky and clueless (Deck #2). Likewise, the *From Madness to Methods* exercise also uses two card decks. Deck #1 composed of predetermined objectives or player generated objectives and Deck #2 is composed of instructional methods.

**Intended Learner Audience**

1. **Medical Educators including (but not limited to) Course, Clerkship, Residency Program and CME Directors**
   - seeking to refresh knowledge and/or learn new teaching methods to enhance and improve personal teaching effectiveness
   - seeking to learn new teaching methods and an entertaining "method" to teach others about the multitude of teaching methods to engage learners and enhance transfer of knowledge

2. **Faculty Development Specialists** - seeking to refresh knowledge and learn new teaching methods to incorporate into faculty development programs, workshops and/or courses.
3. **4th Year Medical Students, Residents, Fellows** – seeking to prepare themselves as teachers.

**Exercise Objectives:**

At the conclusion of the exercise participants will be able to:
1. Describe multiple teaching strategies/instructional methods and be able to select the method(s)/strategy(ies) matched to achieve his/her individual educational objective(s).
2. Successfully pilot a method/strategy with learners to achieve objectives.
3. Report back to colleagues regarding key successes and challenges associated with the implementation of new method/strategy.

Additional objectives for faculty development specialists:
4. Identify key strategies to enhance user’s adoption of teaching methods (e.g., transfer of learning from the exercise to real life).
5. Evaluate the utility and feasibility of adopting/adapting this faculty development innovation/exercise to one’s own setting.

**Abbreviated Time Line**
Suggested Session Time: 90 Minutes Total

<table>
<thead>
<tr>
<th>Time</th>
<th>Content Focus</th>
<th>Method/Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Minutes</td>
<td>Welcome and Overview</td>
<td>Interactive presentation with audience input;</td>
</tr>
<tr>
<td></td>
<td>o Rationale and purpose of exercise</td>
<td>Worksheet distributed</td>
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<td></td>
<td>o Review of relevant literature</td>
<td></td>
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<td></td>
<td>o Worksheet</td>
<td></td>
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<tr>
<td>3 Minutes</td>
<td>Instructions</td>
<td>Brief orientation;</td>
</tr>
<tr>
<td></td>
<td>o How to play <em>From Madness to Methods</em></td>
<td>Resources distributed</td>
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<tr>
<td>5 minutes (optional)</td>
<td>Writing Own Objectives</td>
<td>Creating objectives card by all participants</td>
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<tr>
<td></td>
<td>o Distribute write your own objective sheet</td>
<td></td>
</tr>
<tr>
<td>35 Minutes</td>
<td>Participating in the exercise</td>
<td>Small group interaction;</td>
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<td></td>
<td>o Form small groups of 4 -6 people</td>
<td>Presenter facilitates</td>
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<tr>
<td></td>
<td>o Each player selects optimal method to achieve</td>
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<td>his/her objective(s) and reports to the group.</td>
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<tr>
<td>20 Minutes</td>
<td>Sharing of teams’ best methods to objective match</td>
<td>Large group interaction</td>
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<td>o Each team presents most innovative match of</td>
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<td></td>
<td>method to objective</td>
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<tr>
<td>15 Minutes</td>
<td>Optional: Debriefing: Process, Utility and</td>
<td>Facilitated large group discussion</td>
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<td>Feasibility</td>
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<td></td>
<td>o Discuss variations of the exercise to enrich</td>
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<tr>
<td></td>
<td>educators’ (and faculty developers’) knowledge</td>
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<td>of the exercise as an educational</td>
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<tr>
<td></td>
<td>method/teaching strategy.</td>
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<tr>
<td></td>
<td>o Benefits of incorporating new methods</td>
<td></td>
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<tr>
<td></td>
<td>o Opportunities and Strategies to use the exercise</td>
<td></td>
</tr>
<tr>
<td>5 Minutes</td>
<td>Summary and Evaluation</td>
<td>Evaluation form distributed; Methods list</td>
</tr>
<tr>
<td></td>
<td>o Complete session evaluation</td>
<td>distributed, optional</td>
</tr>
</tbody>
</table>

**Relationship of This Session to Other Educational Materials/Activities**
This session is designed to be a free-standing exercise to expand participants' repertoire of teaching strategies/instructional methods or it can be included within a course/module on curriculum development/instructional design.

**Evaluation/Assessment**
An evaluation form for the exercise is included with this Instructor's Guide (see last page). Evaluations are completed by session participants at the close of the exercise. Both qualitative and quantitative data can be obtained with the evaluation form.

**Instructor Qualifications and Responsibilities**
1. Session facilitator needs adequate background and working knowledge of teaching methods.
   A. Ideally, the facilitator should have participated as player in the M²M exercise prior to serving as a facilitator.
2. Teaching Skills:
A. Skilled and experienced large group instructor:
   (1) Ability to interact and facilitate large discussion with diversified learners
   (2) Ability to promote small group interaction, monitor time on task, and direct
tasks as needed to stay within schedule
B. Prepare room or be flexible to use established room set-up
C. Encourage competitiveness and theatrics during exercise playing to promote
   engagement and creativity.

3. Prepare materials/handouts/worksheet for the Exercise

Facilities
1. Large multiple-purpose room able to accommodate:
   A. All learners in a single room to support large group directions/discussion and small
      group breakouts for the M²M exercise. (Caution – often small groups become vocal,
      animated, with bursts of laughter/groans so enough space is needed between groups
      to minimize interference).
   B. Sound system depending on size of group
2. Tables surrounded by chairs for participants on which to place the exercise components (e.g.,
   card decks, score sheet/desk top easel).
3. Participants should be able to move chairs/tables to (re)arrange themselves (within the large
   room) into small groups of 4-6.

Required Resources/ Instructional Materials (Equipment, space, room set up)
1. If room has tables, arrange tables for large group interaction (chevron if possible) as then the
   group can see the facilitator and also be in position to proceed with the 4 -6 small group
   members at each table.
2. Handouts (worksheet, evaluation form)
3. Supplies for Each Small Group
   A. M²M exercise component parts (methods cards, objective cards, write your own
      objective sheets, score sheets, pen)
   B. Optional Score Recording Tool: Desk top cardboard easels with large paper sheets
      and markers for each group playing the exercise. (Use in place of small 8 ½ by 11"
      score sheet as making the score visible and public increases “competitiveness” and
      “encouragement”). Place an easel and marker on table for each group playing the
      exercise.

Advance Preparation
1. If presenting the exercise to a familiar group (e.g., typical attendance numbers are known),
   anticipating the number of From Madness to Methods exercise components/packets to bring
to the session will be easy. If presenting the exercise where the numbers of probable
   participants are uncertain, be prepared and bring extra M²M exercise packets.
   A. Make copies of the 5 M²M exercise components (methods cards, objective cards,
      score sheet, exercise directions, and “write your own” objective forms)
      (1) Methods cards. 2 methods/page provided in word document (approximately
      38 pages). If possible,
         a. Print on thicker paper or a type of card stock
b. Copy the cards in “color” – there is a blue border around the methods cards for “appeal”.

c. Cut the cards apart and trim so they become single methods cards

(2) **Prewritten/printed objective cards.** If you will be using pre-printed objective cards, follow the same copying and cutting instructions as outlined above for the methods cards.

(3) If using the **“write your own” objectives** option, print at a minimum, two forms for each player.

(4) **Exercise Directions** – print for each of the exercise facilitators and/or group/team leaders.

(5) **Score Sheet** – print one score sheet for each group/team. As mentioned in lessons learned (below), an option would be to use a small desk top easel for each of the groups/teams. If the exercise facilitator prefers this method to record group scores, bring sufficient desk top easels for all groups.
   a. In advance, draw the score sheet (same as the score sheet handout) on each of the easels’ first pages.
   b. Place one easel and markers on the end of each table or very near the table of each group playing the game.
   c. Small group team leader writes team members’ names on the score sheet.

2. Make copies (with 10% over the anticipated number of participants) of both the Evaluation Form and Exercise Worksheet.

3. Refresh your knowledge of key concepts (e.g., engagement of learners, transfer of learning), review questions that will be proposed during the large group discussion in the beginning of the exercise and questions for the debriefing at the conclusion (See: Detailed Instructional Plan) and review the directions to the exercise for ease in recall when explaining during the exercise.

**Common Questions and Answers during Exercise**

Q1: Players often want more detail about the “methods” card than what is pre-printed. What should I do?
   o Recommend that the player “go with what’s written” and then other players and/or the facilitator can provide more explanation/clarification in the debriefing along with recommended readings/resources if the method has been selected to pilot.

Q2: Does the method/strategy have to be used for an entire teaching session?
   o Answer: No, sometimes the method can be used just as a warm up to a specific topic or an ice breaker (e.g., “In 3 Words” can be adapted so learners describe their specific educational project in three words; or their best/worst teaching moment “in 3 words”).

Q3: How many “rounds” does one play?
   o Use facilitator judgment but attempt to have sufficient number of rounds that every player has had his/her authored objective “matched” to methods cards.
   o Typically two objectives per person is maximum – as “players” could then select a method that was not explicitly matched to their objective for their pilot.
Q4: Can I vote for my method as the most suitable to meet the objective?
   o No, a player cannot vote for him/herself.

Q5: Where did the “methods” card content come from?
   o Literature searches, “google” searches, teaching methods books, and authors’ experiences were all used to identify “methods”.
   o Key features of methods were abstracted, often from multiple sources for the card content and framed based on authors’ experiences/knowledge. As method content is readily available from multiple resources, references were not provided due to card/space limitations.

Q6: Is the commitment to select a method/strategy to pilot and the follow-up report essential?
   o Follow-up reports and debriefing on the pilot in a “safe” environment is essential if players are to expand their knowledge/experience. Talking about it does not equal piloting!
   o Faculty must be encouraged to take “risks”. We suggest they advise learners that they are piloting a “new” way of teaching and ask for their feedback.
   o Create a safe “report” back process using small group format (and those who “didn’t get a chance to do so” can report at a follow-up session)
   o Identify the “most successful” pilot and share that with the large group – to allow an analysis regarding what key features were associated with success.
   o Reminder: Steinert et al’s best features for successful faculty development and Kirkpatrick’s conditions of change support active engagement, practice with feedback, supportive environment (provided by one’s faculty development colleagues, commitment, etc.)

Q7: What do you do if the small group is “too” active or quiet?
   o Use your small group facilitator skills to bring the group back to the purpose/objectives for the exercise – matching objectives with best method/strategy to promote desired learning performance.
   o If too quiet/not engaged (this has not occurred very often) have the facilitator join in the exercise and “role model”. The facilitator can also support/encourage/reinforce those who are “sparkling” and encourage others to emulate.
   o Appropriate distribution of participants who are likely to be actively engaged and creative (based on your prior knowledge) can also be considered.

Q8: Which is the “best” method?
   o The purpose of the exercise is to require players to think through the way in which a method card can/may/could be applicable to an objective.
   o The player “vote” at the end of each round provides an opportunity to emphasize the linkage between method and objective.
   o The “best method” can be objective, learner, context, time, resource, etc., limited.

Q9: Where did you get the idea for M²M?
As seasoned faculty developers, we have been frustrated by the limited incorporation of alternatives to traditional methods and strategies (lectures with PowerPoint).

We have tried “reading groups”, role plays, and practice with selected methods (e.g., Reader’s Theater) which are generally rated positively by participants yet have limited impact on teacher behavior with actual learners.

Thus like any “teacher” we sought to develop a new approach that would “engage” our teaching colleagues, build on their “competitive” but collegial nature, push the boundaries of their knowledge in a supportive setting, and require a commitment to change/pilot.

Q10: Why is the exercise available in hard copy as well as electronic format?

We have presented this method to other faculty development colleagues/educators at regional/national meetings and they asked that it be available in both formats.

- The e-format requires the facilitator to print off all the materials.
- The hard copy format requires minimal preparation – “just in time” preparation for an experienced faculty developer.
- For information about obtaining a hard copy of the full M²M exercise (in a clearly packaged kit): contact the author - dsimpson@mcw.edu

Q11: Why should I try M²M?

- If we as “teachers” of “teachers” do not role model risk-taking by trying new strategies/methods, then we can hardly ask our colleagues to do so.
- BTW – it also is fun and engaging.

Teaching Tips – Lessons Learned

1. In previous sessions, many participants wanted a "take away" list of all the methods and descriptions. This request can be accommodated by compiling a list from the methods cards or providing a hard copy of the e-list.

2. After a player's personally written objective has been played, ask the player to write on his/her objective sheet, the top two "vote-getters" methods for his/her objective. This objective notation can then be used to prompt the player regarding which method to select for pilot.

3. If in a very small group (e.g., 3 or 4), have each participant write two personal objectives and pass out double the number of methods cards plus one so: 6 objectives = 7 methods cards dealt to each player.

4. Put together a commitment contract to try one new method within a certain time period.

5. Facilitator sets the tone. If more showmanship, it engenders enthusiasm, competitiveness arises and the exercise becomes more enjoyable to play.
**Detailed Exercise Plan**

**Exercise Instructional Plan**

*Enriching Educators’ Repertoire of Appropriate Instructional Strategies: Utilizing the "From Madness to Methods" Faculty Development Exercise*

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Content/Process</th>
<th>Method/</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Minutes</td>
<td>Welcome and Introductions</td>
<td>Interactive</td>
<td>Exercise</td>
</tr>
<tr>
<td></td>
<td>- Introduce oneself and other facilitators, if any</td>
<td>presentation</td>
<td>worksheet</td>
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<td></td>
<td>- Briefly discuss origin of exercise - limited success in teaching faculty about a</td>
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<td></td>
<td>variety of teaching methods that would expand knowledge of methods and improve</td>
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<td>ability to link teaching methods and educational objectives (e.g. list of teaching</td>
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<td>methods, reading about methods).</td>
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<td>- Use an interactive, engaging approach. As “teachers of teachers” we sometimes</td>
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<td>have to develop new strategies to achieve our objectives. This exercise was</td>
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<td>developed by our colleagues at the Medical College of Wisconsin to... and is</td>
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<td>promised to enrich your repertoire of methods/strategies, challenge your</td>
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<td>creativity, and support your piloting of a new method/strategy matched to one of</td>
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<td>your own educational objectives for students/residents.”</td>
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<tr>
<td>Overview</td>
<td>- Review objectives for session- You will be able to:</td>
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<td></td>
<td>1. Describe multiple teaching strategies/instructional methods and be able to</td>
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<td></td>
<td>select the method(s)/strategy(ies) matched to achieve his/her individual</td>
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<td></td>
<td>educational objectives.</td>
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<td>2. Successfully pilot a method/strategy with learners to achieve objectives.</td>
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<td>3. Report back to colleagues re: key successes and challenges associated with the</td>
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<td>method/strategy.</td>
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<tr>
<td>Additional</td>
<td>- Identify key strategies to enhance user’s adoption of teaching methods (e.g.,</td>
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<td>objectives</td>
<td>transfer of learning from the exercise to real life).</td>
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<tr>
<td>for faculty</td>
<td>- Evaluate the utility and feasibility of adopting/adapting this faculty development</td>
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<td>development</td>
<td>innovation/exercise to one’s own setting</td>
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<td>specialists</td>
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</tbody>
</table>
- Ask participants to complete the "exercise worksheet" and discuss with a partner.
- Ask several participants from different tables to share their comments about most commonly used teaching methods
  - Why did the participant select the method?
  - When was the last time the participant(s) tried a different method?
  - What are opportunities and/or obstacles to using new methods?
- Review of relevant literature
  - Lecturing is considered passive instructional method—need engagement in learning process.
  - FD strategies have demonstrated limited transfer of new teaching methods to sustained change in teacher behavior.
  - Use info listed in Overview section of Instructional Guide.
- Difficulty - How do you get people to expand their repertoire of teaching methods?

3 Minutes | Instructions – Brief Orientation to the exercise
---|---
- Show and explain contents of exercise packet
- Explain how to play From Madness to Methods exercise
  - See "Directions" from exercise
- Explain two options for objectives (preprinted cards and players write their own)
  - Prefer players to generate their own objectives so when methods are suggested for them during the exercise, possibility of choosing different methods/strategies when teaching the subject again increases

35 Minutes | Playing the exercise
---|---
- Instruct large group to form small groups of 4-6 people (if not already done) (may need to move chairs)
- Distribute the resource/exercise components
- Select a dealer/recorder for each group (Place desktop easels on each table if using rather than small score sheet.)
- Participants write objectives for exercise use
- Begin playing the exercise

20 Minutes | Sharing of teams’ best methods to objective match
---|---
- Small groups decide best "method to objective" match during the exercise.
- Each team presents one objective which received most innovative teaching method

Presentation

Refer to Directions found in the exercise

Small group interaction; From M²M exercise; Extra pens for each group

Large group interaction with facilitated discussion
- give reasons for selecting the method
- how you would implement this method
- Ask each of the groups to persuasively promote one method discussed during the exercise to teach others about the array of teaching methods available to instructors
- Large group vote of best method – provide a “prize” (e.g., you have the opportunity to win up to 1 million dollars – a lottery ticket/scratch off card).

<table>
<thead>
<tr>
<th>15 Minutes</th>
<th>Debriefing: Process, Utility and Feasibility</th>
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<tbody>
<tr>
<td></td>
<td>Facilitator could ask the following:</td>
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<td>o  What did you think of this process?</td>
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<td>o  What did you learn as players?</td>
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<td>o  What new strategy would you chose to use as a teaching method?</td>
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<td></td>
<td>o  Summary of the process</td>
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<td>- Engaging teaching method</td>
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<td>- Strengths, weaknesses and value of the method</td>
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<td></td>
<td>o  Benefits of incorporating new methods</td>
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<td></td>
<td>o  Feasibility - When will you pilot one of the new methods?</td>
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<tr>
<td></td>
<td>- What are the key strategies that would enhance your adoption of new teaching methods?</td>
</tr>
<tr>
<td></td>
<td>- Ask participants to make a commitment and set a time frame to try a new method</td>
</tr>
</tbody>
</table>

For Faculty Developer Audience
- Utility of the exercise
  - Opportunities and strategies to use the exercise
- How would you use the exercise in your work setting?
- What can you do to encourage instructors to use different teaching methods?

<table>
<thead>
<tr>
<th>5 Minutes</th>
<th>Review of objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o  Increased repertoire of teaching methods</td>
</tr>
<tr>
<td></td>
<td>o  Creatively matched teaching methods to objectives</td>
</tr>
<tr>
<td></td>
<td>o  Wrote own objectives to increase feasibility of actually using methods other than lecture</td>
</tr>
<tr>
<td></td>
<td>o  Selected one new method to pilot in own setting</td>
</tr>
<tr>
<td></td>
<td>o  Considered the utility and feasibility of using this faculty development approach in own setting</td>
</tr>
</tbody>
</table>

Ask for questions
Evaluation
- Complete and collect session evaluation

Follow-up Session (on second date) – 30-40 minutes depending on size of group

<table>
<thead>
<tr>
<th>5 min</th>
<th>Reintroduce the M2M pilot and ask players to reconvene (if possible) in original groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o  Review the exercise objectives (e.g., expand repertoire of strategies/methods; gain pilot experience with a new</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>20 min (2-3 minutes per player)</th>
<th>Each player reports/describes</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Objective</td>
<td></td>
</tr>
<tr>
<td>o Audience</td>
<td></td>
</tr>
<tr>
<td>o Method</td>
<td></td>
</tr>
<tr>
<td>o Evaluation – from learners’ and player’s perspective</td>
<td></td>
</tr>
<tr>
<td>o Next steps</td>
<td></td>
</tr>
<tr>
<td>Debrief and repeat with next player</td>
<td></td>
</tr>
<tr>
<td>o If player did not pilot – seek explanation and commitment to pilot or select new method/strategy (or if no learners available brainstorm available learners). Select “most successful” method to report back to large group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8 min</th>
<th>Large group report back and debrief</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Quick synopsis by 1 member from each group</td>
<td></td>
</tr>
<tr>
<td>o Identify common themes associated with “success”</td>
<td></td>
</tr>
<tr>
<td>o Congratulate all on “risk taking” to improve learner outcomes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large Group</td>
</tr>
</tbody>
</table>
## Exercise Worksheet

*Enriching Educators' Repertoire of Appropriate Instructional Strategies: Utilizing the "From Madness to Methods" Faculty Development Exercise*

<table>
<thead>
<tr>
<th>A. List your five most commonly used/frequently used teaching methods:</th>
<th>B. Why do you use/select these methods?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
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</tr>
</tbody>
</table>

**C. When was the last time you tried a new method?**
EXERCISE EVALUATION

Enriching Educators’ Repertoire of Appropriate Instructional UTILIZING THE "FROM MADNESS TO METHODS" FACULTY DEVELOPMENT EXERCISE Optional: Add the date, and/or your school/group/session name

A. List 3 strengths of today’s session (overall)

B. List 3 opportunities/areas for improvement

C. What were you hoping to learn, but did not?

D. Please rate each of the components of today’s session using the scale provided below on three dimensions:
   - Overall effect on your learning new things, or learning old things in a new way
   - Overall quality of content
   - Overall quality of the presenter(s)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>POOR</td>
<td>SATISFACTORY</td>
<td>EXCELLENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rate each of today’s sessions for overall quality of content and presenters, and the degree to which you learned new/useful things →

(1= poor to 7 = excellent)

1. Purpose of faculty development exercise; Most commonly used teaching methods; Reasons for their use;
2. Participating in the exercise; Sharing of teams’ best methods to objective match
3. Debriefing; Process, Utility and Feasibility; What you learned as a player; The exercise as an engaging teaching method; Opportunities and strategies to use the exercise; Plan to pilot /adopt new methods;

1. OVERALL, rate today’s session
ADDITIONAL RESOURCES

- McKeachie W. *Teaching Tips: Strategies, Research and Theory for College and University Teachers*. Cengage Learning. 11th addition or newer.
- Various Authors articles in *Medical Teacher* – 12 Tips (published periodically – check website)

REFERENCES