**BACKGROUND/INTRODUCTION**

**TEACHERS ARE IN MIDST OF TRANSFORMATIONS**

- Education
  - Medical Student: Curriculum Change → Course Integration
  - Teaching: Recruitment & Retention, "Interactive" Methods, e-Learning Standards & Elements + AAMC CEPERK "Accountable"
- Residents & Faculty: Competencies, Performance Assessment

- Technologies
  - LMS & Social Media: Live Twitter Feeds, J Clubs
  - Mobile and MOOCs to Big Data – Learning Analytics

- Improvement Sciences: Quality & Safety
  - AAMC Teaching for Quality®
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuiPS®

- Faculty “Fatigue” Health Care Delivery & Research
  - Residents & Faculty: Competencies, Performance Assessment
  - Teaching about my own specialty, Like the challenge of teaching…as effectively as possible
  - Professional growth (teaching career)
  - Opportunities for professional advancement
- Students: Perception - Feeling effective!
- Perceptions related to group/community
- Relatedness: Acceptance in the classroom

**PROBLEM STATEMENT**

- Incentives to offset time needed to support transformations related to teaching activities are often unavailable & traditional approaches have limited impact.
- Need new lens to understand transformation impacts on motivation to teach.

**APPROACH: IDENTIFY TEACHER “JOYS”**

**DATA SOURCES RE: JOY OF TEACHING**

- Literature Review
- Award Winning Teachers
- Educ Workshop Participants

**DATA COLLECTION METHODS – IN 3-5 WORDS**

- Ask "Joys as teacher"
- Explore "Torments"
- Recorded Post Its, Cards

**IDENTIFY & CATEGORIZE TEACHING JOYS USING SDT’S INTRINSIC MOTIVATORS**

- Competence: Profess & Teaching
- Autonomy: Ownership; Creativity; Try new teaching approaches
- Relatedness: Collaboration; Student’s engagement in understanding patients/medicine

**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
   - Respected by colleagues and students
   - Shared responsibility for teaching

**RESULTS: TEACHER JOYS – IN 3-5 WORDS**

- Motive: Altruism
  - Enabling learner growth and fulfillment
  - Repaying debt; Pay forward
  - Assurance excellent patient care

- Motive: Altruism
  - Bringing meaningful to the job
  - Waking up joy in learners

**DISCUSSION & FUTURE WORK**

- SDT provides an assess-based lens on teachers’ intrinsic motivations & illuminates potential classes between teachers’ needs during transformations:
  - (Dys)"Competence" – integrated courses/clerkships, CLER QuIPS & teaching methodologies
  - (e-learning, social media feeds, flipped classes)
  - No-Autonomy: Told what, when, where, with whom I teach
  - No-Relatedness – “chair values income not teaching”

- Approach allows us to identify the unintentional impacts of our transformations and identify strategies associated with intrinsic motivation needs.

**REFERENCES (SOCIAL DETERMINATION REFERENCES AVAILABLE UPON REQUEST)**

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