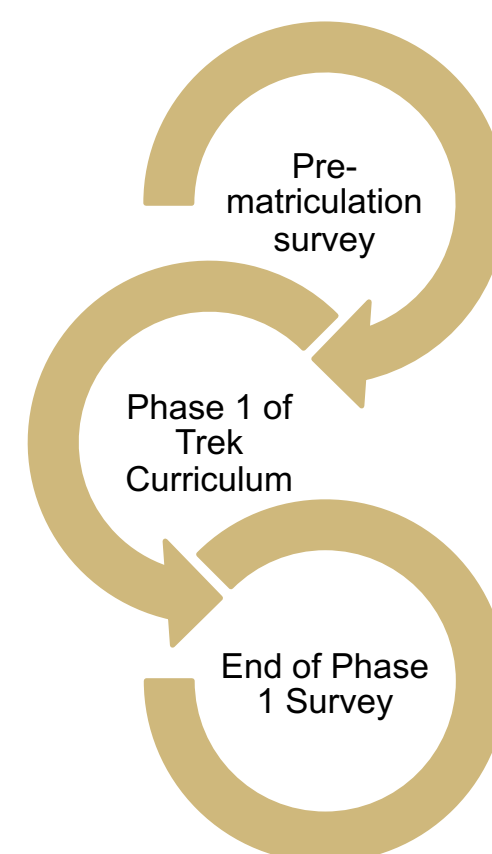


Background

- Research in learning theory has identified active recall and spaced repetition as learning strategies that are associated with better student outcomes
- Passive learning strategies, such as rereading notes, are associated with worse long-term recall
- Students in the new CU Trek Curriculum were given a lecture during the first week of medical school about active learning strategies and the curriculum is designed to support active learning

Methods

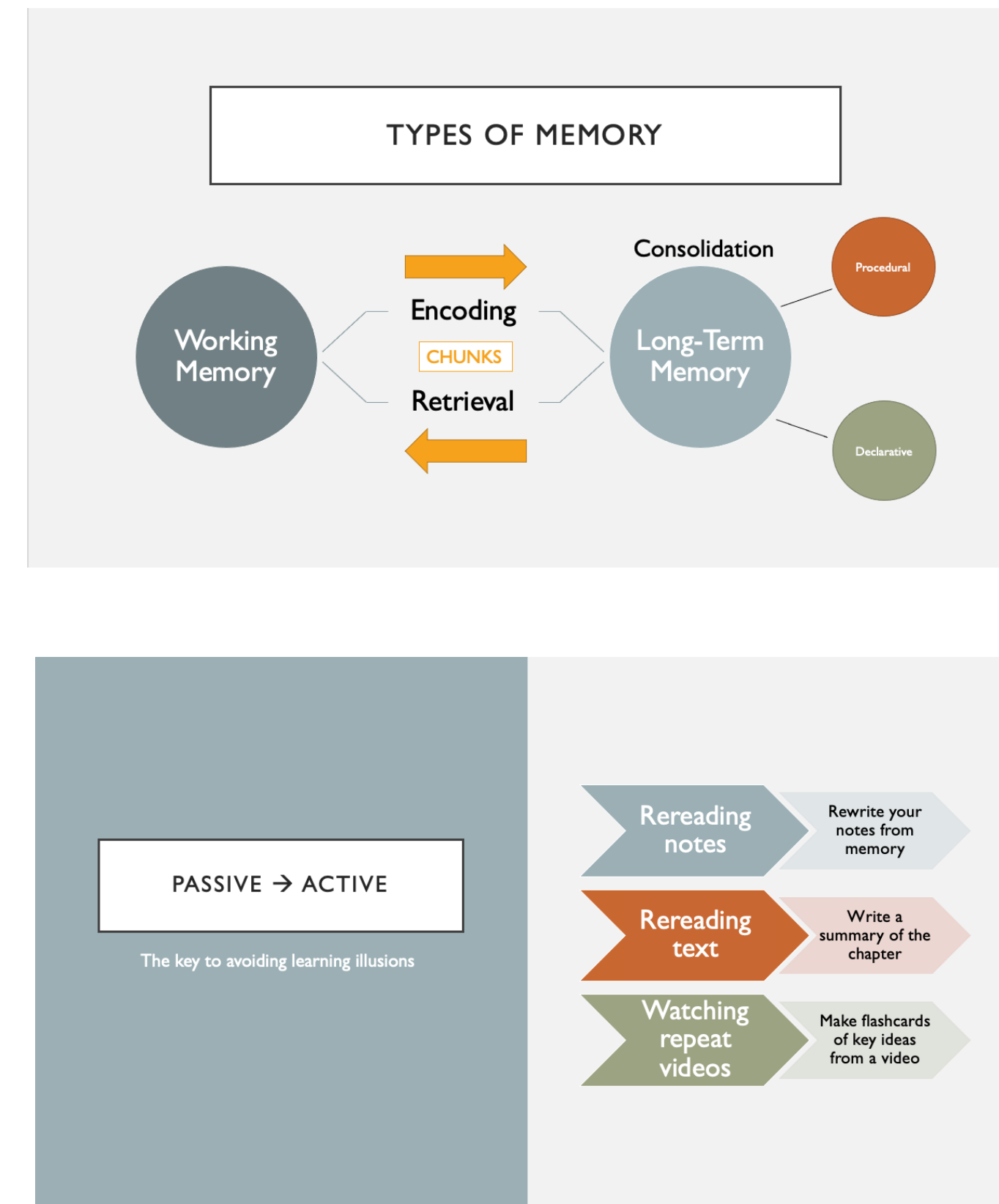
- 172 students completed 2 surveys, before and after their first year of medical school
- Descriptively compared the percentage of participants who identified “often” or “always” using various learning strategies on each survey
- Conducted chi-square tests of independence to compare before/after response distributions



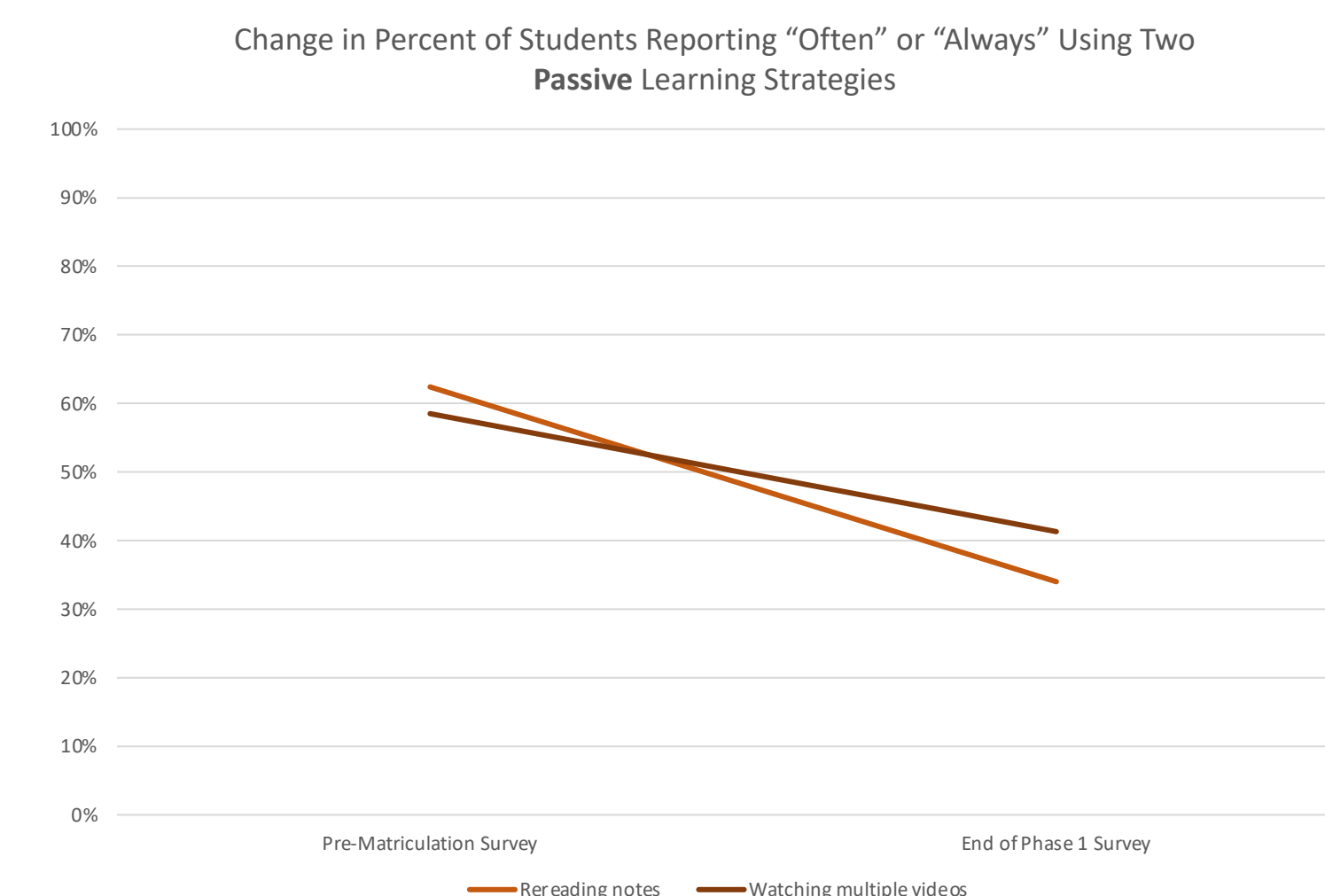
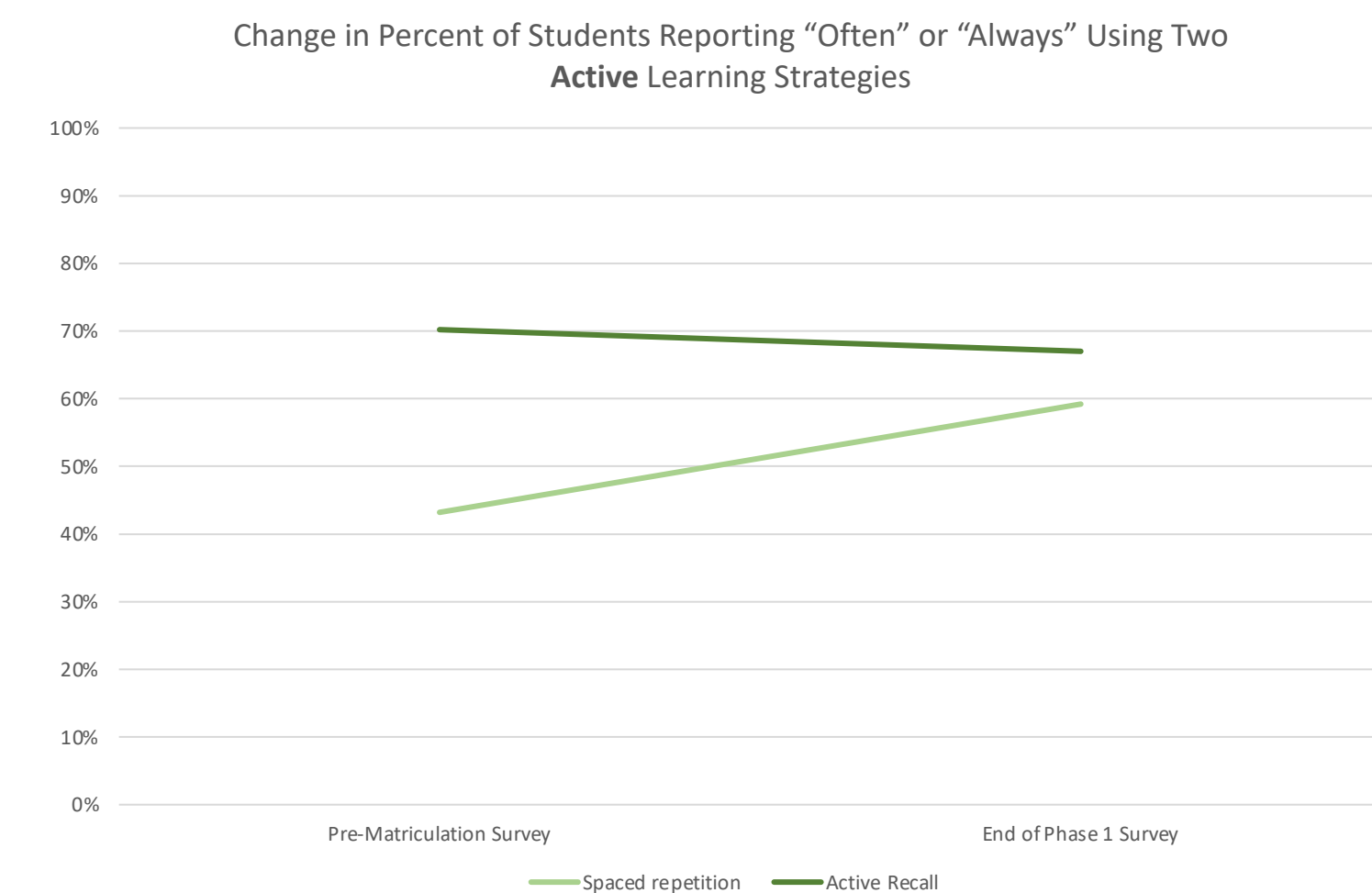
Purpose

To evaluate the change in utilization of active and passive learning strategies over the course of the first year of the Trek curriculum following an evidence-based learning strategy session

Learning How to Learn Medicine Session



Results



	Pre-Matriculation Survey	End of Phase 1 Survey	P-value
Spaced repetition	43.2%	59.2%	0.02
Active Recall	70.2%	67.0%	0.28
Rereading notes	62.4%	34.0%	<0.01
Watching multiple videos	58.5%	41.3%	<.001

Conclusions and Next Steps

- Students in the new Trek curriculum adopted adaptive learning strategies over the course of their first year of medical school
- Further analysis on individual student behavior and comparison to students in the legacy curriculum will better illuminate the impetus for this change in learning strategy utilization

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Disclosures

Nothing to disclose