

"Understanding teaching and learning preferences to maximize teaching effectiveness"

Presenters:

Paul Sutton, MD, PhD, Associate Professor of Medicine

Heather McPhillips, MD, MPH, Professor of Pediatrics
and Program Director of the UWSOM Pediatrics Residency

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9:00-11:30 am

[T-550]

*Remote Access available to WWAMI participants on a
first come first served basis*

Goal: Provide participants with practical tools to navigate conflicts on clinical teams using the framework of learning styles.

Description: Individuals have preferred learning styles (e.g., learning by doing vs. reading/discussion, learning details vs. broader concepts, learning in groups vs. learning on one's own). Learning styles influence preferred teaching styles. Although successful learning does not appear to depend on matching the teaching style of teachers with the learning preferences of learners, mismatches between teaching and learning styles can be a potential source of conflict in clinical education. We will use two domains of the Index of Learning Styles to illustrate different learning and teaching preferences and discuss clinical vignettes of conflicts on clinical teams. We will provide tips to help diagnose differences in learning preferences and ways to maximize teaching effectiveness by varying teaching styles.

By the end of this session participants will be able to:

1. Assess the influence of their personal learning style on their teaching style
2. Use the framework of learning style preferences to identify and address sources of conflict on clinical teams
3. Maximize learning by using a variety of teaching styles

Register using the following link: <https://catalyst.uw.edu/webq/survey/mdhill/341250>

Workshop sponsor: BIME & CLIME

Please email Marla Hill mdhill@uw.edu if you have questions about this workshop.