A Survey of Medical Educator Perceptions of Active Learning
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Results
Perceptions of Active Learning
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The goal of this study was to explore medical educators' perceptions of active learning and to identify barriers to implementation.

Introduction
• Active learning is generally defined as an instructional method that engages students in the learning process through the use of meaningful learning activities. (1)
• Ample evidence in educational literature suggests that active learning can improve student’s comprehension and problem-solving. (1)
• Despite this, many educators are reluctant to adopt active learning in the classroom.
• The goal of this study was to explore medical educators’ perceptions of active learning and to identify barriers to implementation.

Methods
• A 25-question survey was developed based on the Miller and Metz “perceptions of active learning” survey. (2)
• 12 demographics questions in which users selected a single response were added to the 13 original active learning survey questions, which included ranking, Likert scale, single response, and open response questions.
• Active learning questions assessed user knowledge and perceptions of active learning as well as barriers to implementation.
• The survey was launched via Qualtrics in August of 2019 and was disseminated to over 2,800 subscribers via the DR-ED listserv.

Results
• 137 responses were collected between August of 2019 and May of 2020 from respondents from 49 states.
• The majority of respondents were primarily PhD, MD, and MS degree holders who were full time employees at MD, DO and medical residency programs.
• 95.3% of respondents were familiar with the term active learning and its use, and 91.5% had observed active learning in the classroom.
• Of those who observed active learning, 88.7% felt it was effective.

Survey Question: What perceptions do you have about the effectiveness of active learning in your primary academic appointment/institution?

<table>
<thead>
<tr>
<th>MOST COMMON RESPONSE (%)</th>
<th>SECOND MOST COMMON RESPONSE (%)</th>
<th>THIRD MOST COMMON RESPONSE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion (65.7%)</td>
<td>Audience Response (59.9%)</td>
<td>Team-Based Learning (56.2%)</td>
</tr>
<tr>
<td>Group or Collaborative Learning (41.1%)</td>
<td>Lecture (35.5%)</td>
<td>Problem Solving (8.4%)</td>
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<tr>
<td>Problem Solving (48.0%)</td>
<td>Group or Collaborative Learning (38.2%)</td>
<td>Educational Games or Activities (4.9%)</td>
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</table>

Please select the response that best describes your feelings about the following statements:

1. I am interested in improving my teaching skills
   - Strongly Agree (61.7%)
   - Agree (29.0%)
   - Neither Agree nor Disagree (5.6%)

2. I am familiar with the term “active learning” and its use in postsecondary education
   - Strongly Agree (78.5%)
   - Agree (16.8%)
   - Strongly Disagree (3.7%)

3. Students would learn better from engaging lectures that incorporated active learning than strictly didactic lectures.
   - Strongly Agree (58.0%)
   - Agree (35.0%)
   - Neither Agree nor Disagree (4.0%)

4. Active learning is important for long-term retention of information.
   - Strongly Agree (62.0%)
   - Agree (32.0%)
   - Neither Agree nor Disagree (4.0%)

5. Student performance on exams would improve from the use of active learning in the classroom.
   - Strongly Agree (36.0%)
   - Agree (35.0%)
   - Neither Agree nor Disagree (25.0%)

We found overwhelming knowledge of and support for active learning among medical educators across the United States.

References
2. Miller CJ, Metz MJ. A comparison of professional-level educators’ perceptions of active learning and to identify barriers to implementation. "students would learn better from engaging lectures that incorporated active learning than strictly didactic lectures" (p < 0.05).
3. The frequency of use of ‘educational games and activities’ was ranked higher by female educators than male educators (p < 0.01).