


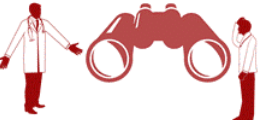


	Positive learning climate	Showed interest through body language. Encouraged learners to participate actively in the discussion.
	Control of session	Called attention to time.
	Communicating goals	Stated goals clearly and concisely. Stated relevance of goals to learners.
	Promoting understanding and retention	Presented well organized material. Cued important teaching points / take-home points.
	Evaluating learners	Evaluated learners through observation or questioning.
	Providing feedback	Explained to learners why they were correct or incorrect.
	Promoting self-directed learning	Motivated learners to learn on their own.

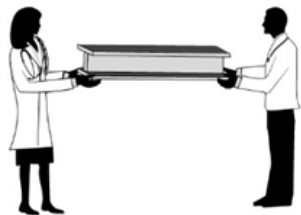
Based on: Skeff KM, Stratos GA, Bergen MR, et al. The Stanford faculty development program: A dissemination approach to faculty development for medical teachers. Teaching and Learning in Medicine: An International Journal. 1992; 4(3):180 – 187



Welcomed



Timely



Constructive



Collaborative



Reinforcing



Behavioral