

# Virginia Tech Carilion School of Medicine

## FREE\* Newsletter

\*(Faculty Resources for Educational Excellence)

### VTCSOM Office of Continuing Professional Development

Office of Continuing Professional Development (OCPD)

Office of Continuing Medical Education (CME)

Center for Simulation, Research & Patient Safety (CSRPS)

Dan Harrington, MD  
Vice Dean

Bruce Johnson, MD  
Associate Dean, Faculty Affairs

David Musick, PhD  
Assistant Dean, Faculty Development  
Director, OCPD

Shari Whicker, EdD, MEd  
Associate Director, OCPD  
Director, TEACH

Phone: (540) 224-5440

Web:  
[http://medicine.vtc.vt.edu/faculty\\_affairs/professional\\_development/](http://medicine.vtc.vt.edu/faculty_affairs/professional_development/)

<http://www.carilionclinic.org/office-continuing-professional-development>

Vol. 5, No.3  
March 2017

#### Quote of the Month

*"Student engagement is the product of motivation and active learning. It is a product rather than a sum because it will not occur if either element is missing."*

— Elizabeth F. Barkley

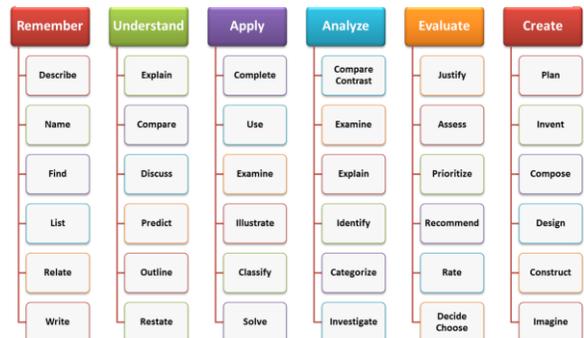
### Activating Learner Engagement

The literature on Active Learning suggests that learning in which the “student” is directly involved is likely to produce physicians who are prepared for lifelong learning and able to meet the complex needs of patients.<sup>1</sup> As active learning engages learners in the learning process, it can be a meaningful tool for preparing learners for continued success. Several medical schools are dramatically modifying their curricula to emphasize student engagement and collaborative learning, but for many the term “active learning” induces considerable anxiety. Learners who are reluctant to engage in collaborative activities may dissuade educators from implementing active learning strategies into their curriculum.

Active learning requires learners to engage in meaningful learning activities.<sup>2</sup> The core principles of active learning are to emphasize the learner and foster deeper cognitive learning. In order for learners to embrace and benefit from this type of learning, it is important to clarify how the exercise will enhance learning. Introducing active learning into a lecture doesn't have to be complex and can be accomplished in a variety of ways. Below are a few active learning strategies to consider. Which active learning strategy will you add to your teaching arsenal?

- Case studies
- Audience Response
- Small group discussion
- Role-playing
- Simulation
- Games
- Concept mapping
- Team-based learning
- Debates

### Bloom's Taxonomy



If you're not ready to fully incorporate active learning into your teaching, start by engaging your learners with questions. Questioning can be an important driver for active learning. Bloom's taxonomy can be used to frame the types of questions you ask your learners to elicit different levels of knowledge.<sup>3</sup>

For a more in depth look at active learning join us for TEACH Education Grand Rounds on **Tuesday, May 23** for “**Active Learning in Large Groups: A Team Sport**” presented by Dr. Alice Fornari (Assistant Vice President of Faculty Development, Northwell Health).

You have **three** opportunities to attend this session on May 23rd:

- 7:00 to 8:00 AM held in the CRMH 6th Floor Auditorium
- 12:00 to 1:00 PM held in the CRMH 6th Floor Auditorium
- 5:30 to 6:30 PM held in the CRMH 6th Floor Auditorium

Registration information coming soon!

Mariah Rudd

#### References:

1. Graffam, Ben. "Active learning in medical education: strategies for beginning implementation." *Medical teacher* 29.1 (2007): 38-42.
2. Prince, Michael. "Does active learning work? A review of the research." *Journal of engineering education* 93.3 (2004): 223-231.
3. University of Colorado School of Medicine. *Active Learning*. Accessed March 2017.  
[http://www.ucdenver.edu/academics/colleges/medicalschooll/education/degree\\_programs/MDProgram/essentialscore/Pages/ActiveLearning.aspx](http://www.ucdenver.edu/academics/colleges/medicalschooll/education/degree_programs/MDProgram/essentialscore/Pages/ActiveLearning.aspx)



# Dean's Corner

## Cynda Johnson, MD, MBA

Last year I challenged our school's two junior members of Alpha Omega Alpha to increase the breadth and depth of the group's activities. To my delight, they rose to the challenge this year.

Founded in 1902, Alpha Omega Alpha is the national medical honor society. This prestigious group recognizes excellence in scholarship and the highest ideals and professionalism in the medical profession. Up to 16 percent of a medical school's class may be elected to the society. For the Virginia Tech Carilion School of Medicine, this means six of our students may be members each year – two from the third-years and four from the fourth-year students.

Earlier this spring, Nathan Johnson and Matt Yanoff, the two junior members last year and who are now senior members serving as president and vice president of the group, put together a successful event that brought together students and faculty from the medical school, Carilion Clinic clinicians, and researchers from the Virginia Tech Carilion Research Institute with the goal of learning from each other and identifying avenues for more collaboration.

Three researchers from the institute, Drs. John Chappell, Sarah Parker, and Steven Poelzing, gave presentations that were both enlightening and inspiring.

We hope this event will inspire more grass roots efforts like it in the future. As Dr. Chappell said, "We need each other." I couldn't agree more.

Alpha Omega Alpha will induct its newest members during its annual dinner on April 18.

Cynda