Active Learning Strategy Adoption by Students in the New Trek Curriculum
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Conclusion and Next Steps
- Students in the new Trek curriculum adopted adaptive learning strategies over the course of the 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.

References

Disclosures
- Nothing to disclose

Method
- 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.

Background
- Research in learning theory has identified active recall and spaced repetition as learning strategies 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.

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

<table>
<thead>
<tr>
<th>Learning Strategies</th>
<th>Pre-Matriculation Survey</th>
<th>End of Phase 1 Survey</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaced repetition</td>
<td>43.2%</td>
<td>59.2%</td>
<td>0.02</td>
</tr>
<tr>
<td>Active Recall</td>
<td>70.2%</td>
<td>67.0%</td>
<td>0.28</td>
</tr>
<tr>
<td>Rereading notes</td>
<td>62.4%</td>
<td>34.0%</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Watching multiple videos</td>
<td>58.5%</td>
<td>41.3%</td>
<td>&lt;0.001</td>
</tr>
</tbody>
</table>