



What motivates us to teach?

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correlation with the faculty assessment of Basic Life Support (BLS) in healthcare students.

We took a cohort of undergraduate medical students sitting a formative OSCE (November 2011) and looked at the BLS station. Candidates were assessed by two independent OSCE assessors: a staff and a student assessor. Prior to the assessment, both assessors underwent separate but identical training specific to the station. All assessors remained blind to each other's marking and rating with resultant data assessed for differences within and between assessor groups.

We considered the component skill tasks of the BLS station and compared the marks recorded for each candidate ($n = 75$) by each assessor. The spread of marks assigned by assessor groups were not normally distributed and therefore we employed the non-parametric Kruskal–Wallis test to analyse difference. Variation in marking amongst student assessors ($n = 3$) was not significant while the variation in marking amongst staff assessors was significant ($p < 0.01$, $n = 5$).

The variation between average staff assessor marks and average student assessor marks for a given candidate was examined using the Wilcoxon match-pairs-ranks test, with Spearman's rank correlation test showing effective pairing ($p < 0.0001$). The former illustrated a significant difference between the marks given to a candidate by staff assessors compared to the marks given to the same candidate by a student assessor ($p < 0.002$).

Analysing the marks awarded to specific tasks indicated that the two groups of assessors differed in their marking of tasks related to airway management, simultaneous assessment for breathing and pulse, notifying emergency services and integration of the BLS algorithm. This study could be extended by examining which group of assessors provided more lenient or stringent marking in particular sections of BLS as this may point toward differences in marking related to clinical experience or even the lack of familiarity with up to date guidance. This pilot study supplements early work done on the subject of student OSCE assessors.

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What motivates us to teach?

Dear Sir

The internal reward that faculty members receive from teaching medical students is critical to the

quality of teaching and to the overall success of an educational program. (Kanter 2012, p. 679; emphases added)

Motivation is the desire to do something, but there are different factors involved in *why* we do the things we do, and *how* we do the things we do. Since there is evidence that a teacher's internal desire to teach has a direct impact on student enthusiasm for the subject and level of achievement, we were interested in exploring the intrinsic motivation of health professionals to teach.

We conducted eight in-depth interviews with physicians and other healthcare professionals who are teaching various classes in Bachelor courses of healthcare professions using a purposive sampling of highly motivated teachers based on the importance of accessing 'key informants'. Interviews were transcribed, coded and thematically analysed.

Participants reported a strong interest in their field of practice and the subject matter of their instruction; they enjoyed their own learning while teaching. They stated an internal desire to impart knowledge for its own sake and showed concern for the effectiveness of their teaching. They also described a strong desire to establish teacher–student rapport and reported that feedback from students was crucial in maintaining their motivation to teach. We arranged these results into four themes that suggested an intrinsic motivation to teach: interest in the subject matter, interest in students' development, interest in establishing teacher–student rapport and the importance of students' feedback.

We believe that teaching is likely to be most effective when the teacher is simultaneously interested in the subject matter and in the students' development. *Self-determination Theory* (Ryan & Deci 2000) predicts that teachers will be intrinsically motivated for tasks that evoke feelings of competence. While our teachers certainly experience competence in their fields of practise while teaching students, the critical theme that emerged here is the need to experience satisfaction from the students' development. Being able to help students to progress, however, may be more dependent on the educational know-how, than on the professional expertise.

We need further research to determine the significance of each factor – the teachers' enthusiasm for the subject matter and teaching process – and correlate them with the quality of the teaching performance. A better understanding of the factors that enhance a teacher's intrinsic motivation can help to optimise educational environments and staff development programmes.

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