INTRODUCTION

Problem

- Shift from lecture to small group modified problem-based (mPBL) learning (Shared Discovery Curriculum)
- Change in teaching responsibilities – facilitators of group discussion, posing questions, letting students discover and learn together
- Clinician educators need development to make the most of small group learning format

Solution

- Targeted faculty development in active learning

RQ: How do clinician educators move through a process of developing active learning practices?

OUTCOMES

Because teachers were being observed they made an attempt to change teaching practice.

Teachers moved through this process in various ways – not always linear.

After a change in practice the teachers did not always notice a change in student learning outcome and wanted to revert to former practice.

DISCUSSION

Difficulty in effectively assessing a change in student learning outcome can falsely influence teachers’ beliefs and attitudes toward certain teaching practices.

- Professional development facilitators need to teach and support clinician educators in gathering and analyzing informal assessment data so they can determine changes in student learning outcomes.
  - listening to partner and small group conversations
  - noticing equity of voice
  - noticing individual engagement
  - analyzing level of student thinking in responses
  - anonymous exit slips to gather student input
- Clinician educators need to learn ways to clarify purpose and learning targets of mPBL sessions and use that knowledge to guide informal assessment of student thinking

METHODS

Participants

- 4 clinician educator “fellows” and 1 “team fellow” (social scientist)

Analysis

- Data: Debriefing conversations, observational notes, fellows’ written reflections on practice
- Coded for broad themes, then focused coding according to Guskey’s model of teacher change

CONCEPTUAL FRAMEWORK

Change in Teachers’ Practice

Change in Student Learning Outcome

Change in Teachers’ Beliefs and Attitudes

Teachers did not notice change in student learning because they found assessing student thinking and understanding difficult, as opposed to simply assessing whether students liked the activity or not.

Teachers noticing a change in student learning were able to articulate why active learning was better for their students’ learning.

Unnoticed Change in Student Learning

Notice Change in Student Learning

Unnoticed Change in Student Learning

Notice Change in Student Learning

Stacey Pylman, PhD, Randi Stanulis, PhD, Zakia Alavi, MD, Arthur Ward, PhD

An Empirical Study of Clinician Small Group Facilitation in a Discovery Curriculum

References