**University of Central Florida**

**College of Medicine**

**M1/M2 Minutes**

Meeting Date: 11/01/2019 Start Time: 3:06p Adjourn Time: 4:59p

Chair: Dr. LaRochelle

Attendance: Drs. LaRochelle, Dexter, Plochocki, Kay, Dil, Lambert, Rahman, Hernandez, Gorman, Kauffman, Topping, Gros, Selim, Verduin, Castiglioni, Garbayo | Phil Bellew, Deedra Walton, Amanda Blom, Liz Ivey, Christie Hasegawa, Melissa Cowan | Student Reps: Anuj Kunadia, Patrick Kroenung, Daniel Sturt, Kimberly Munoz

|  |  |  |
| --- | --- | --- |
| Agenda Item | Discussion | Decisions |
| Approve minutes |  | * Approved |
| Announcements | * Schedule approved for hurricane days |  |
| Student report | * Daniel Sturt, Kimberly Munoz are the new M1 reps * M2: current module is going well, met for M3 recently |  |
| Module presentations | * No presentations this meeting * C1 and Brain & Behavior will present in December, Skin/MSK in January |  |
| Educational approach | * Acquisition/consolidation/application * Presentation/explanation of article   + Proposed model of adult learning   + Step 1 subverts other learning motivations/style (superficial, deep, or strategic learning)   + How to manage each stage/phase of learning (learner/teacher roles for adult learners in each phase). Dissonance 🡪 Elaboration/refinement 🡪 Organization 🡪 Feedback 🡪 Consolidation |  |
| Assessment and evaluation | * How to assess PBL? Often stuck in acquisition phase * Key features exam: probes how much is known about a topic, can capture learning at the feedback phase * Competency: performing a complex task putting everything together   + Designing tasks and determining type of task * Granularity of assessment, dependency on other medical school institutions also implementing it (interactions with Step exams) * Merit in splitting assessment into test taking 🡪 advancement versus immediate expectation of consolidated learning. * Hearsay vs evidence in learning methods, efficiency in learning * Aligning assessment with incentive for students (Step functions as a barrier to continued learning of later phases, passing is mandatory to progress, but not sufficient on its own) * What outcomes measures are best to use, and why?   + Practical limitations * AAMC survey results, possible measures of how students will perform in residency programs * Adjustments based on future changes to LCME requirements * 3rd party system viability (limited right now) * Student explanations of how they engage with materials in modules, what types of presentation is clear to each of them |  |