

Empowering 21st Century Learners to Own Their Education: Tools and Strategies for Promoting Learner Development

Small group objective

Identify tools and strategies that can be used to ***encourage assessment to be used as a catalyst for learning*** and opportunities to integrate the tools/strategies into existing educational activities.

For each setting below:

1. In column 1, describe tools or strategies for learners to use independently to encourage assessment to be used as a catalyst for learning.
2. In column 2, describe tools or strategies for learners and supervisors to use collaboratively to encourage assessment to be used as a catalyst for learning.
3. In column 3, indicate how each tool/strategy can be integrated with existing educational activities and infrastructure.

Clinical teaching setting

Tools/strategies for learners to use independently	Tools/strategies for learner-supervisor interactions	How to integrate with existing activities

Advising/mentoring setting

Tools/strategies for learners to use independently	Tools/strategies for learner-supervisor interactions	How to integrate with existing activities

Program or rotation expectations

Tools/strategies for learners to use independently	Tools/strategies for learner-supervisor interactions	How to integrate with existing activities

Empowering 21st Century Learners to Own Their Education: Tools and Strategies for Promoting Learner Development

Small group objective

Identify tools and strategies that can be used to ***help learners to deliberately plan their learning experiences*** and opportunities to integrate the tools/strategies into existing educational activities.

For each setting below:

1. In column 1, describe tools or strategies for learners to use independently to help learners deliberately plan their learning experiences.
4. In column 2, describe tools or strategies for learners and supervisors to use collaboratively to help learners deliberately plan their learning experiences.
5. In column 3, indicate how each tool/strategy can be integrated with existing educational activities and infrastructure.

Clinical teaching setting

Tools/strategies for learners to use independently	Tools/strategies for learner-supervisor interactions	How to integrate with existing activities

Advising/mentoring setting

Tools/strategies for learners to use independently	Tools/strategies for learner-supervisor interactions	How to integrate with existing activities

Program or rotation expectations

Tools/strategies for learners to use independently	Tools/strategies for learner-supervisor interactions	How to integrate with existing activities

**Empowering 21st Century Learners to Own Their Education:
Tools and Strategies for Promoting Learner Development**

Small group objective

Identify tools and strategies that can be used to **foster reflection or mindfulness practices to monitor learning** and opportunities to integrate the tools/strategies into existing educational activities.

For each setting below:

2. In column 1, describe tools or strategies for learners to use independently to foster reflection or mindfulness practices to monitor learning.
6. In column 2, describe tools or strategies for learners and supervisors to use collaboratively to foster reflection or mindfulness practices to monitor learning.
7. In column 3, indicate how each tool/strategy can be integrated with existing educational activities and infrastructure.

Clinical teaching setting

Tools/strategies for learners to use independently	Tools/strategies for learner-supervisor interactions	How to integrate with existing activities

Advising/mentoring setting

Tools/strategies for learners to use independently	Tools/strategies for learner-supervisor interactions	How to integrate with existing activities

Program or rotation expectations

Tools/strategies for learners to use independently	Tools/strategies for learner-supervisor interactions	How to integrate with existing activities

Empowering 21st Century Learners to Own Their Education: Tools and Strategies for Promoting Learner Development

Presenters:

Kimberly Gifford – Kimberly.a.gifford@hitchcock.org
Patricia Hicks - PHicks.PMAC@nbme.org
Dan Schumacher - Daniel.Schumacher@cchmc.org
John Mahan - john.mahan@nationwidechildrens.org
Lynn Thoreson - LMThoreson@ascension.org
Laura Zastoupil - Laura.Zastoupil@childrenscolorado.org
Ann Burke - ann.burke@wright.edu

References:

- 1) Berkhout, JJ, Helmich E, Teunissen PW, van der Vleuten, CPM, Jaarsma, ADC. How clinical medical students perceive others to influence their self-regulated learning. *Medical Education*. 2017; 51:269-279.
- 2) Cho KK, Marjadi B, Langendyk V, Hu W. The self-regulated learning of medical students in the clinical environment: A scoping review. *BMC Medical Education* 2017; 17:112.
- 3) Cutrer WB, Miller B, Pusic MV, Mejicano G, Mangrulkar RS, Gruppen LD, Hawkins RE, Skochelak SE, and Moore DE Jr. Fostering the development of master adaptive learners: A conceptual model to guide skill acquisition in medical education. *Acad Med* 2017; 92(1): 70-75.
- 4) Deiorio NM, Carney PA, Kahl LE, Bonura EM, Juve AM. Coaching: A new model for academic and career achievement. *Med Educ Online* 2016; 21.
- 5) Sawatsky AP, Ratelle, JT, Bonnes SL, Egginton JS, Beckman TJ. Faculty support for self-directed learning in internal medicine residency: A qualitative study using grounded theory. *Acad Med*. Epub ahead of print.
- 6) Schumacher DJ, Carraccio C, Englander R. One Process, Many Names: Learning and Improvement as the Core of Physician Practice. *Acad Med*. 2017; Sep;92(9):1357.
- 7) Schumacher DJ, Englander R, Carraccio C. Developing the master learner: Applying learning theory to the learner, teacher, and learning environment, *Acad Med*. 2013; 88(11): 1635-45.

Assessment as a catalyst for learning

- 8) Holmboe E. Work-based assessment and co-production in postgraduate medical training. *GMS Journal for Medical Education* 2017; 34(5): 1-7.
- 9) Sargeant J, Bruce D, Campbell C. Practicing physicians' needs for assessment and feedback as part of professional development. *Journal of Continuing Education in the health professions* 2013; 33(1):S54-S62.

Helping learners to deliberately planning learning experience

- 10) Reed S, Lockspeiser TM, Burke A, Gifford KA, Hanson JL, Mahan JD, McKenna M, Rosenberg A, Li ST. Practical suggestions for the creation and use of meaningful learning goals in graduate medical education. *Academic Pediatrics* 2016. 16:20-24.

Fostering reflection and mindfulness practices to monitor learning

- 11) Lucieer, SM, Jonker L, Visscher C, Rikers RMJP, Themmen A. Self-regulated learning and academic performance in medical education. *Medical Teacher* 2016. 38: 585-593.
- 12) McConville J, McAleer R, Hahne A. Mindfulness training for health profession students – the effect of mindfulness training on psychological well-being, learning, and clinical performance of health professional students. *Explore* 2017. 13: 26-45.
- 13) Sandars J. The use of reflection in medical education: AMEE guide no. 44. *Medical Teacher* 2009. 31: 685-695.