

Student-Centered Teaching: The Faculty Perspective

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Introduction

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.

Methods

Student Feedback Session

- Asked students about their thoughts on the curriculum and lecture attendance
- Answers were used to craft informed questions for faculty focus group

Faculty Focus Group

- Faculty were asked questions that fell within three categories:
 - Qualities of a “good” lecture
 - Information on students
 - Lecture environment

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.

Conclusions

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.

Future Directions

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

References

1. Densen P. Challenges and opportunities facing medical education. *Trans Am Clin Climatol Assoc.* 2011;122:48-58.
2. Ruisoto P, Juanes JA. Fostering Student's Engagement and Active Learning in Neuroscience Education. *J Med Syst.* 2019;43(3):66.