**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

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| Agenda Item | Discussion | Decisions |
| Approve minutes |  | * Approved
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| Announcements | * Schedule approved for hurricane days
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| Student report | * Daniel Sturt, Kimberly Munoz are the new M1 reps
* M2: current module is going well, met for M3 recently
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| Module presentations | * No presentations this meeting
* C1 and Brain & Behavior will present in December, Skin/MSK in January
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| 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
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| 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
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