

LEARNING CLIMATE

The tone or atmosphere of the teaching setting (including whether it is stimulating and whether learners can comfortably identify and address their limitations).

TIMING: (initial, ongoing)

KEY COMPONENTS & TEACHING BEHAVIORS

STIMULATION:

- show enthusiasm for topic and for learners
- show interest through body language
- use animated voice
- provide conducive physical environment
- counteract natural decrement in attention

LEARNER INVOLVEMENT:

- look at learners
- listen to learners
- encourage learners to participate
- avoid monopolizing discussion

RESPECT & COMFORT:

- use learners' names
- acknowledge problems/situation faced by learners
- invite learners to express opinions
- state respect for divergent opinions
- avoid ridicule, intimidation or interruption

ADMISSION OF LIMITATIONS:

- admit own errors or limitations
- avoid being dogmatic
- acknowledge limitations in learners
- invite learners to bring up limitations
- acknowledge limitations in content of medicine
- acknowledge limitations in context of medical education

© 2011 The Board of Trustees of the Leland Stanford Junior University
Stanford Faculty Development Center for Medical Teachers
Stanford University School of Medicine

LEARNING CLIMATE

The tone or atmosphere of the teaching setting (including whether it is stimulating and whether learners can comfortably identify and address their limitations).

TIMING: (initial, ongoing)

KEY COMPONENTS & TEACHING BEHAVIORS

STIMULATION:

- show enthusiasm for topic and for learners
- show interest through body language
- use animated voice
- provide conducive physical environment
- counteract natural decrement in attention

LEARNER INVOLVEMENT:

- look at learners
- listen to learners
- encourage learners to participate
- avoid monopolizing discussion

RESPECT & COMFORT:

- use learners' names
- acknowledge problems/situation faced by learners
- invite learners to express opinions
- state respect for divergent opinions
- avoid ridicule, intimidation or interruption

ADMISSION OF LIMITATIONS:

- admit own errors or limitations
- avoid being dogmatic
- acknowledge limitations in learners
- invite learners to bring up limitations
- acknowledge limitations in content of medicine
- acknowledge limitations in context of medical education

© 2011 The Board of Trustees of the Leland Stanford Junior University
Stanford Faculty Development Center for Medical Teachers
Stanford University School of Medicine

LEARNING CLIMATE

The tone or atmosphere of the teaching setting (including whether it is stimulating and whether learners can comfortably identify and address their limitations).

TIMING: (initial, ongoing)

KEY COMPONENTS & TEACHING BEHAVIORS

STIMULATION:

- show enthusiasm for topic and for learners
- show interest through body language
- use animated voice
- provide conducive physical environment
- counteract natural decrement in attention

LEARNER INVOLVEMENT:

- look at learners
- listen to learners
- encourage learners to participate
- avoid monopolizing discussion

RESPECT & COMFORT:

- use learners' names
- acknowledge problems/situation faced by learners
- invite learners to express opinions
- state respect for divergent opinions
- avoid ridicule, intimidation or interruption

ADMISSION OF LIMITATIONS:

- admit own errors or limitations
- avoid being dogmatic
- acknowledge limitations in learners
- invite learners to bring up limitations
- acknowledge limitations in content of medicine
- acknowledge limitations in context of medical education

© 2011 The Board of Trustees of the Leland Stanford Junior University
Stanford Faculty Development Center for Medical Teachers
Stanford University School of Medicine