Approach: Identify Teacher “Joys”

Self-Determination Theory

Motivations

Motivation: Altruism

Motivations

1. Competence:
   - “Ah Ha”, “light bulb” moments; We learn when we teach; Mutual Growth
   - Waking up joy in learners
2. Autonomy
   - Ownership; Creativity; Try new teaching approaches
   - No-Autonomy: Told what, when, where, with whom I teach
3. Engagement
   - Collaboration; Student’s engagement in understanding patients/medicine
   - No-Engagement: No “real” involvement in decisions; impossible to meet (RVU’s)

Results: Literature Review

1. Competence: Feel Capable
   - Teaching about my own specialty
   - Opportunities for own learning
   - I teach to be challenged in my established views
   - Feedback on my teaching performance

2. Autonomy – Self Determination
   - Set priorities for what is taught in my discipline
   - Freedom to determine what I teach
   - Shared responsibility for teaching and learning

3. Relatedness – Connectedness
   - Collegiality with colleagues/peer & superiors
   - Support from colleagues/peer & superiors
   - Opportunity to be part of innovative program

References

SDT provides an assess-based lens on teachers’ intrinsic motivations & illuminates potential clashes between teachers’ needs during transformations:

- “Real” involvement in decisions; impossible to meet (RVU’s)
- Relatedness – “Chair values income not teaching”
- Approach allows us to identify the unintentional impacts of our transformations & identify strategies associated with intrinsic motivation needs.

Discussion & Future Work

- SDT provides an assess-based lens on teachers’ intrinsic motivations & illuminates potential clashes between teachers’ needs during transformations:
- “Real” involvement in decisions; impossible to meet (RVU’s)
- Relatedness – “Chair values income not teaching”
- Approach allows us to identify the unintentional impacts of our transformations & identify strategies associated with intrinsic motivation needs.

References

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