Harrassing Discussion Based Teaching in Medical Education

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Dialogic Instruction

Students deepen the roots of their learning by explaining their thinking.

Teachers assess student learning by hearing student’s thinking.
IRE: Initiate, Respond, Evaluate

Instructor

One Student

Initiate

Respond

Evaluate
What we want conversation to look like:

Instructor

One Student
Even better...

Instructor
Levels of Student Thinking: What are we asking our students to do?

- **Recall**: Prompts that require students to recall ask them to remember what they have read/learned. Example: Label a diagram.
- **Apply**: Prompts that require students to apply ask them to take recalled information and begin to better understand it, by contextualizing it with other known information. Example: What is the difference between drug “x” and drug “y.”
- **Synthesize**: Prompts that require students to synthesize ask them to take information and combine it to anticipate outcomes and justify results. Example: How would you treat this patient and why would you do that?
Instructor responses that promote learning

1. Open ended questions that help to make student thinking visible

2. Open ended questions that prompt the student to consider other ideas, theories or reasons

3. Revoicing and elaboration
Open ended questions that make thinking visible

WHAT MAKES YOU SAY THAT?
Open ended questions that prompt students to consider other ideas

What if you thought about...
Revoicing and Elaborating
What is this instructor doing?:

Jonathan Housman: “teaching about recurrent fevers in a small group”
Rabkin Fellowship in Medical Education
1. The Office of Medical Education Research and Development at MSU has developed a Medical Education Certificate Program for MDs and Ph.Ds called MEET. Academic Achievement has developed METT, a program to train peer tutors.

2. Professional Development so far has focused on planning and pacing. Next we will begin to focus on student voice.

3. MEET fellows will receive training in monitoring student learning, including using the techniques described in this presentation. We will analyze student and faculty responses to this training.
Questions? Comments?

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