

AQUIFER EDUCATOR CONNECTION PODCAST

Episode 18: What Students are Saying: Tips to Maximize Learning

Guests: Jennifer A Bierman, MD, Associate Professor of Medicine (General Internal Medicine) and Medical Education, Northwestern University Feinberg School of Medicine, Aquifer Student Engagement Group Co-Lead, Georgia Vasilakis, MD (May, 2022), Member, Aquifer 2021 Student Advisory Group

Host: Lynne Robins, PhD, Professor Emerita, Department of Biomedical Informatics and Medical Education, University of Washington School of Medicine, Seattle, WA.

Description: In this episode, Drs. Bierman and Vasilakis share their insights into the student experience of using Aquifer and provide tips and guidance for faculty to improve engagement and help students maximize the learning with Aquifer cases.

Show Notes:

Best Practices:

Assign cases intentionally and incorporate them into your course or clerkship curricula.

1. Select cases with learning goals in mind and make a point of conducting a summary session to recap and emphasize your intended learning goals.
 - a. Avoid assigning so many cases that students cannot spend time with them
 - b. Design follow-up learning experiences that explicitly link assigned cases to students' previous learning to ensure they have achieved the learning goals you intended.

Use active learning methods to help learning stick and assess learners' knowledge and clinical skills.

1. Facilitators can make cases can come to life for students when they know the ins and outs of assigned cases, have a plan for guiding discussion, and can summarize key learning points.
2. Students value interaction around cases and appreciate facilitators who prompt discussion about "what ifs" and share their personal experiences.

Tips for integrating cases into curricula:

1. Have students review the charts of patients they are going to see on the following day and then read related Aquifer cases and summaries to prepare.
2. Use cases as frameworks to guide new/less experienced teachers

- a. Near peers like 4th-year students are particularly effective in engaging medical students in active discussion.
3. Take advantage of ready-made Aquifer active learning sessions to engage students (ie. Aquifer Radiology Flipped Classroom Workshops)
 - a. The schedule for case presentation is designed intentionally.
 - b. The cases are assigned in sizeable chunks.
 - c. Cases provide a baseline of knowledge for discussion and didactics serve primarily as a refresher and opportunity for expanding knowledge and skills.

Additional Resources:

- Dr. Vasilakas' Blog, "[Student Experience: Bridging the Gap Between Coursework and Patient Care](#)"
- Blog: [Student Perspectives: Practical Tips for Assigning Cases](#)
- [Aquifer Educator Guides and Teaching Tools](#)

Theme Music: "Little Idea" by scottholmesmusic.com