



# Incorporation of Student Co-Facilitators in Segment-1 Problem Based Learning Sessions

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## Introduction

- Wayne State University School of Medicine has a large student population that engages in small-group learning sessions during Segment-1
- Problem Based Learning Sessions are ordinarily led by a single staff or faculty member.
- Because facilitators come from different backgrounds of expertise, the educational experiences the students received varied greatly across sessions.
- With the rise of online platforms for small-group learning, an opportunity to engage multiple facilitators in a single session became a logistical possibility.
- We investigated whether the incorporation of Segment 2-4 students as co-facilitators could enhance the current learning experience while providing an avenue for near-peer learning.

## Methods

- Segment-1 students, 292, were placed into groups of 8-9 with a randomly assigned standard facilitator and student co-facilitator; 34 groups were formed.
- The 34 student co-facilitators were volunteers from a population of teaching-oriented programs
- Student co-facilitators received the same training as standard facilitators on case preparation and online platform logistics.
- All participants were asked to complete a survey at the conclusion of the PBL session to evaluate their satisfaction with student co-facilitation and whether they would like to see them return for future sessions.

Satisfaction with Student Co-Facilitator Inclusion

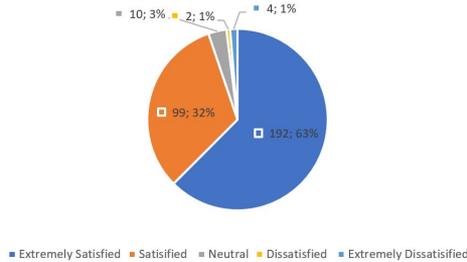


Figure 1. A representation of student and standard facilitator satisfaction with the incorporation of student co-facilitators in PBL sessions

## Results

- Of the 361 individuals eligible for the survey, 307 responded (85.04%).
- Student respondents (n=280) included Segment-1 students and student co-facilitators.
- Students indicated that they were Extremely Satisfied (n=172), Satisfied (n=94), Neutral (n=10), Dissatisfied (n=1), and Extremely Dissatisfied (n=3) with co-facilitator inclusion.
- Standard facilitators (n=27) indicated that they were Extremely Satisfied (n=20), Satisfied (n=5), Dissatisfied (n=1), and Extremely Dissatisfied (n=1) with co-facilitator inclusion.
- Results of satisfaction among students and standard facilitators are shown in Figure 1.

- Students responded Yes (n=233), No (n=3), or Neutral (n=44) to whether they would like to see co-facilitators return in future sessions.
- Standard facilitators responded Yes (n=22), No (n=2), or Neutral (n=3) to whether they would like to see co-facilitators return in future sessions.
- Results of interest in seeing student co-facilitators return for future sessions are shown in Figure 2.

## Conclusion

- 94.8% of respondents indicated that they were satisfied or extremely satisfied with the incorporation of student co-facilitators.
- 83% of respondents indicated that they would like to see student co-facilitators return for future sessions.
- Adding student co-facilitators to PBL sessions resulted in overwhelmingly positive feedback from students.
- The positive feedback from this study warrants future attention to evaluate the efficacy of peer co-facilitator inclusion in improving the Segment-1 learning experience.
- More data needs to be gathered. Continued usage of student co-facilitators will be implemented to obtain further information while providing longitudinal near-peer learning.
- Control sessions will be held to offer students a perspective on standard facilitator only sessions as this study was implemented for Segment-1 students' first PBL, causing a lack of differential exposure.

INTEREST IN STUDENT CO-FACILITATOR RETURN

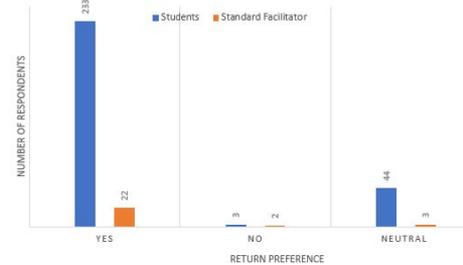


Figure 2. A representation of student and standard facilitator interest in having student co-facilitators return for future PBL sessions

## References

<sup>1</sup>Kassab, Salah, et al. *Student-Led Tutorials in Problem-Based Learning: Educational Outcomes and Students' Perceptions*. Sept. 2005, www.ncbi.nlm.nih.gov/pubmed/16199359.

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