

Climbing Up the Engagement Ladder: Outcomes of a Student and Faculty Collaborative Curricular Redesign.

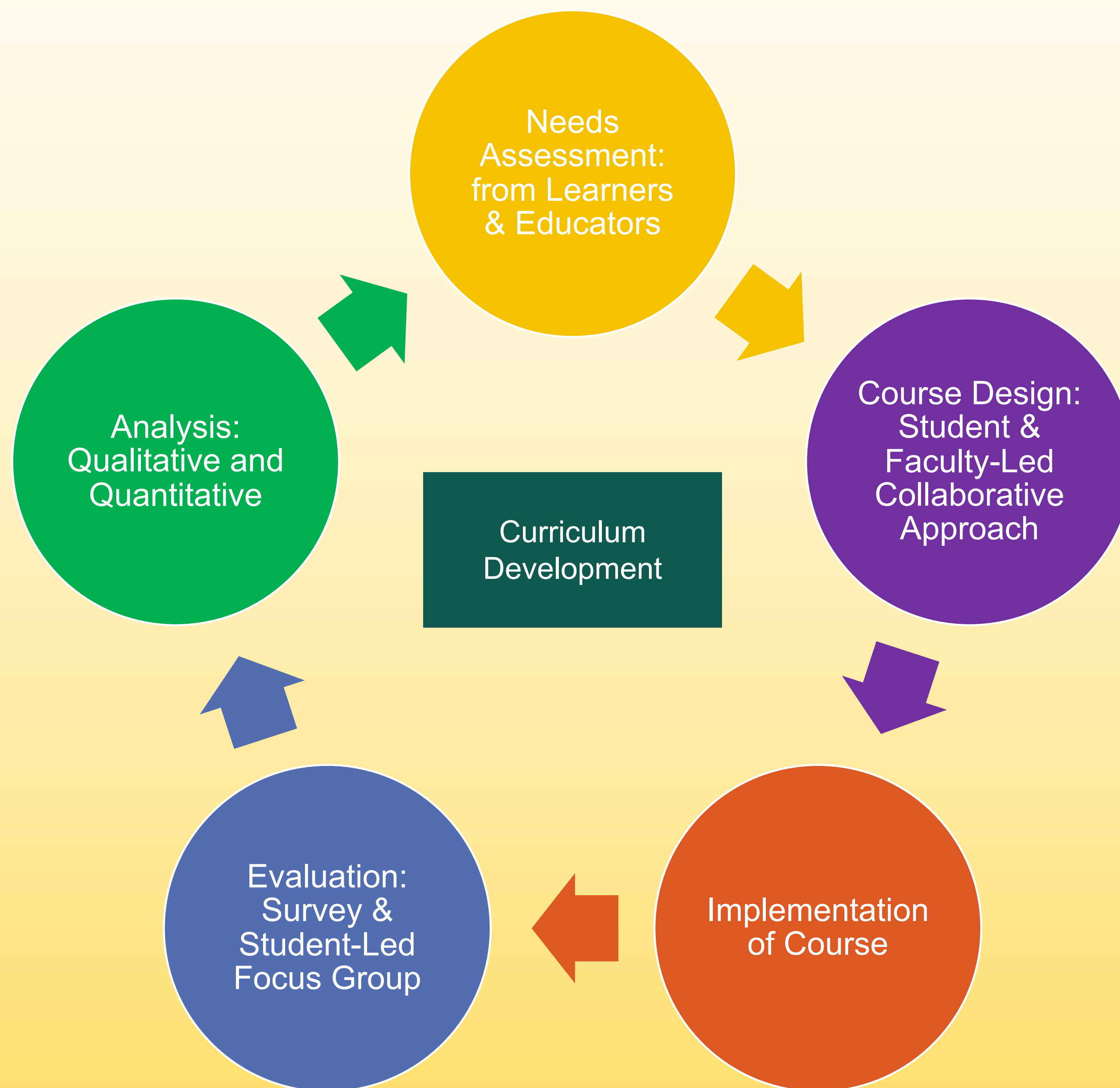
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Background

Medical students have a vast amount of information to learn in a short period of time. Especially with the mindset of learning only what is important for the boards, medical students often disregard faculty lectures and embrace outside board review material. This can lead to disengagement of students with the faculty and school's curriculum. For the Wayne State University School of Medicine's second-year neuropathology course, a course director and a 4th year medical student worked to co-create and design an interactive curriculum. The redesign involved elimination of didactic lectures, instead giving students access to online Osmosis videos and recordings of prior year lectures as content. Following self-study of the material, students will be required to participate in an innovative peer-facilitated small group case-based learning sessions. This is a departure from the previous model, where the course had a series of didactic lectures and faculty facilitated small group sessions. The goal was to evaluate the impact and analyze student perceptions of such a redesign.

Methods

Survey questions will be administered after the course using the online New Innovations platform. Data will be collected anonymously and analyzed using descriptive and numerical statistics. A virtual focus group will also be conducted after the course to collect qualitative feedback from participants. Data will be compiled and analyzed using descriptive statistics.



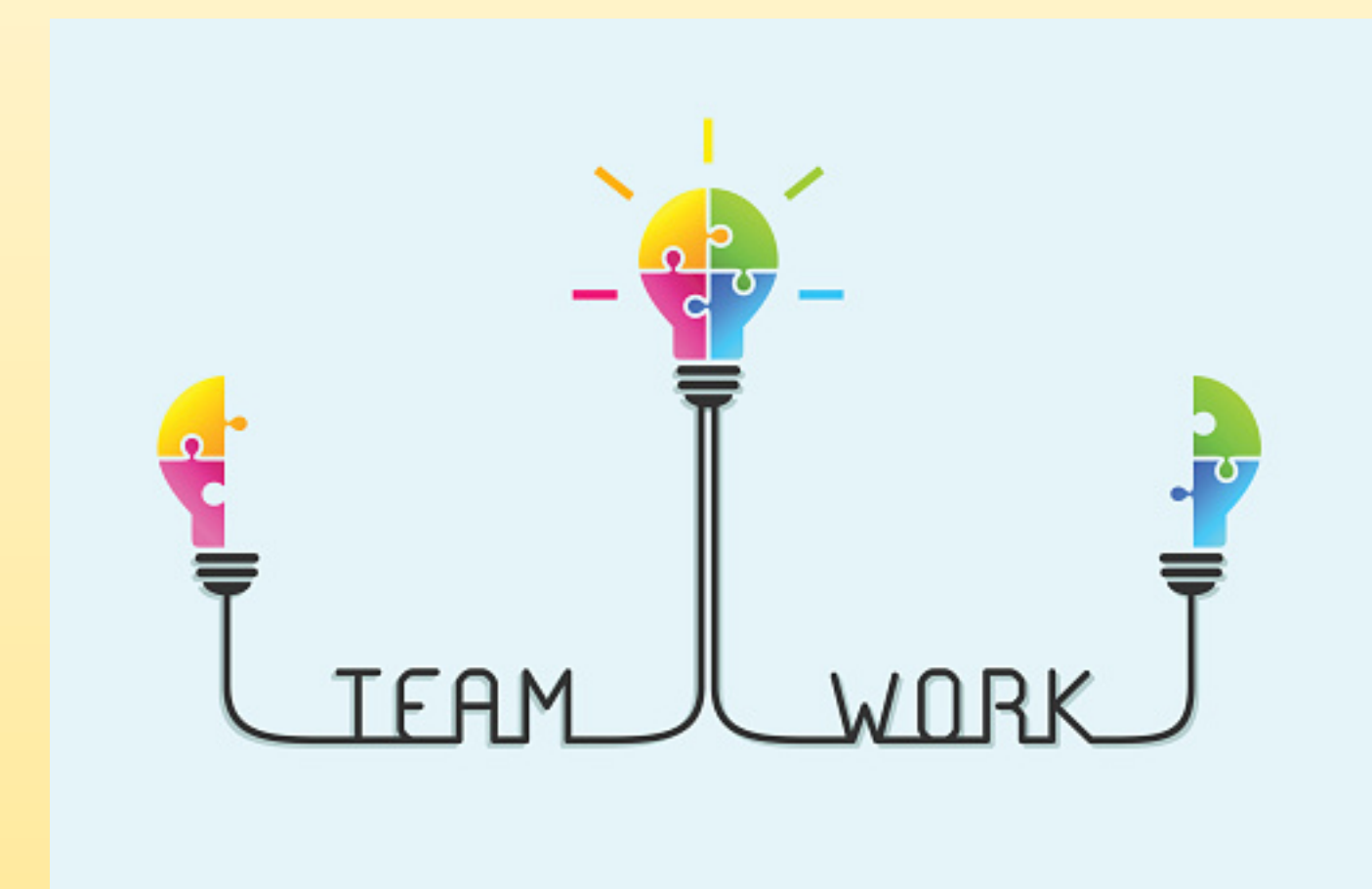
Results

Course currently in progress and results will be shared soon.

Conclusion

Although a conclusion is yet to be made, the study will

- look at any statistically significant changes in student performance during the previous curriculum compared to the new design
- analyze student feedback in regards to the innovative redesign of the course
- shine light on the opportunity to co-create curriculum with upper class students as they are most proximal to the recipients of the curriculum.



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