

Medical Educator – Excellence in Teaching (MEET)

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Office of Medical Education Research and Development

Clinician-Educators in Learning Communities Develop Through Action Research Projects



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ADVANCING SCHOLARSHIP, TEACHING, AND LEARNING IN MEDICAL EDUCATION

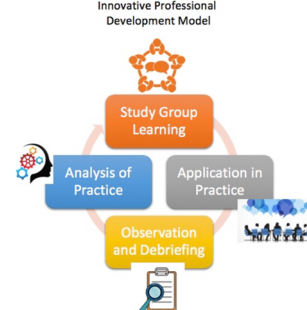
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Medical Educators - Excellence in Teaching (MEET)

- 10-12 fellows across 2 campuses meeting in small groups
 - Meet 8 times over academic year
- Ongoing cycle of learning, practice, observation & feedback, and analysis



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MEET - Overarching Ideas & Work

- Teaching is unnatural and complex work¹
- Collaborative inquiry into practice²
- Learning strategies to engage all learners and uncover student thinking
- Learning from practice (observation, videos, debriefs, and reflection)
- Studying own teaching practice through an Action Research scholarly project



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Action Research

The goal of action research is to **investigate** a self-selected issue in a teacher's own classroom **to effect positive changes** in their teaching and in their students' learning.^{3,4} The purpose of action research is to help teachers develop as a reflective practitioner by **regularly examining** the benefit of **teaching actions** on student engagement and understanding.^{3,4}

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Action Research

The diagram illustrates the Action Research cycle as a continuous loop of six steps: 1. Identify the problem and envision success, 2. Develop a plan of action, 3. Collect data, 4. Analyze data and form conclusions, 5. Report the results, and 6. Adjust the theory and begin again. To the right, a flowchart shows the learning process: Wonder (represented by a question mark) leads to Learn (represented by a person reading a book), which leads to Decide (represented by a person with an upward arrow), which leads to Collect (represented by a person with a clipboard), which leads to Analyze (represented by a funnel with a person), which leads to Learn (represented by a lightbulb), which loops back to Wonder.

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Types of Projects

Category	Interventions Researched
Group Process & Equity of Participation	<ul style="list-style-type: none"> Methods for “running the room” Assigning roles in the group Assigning student leaders or co-facilitators
Collaborative Thinking (students & fellows)	<ul style="list-style-type: none"> Purposeful partnering: Think-pair-share, tutoring pairs Facilitating a structured debriefing process Collaboration between fellows when co-teaching
Assessing Student Thinking	<ul style="list-style-type: none"> Close the laptop method of assessment Using Poll Everywhere technology
Supporting/Guiding Student Thinking	<ul style="list-style-type: none"> Concept map support for tough science topics Providing and using small groups goals/objectives Using a study guide model for preparation Developing physician vocabulary when reporting Building connections between scientific concepts

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Brad Riley, MD - Participant

I asked each student to come to WSG prepared to write one question on the board:

Inspiration:

- Prep material
- Clinical rounds
- Anything really

I briefly mentioned it could be based on an ASK model, but did not stress this

We discussed each question at the end of class

The ASK model is represented by three large, stylized letters: A (Attitude), S (Skills), and K (Knowledge). Below each letter is its corresponding word: Attitude, Skills, and Knowledge.

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What I Learned About my Facilitation of Scholar Groups

- This will put you more on the spot, as they will ask all kinds of difficult questions*
- You need to be able to help them find answers*
- Even if you think you have a good idea, it will probably need to be tweaked*

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What I learned during MEET

- Teachers know how to teach, not just what to teach
- Simple ideas can be the best
- Constantly “field test” your ideas and be flexible, to find out what is going to work best for:
 - This leader
 - This group
 - This topic

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Kelly Armstrong, MD - Participant

How do you run the small group room?

Background: Facilitation styles of small group process differs between faculty in our curriculum

Question: How does the order or flow of the small group change equity of voice and student talk for small group learning?

- How do different types of organization/facilitation of small group process affect the student experience?

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How did we measure? What did we learn?

- MEASURE: Use of an “equity of talk” tool to quantify types of student communication depending on facilitation style (student directed vs faculty directed)
- LEARN: students thrived when they are given agency to decide small group routines/structures

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My benefit from MEET participation

- I found new ways to think about small group facilitation from a teacher’s perspective
- I learned about student group dynamics and how individual learning styles are affected by the type of facilitation a group experiences
- I was able to apply my findings to work with other groups
 - Broader perspective on a “toolbox” to use when teaching small groups
 - More awareness of how a group functions based on how I facilitate
 - Better skill at asking students specific questions about how they like to learn as a group

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Clinician Educators' Development

- Fellows
 - Had opportunities to talk about teaching with other fellows and facilitators & coaches
 - Became more reflective and intentional in their teaching
 - Began “noticing” - making connections between student thinking and instructional practices
 - Learned in and from their teaching

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Questions?

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