Medical knowledge is rapidly growing, and medical school curricula are changing in response.\(^1\,^2\) Though there are studies that identify barriers to active teaching, no recent studies have assessed the readiness and willingness of faculty to engage with these technologies to adopt a more active teaching style. This qualitative study aims to assess barriers to active teaching methods and concerns regarding new technology and changes in teaching style for faculty members in one U.S. medical school.

**Purpose**
The goal of this study was to identify themes in faculty perspectives on changes occurring in medical education via a faculty focus group of six curriculum leaders and design team members.

**Introduction**

Just-in-time learning in video format for faculty may help faculty feel comfortable in the lecture hall and boost confidence in using active teaching methods. Additionally, lecture preparation materials that align with students’ learning styles and motivations (i.e. Boards) may improve heterogeneity of knowledge and create more fruitful interactions in lecture.

**Results**

Though faculty agreed that “good” lectures tended to be interactive and in a space that facilitated student interaction, they were wary of technical difficulties and varying knowledge levels of students. To alleviate technological difficulties, educational videos for faculty on interactive methods with new technology were identified as a way to improve comfort with active teaching methods.

**Future Directions**

Given the growing fund of medical knowledge, medical schools and faculty must adjust to the changing needs of learners.

**References**