

## How to Teach Better Immediately

Nick Rose, MD  
University of Wisconsin Hospital  
Madison, WI

1

---

---

---

---

---

---

---

---

## Why?



2

---

---

---

---

---

---

---

---

## Learning Objectives

- Motivate interest
- Positive learning climate
- “Do this, not that.”

3

---

---

---

---

---

---

---

---

## Outline

- ME MAD method
- Principles & rationales
- Use tools in 3 contexts
  - Task training
  - Giving an educational talk
  - Supervising a rotator.

---

---

---

---

---

---

---

---

4

## ME MAD

- Motivate interest!
- Establish positive learning climate
- Minimize input
- Assess
- Do this, not that.

---

---

---

---

---

---

---

---

5



---

---

---

---

---

---

---

---

6

## Motivate Interest

- First in sequence and **First in importance**
- “Why should I care?”
- Most learners are capable
- Choose the goal → achieve the goal
- **Nearly always ignored.**

---

---

---

---

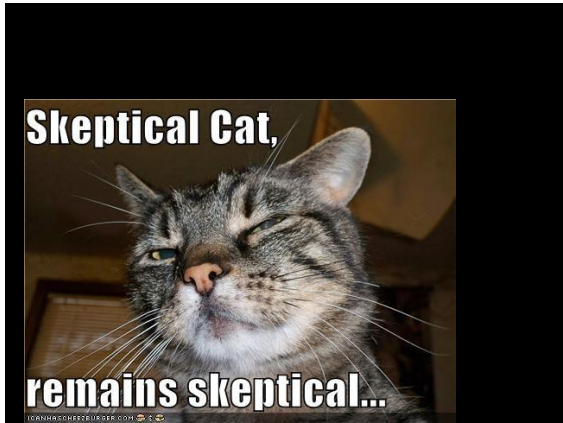
---

---

---

---

7



---

---

---

---

---

---

---

---

8

## Objection

- I shouldn't have to motivate interest
- The learner should be interested already
- The employee is getting paid
- The learner is earning a degree / certification.

---

---

---

---

---

---

---

---

9

## Replies

- Interest is a continuum
- The magnitude of interest can be increased
- Consider your competition
- The opening signals what's to come
- Am I in good hands? or
- Should I tune out?

---

---

---

---

---

---

---

---

10

## Concrete Tips

- Provocative question
- Relevance
- Maximize ownership.

---

---

---

---

---

---

---

---

11



---

---

---

---

---

---

---

---

12

## ME MAD

- Motivate interest!
- **E**stablish positive learning climate

---

---

---

---

---

---

---

---

13

## Positive Learning Climate

- Physical & psychological
- Physical:
- In-person talk:
- Stand up
- Avoid the podium
- Keep lights 100%
- Eye contact.

---

---

---

---

---

---

---

---

14

## Positive Learning Climate

- Physical:
- Zoom talk:
- Maximize your face
- Align camera angle
  
- All talks: clear learning objectives / outline.

---

---

---

---

---

---

---

---

15

## Positive Learning Climate

- Physical:
- Task training / rotators
- **Clarity of expectations**
- Training documents
- See one, do one
- Reasoning
- Common pitfalls
- "Must notify" triggers.

---

---

---

---

---

---

---

---

16

## Psychological:

- Normalize; acknowledge limitations; don't interrupt
- Avoid ridicule
- Never say: "You mean you don't know!?"
- Instead say: "It's OK if you don't know."

---

---

---

---

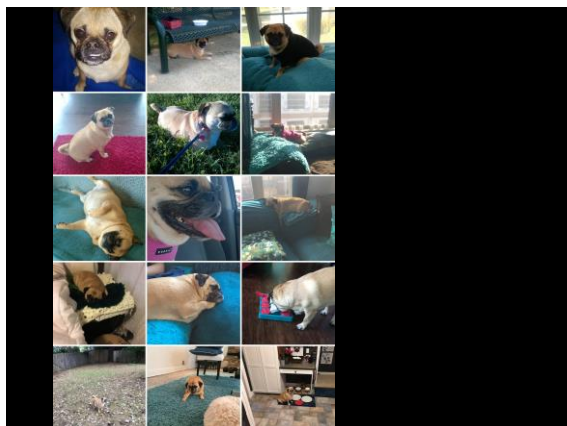
---

---

---

---

17



---

---

---

---

---

---

---

---

18

## ME MAD

- Motivate interest!
- Establish positive learning climate
- Minimize input

---

---

---

---

---

---

---

---

19

## Minimize Input

- Teaching is not saying *everything* you know
- Nuances are not useful for a newbie
- Theme: What's critical *\*now\**? ...
- 2 tips: good slides & scaffolding.

---

---

---

---

---

---

---

---

20

## Good Slides

- Purpose of the talk
- What do you want the viewer to do at the end? ...
- Focus on this
- Delete everything else
- Audience is easily overwhelmed; can't pause.

---

---

---

---

---

---

---

---

21

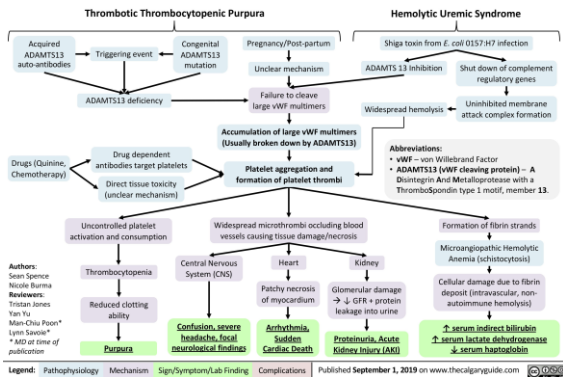
## Good Slides

- Minimize words on slide
- Words are reminders
- You are the show
- Simple figures!!! ≤7 bits.

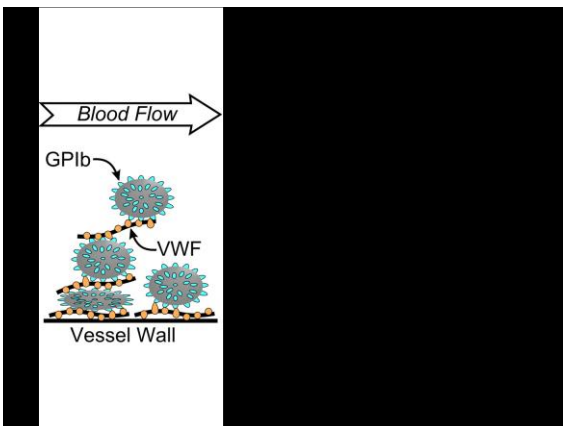
22



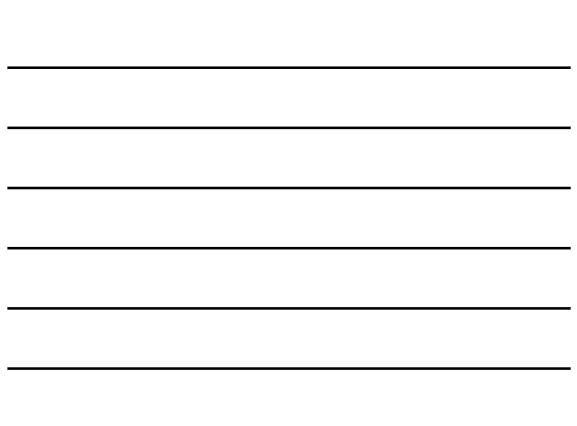
### Thrombotic Thrombocytopenic Purpura-Hemolytic Uremic Syndrome (TTP-HUS): Pathogenesis and clinical findings



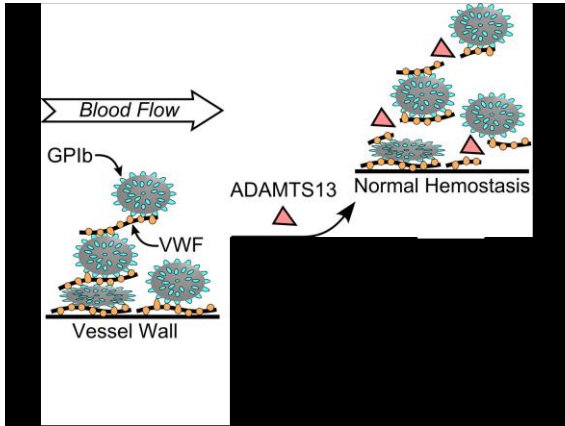
23



24







25

---

---

---

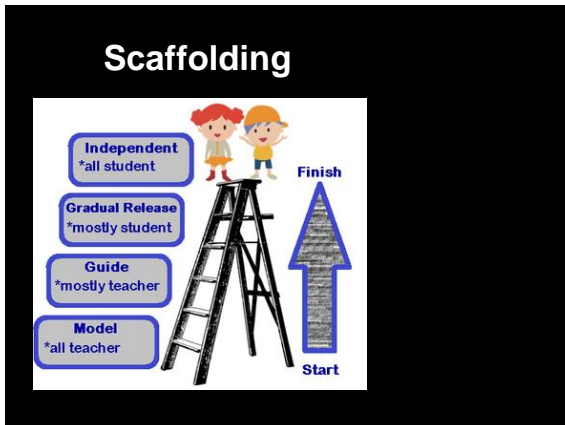
---

---

---

---

---



26

---

---

---

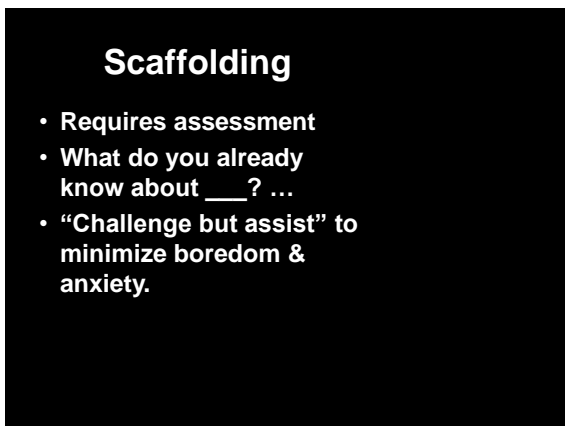
---

---

---

---

---



27

---

---

---

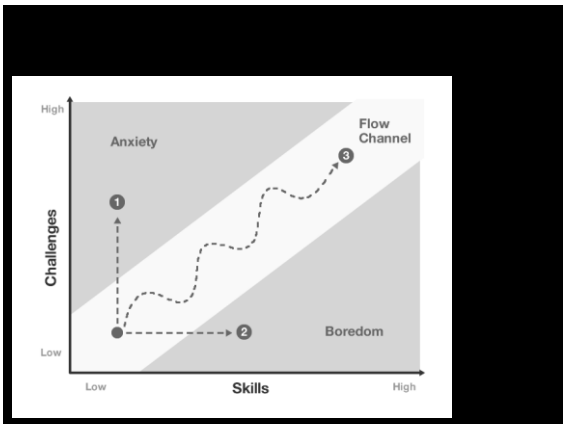
---

---

---

---

---



28

---

---

---

---

---

---

---

---



29

---

---

---

---

---

---

---

---

### ME MAD

- Motivate interest!
- Establish positive learning climate
- Minimize input
- Assess

30

---

---

---

---

---

---

---

---

## Assess

- **Always** assess at the end of a talk / session
- Learning not teaching
- Morale boost
- Base on your purpose.

---

---

---

---

---

---

---

---

31

## Assessments

- Any format; task vs Q's
- Simple non-MCQ are easiest to write
- What is the purpose of an elution?
- What is the pathophysiology of TTP?
- I actually write these first
- Then I create the talk
- Minimizes digressions.

---

---

---

---

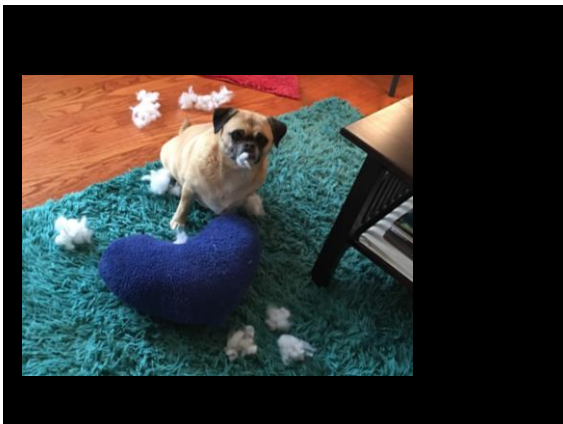
---

---

---

---

32



---

---

---

---

---

---

---

---

33

## ME MAD

- Motivate interest!
- Establish positive learning climate
- Minimize input
- Assess
- Do this, not that

---

---

---

---

---

---

---

---

34

## Feedback

- Giving feedback is a challenge
- Focus on 2 things:
- Observable behaviors  
– Not states of mind
- Impact / why.

---

---

---

---

---

---

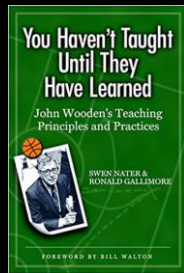
---

---

35

## John Wooden

- Nearly 100% of what he said was....
- **Information on how to play better**
- Not psychological manipulation, labels, etc
- “Do this, not that.”




---

---

---

---

---

---

---

---

36

**Negative feedback is most useful when:**

- Sender observed directly
- Obj performance metric
- Performance is representative
- **Clear and unambiguous (most common deficit)**
- **Retire “the sandwich”?**

---

---

---

---

---

---

---

---

37

**Quiz 1**

- What does ME MAD stand for?
- Motivate interest
- Establish positive learning climate
- Minimize input
- Assess
- Do this, not that.

---

---

---

---

---

---

---

---

38

**Quiz 2**

- Which of these 5 is the most important and nearly always neglected?
- Motivate interest.

---

---

---

---

---

---

---

---

39

### Quiz 3

- Why is it important to motivate interest?
- Most learners are capable & just need to accept the goal as important
- Signals “you’re in good hands.”

---

---

---

---

---

---

---

---

40

### Quiz 4

- What are some ways to motivate interest?
- Provocative question
- Relevance
- Maximize ownership.

---

---

---

---

---

---

---

---

41

### Quiz 5

- What are some ways to establish a positive learning climate?
- Physical: maximize engagement & minimize obstacles; stand, no podium, lights, angle
- Psych: acknowledge limitations; no ridicule; “it’s OK if you don’t know.”

---

---

---

---

---

---

---

---

42

### Quiz 6

- What is the main theme of “minimize input”?
- Don’t overwhelm the learner...
- What’s critical \*now\*?

---

---

---

---

---

---

---

---

43

### Quiz 7

- Every educational talk or session should start by asking yourself:
- What is the purpose?...
- What do I want the learner to do?

---

---

---

---

---

---

---

---

44

### Quiz 8

- What 2 things are we trying to prevent by using scaffolding?
- Anxiety and boredom.

---

---

---

---

---

---

---

---

45

### Quiz 9

- True or false: An educational talk should include reinforcing questions to demonstrate learning and improve morale.
- True

---

---

---

---

---

---

---

---

46

### Quiz 10

- True or false: Feedback should focus more on states of mind than observable behaviors.
- False

---

---

---

---

---

---

---

---

47

### Quiz 11

- True or false: Negative feedback is often unclear and ambiguous.
- True

---

---

---

---

---

---

---

---

48



## Further Reading

- **How Learning Works:**  
<https://firstliteracy.org/wp-content/uploads/2015/07/How-Learning-Works.pdf>
- **Jeremy Smith teaching tips:**  
<https://www.youtube.com/watch?v=B9EZ8r2xsQ0&t=208s>
- **Benefiting from negative feedback:**  
<https://scholar.google.com/scholar?cluster=17424184620633860302>
- **Goal setting theory:**  
<https://scholar.google.com/scholar?cluster=10935087973256943052>
- **You Haven't Taught Until They Have Learned:**  
<https://smile.amazon.com/dp/1935412086/>

---

---

---

---

---

---

---

---

49

## The End




---

---

---

---

---

---

---

---

50