

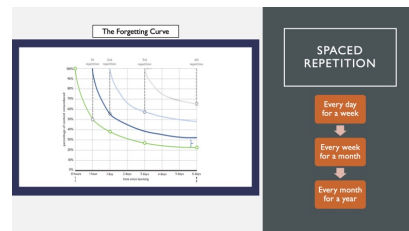
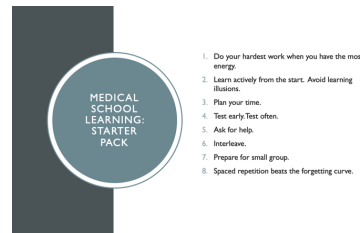
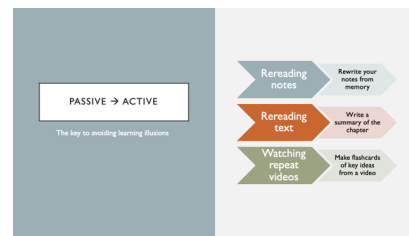
Background

- Active recall and spaced repetition are learning strategies that have been associated with better student outcomes.
- Passive learning strategies, such as rereading notes, are associated with worse long-term recall.
- Despite strong evidence on how best to learn, many medical students don't apply these strategies and struggle with adjusting to medical school.
- Peer teaching has long been recognized as an effective approach to education but has not been used to teach learning skills.

Project Description

- Paige Romer, a former teacher with a masters in education psychology and current medical student at CUSOM, worked with UME faculty to develop a talk on learning science, active learning strategies, and learning in medical school.
- Evidence-based learning strategies were interwoven with reflections from Paige and other students about learning in medical school.
- An additional talk on learning in the clerkship year has since also been developed.
- These two talks have now reached over 1000 students and faculty members.
- The session has been evaluated similarly to all other lectures in medical school.

Learning How to Learn Medicine Session



Student Response

81% of students thought it was more effective to have a peer present this material compared to a faculty member.

"Hearing [a student's] perspective and knowledge made me feel like her advice was more applicable to our reality since she had experienced it."

"Her lectures are always incredibly helpful, and always come at a time when I feel like I'm struggling with learning techniques. I still use the information she presented in her first lecture during our first year everyday."

"This is a course that should be taught in high school, college, and medical school. Having resources to help guide learning allows students to learn a lot more effectively."

Suggestions for Implementing a Similar Program

- Identify students with a teaching background and pair them with a faculty mentor to collaboratively develop learning objectives and strategies for the session.
- Design a session that focuses on concrete active learning strategies and student reflections on their own experience.
- Consider having multiple student presenters collaborate on a presentation.
- Student presenters can give a practice presentation to faculty both for feedback and to make sure faculty are aware of the strategies shared.
- Plan the session for times in the curriculum when students may need new learning strategies, such as before first year and the clerkship year.

References

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