

2017 APGO Martin L. Stone, MD Faculty Development Seminar Workshop Submissions

Primary Author Name, Title: Katharyn Meredith Atkins, MD, Assistant Professor, Director of Undergraduate Medical Education and the Principal Clinical Experience Associate Director, Carl J. Shapiro Center for Education and Research

Primary Author Affiliation:

Primary Author Experience: Dr. Atkins is an Assistant Professor and Director of Undergraduate Medical Education and the Principal Clinical Experience at Beth Israel Deaconess Medical Center and Harvard Medical School. She develops and delivers faculty education program to promote interactive and engaged learning both in the preclinical and clinical curriculum.

Secondary Author: David Hirsh, MD

Secondary Author Experience: Dr. Hirsh is Associate Professor of Medicine at Harvard Medical School, Associate Director of the HMS Academy of Educators, Director of the Academy Medical Education Fellowship, and co-founding Director of HMS's Longitudinal Integrated Clerkship. He is a clinician educator, researcher, and educational consultant with scholarship and academic contributions spanning multiple areas including: educational continuity, medical education transformation, longitudinal integrated clerkships, OSCEs, East Asian constructs of professionalism, women's health, and humanism in medicine.

Third Author:

Third Author Experience:

Workshop Title: The Dynamic Learning Environment: You Can Lead Them to Water and Make Them Think

Subtopic: Leading the Caravan

Précis: This workshop will provide participants with skills, tools, and the chance to practice creating a dynamic learning environment for classroom or clinical learning.

Workshop Text: Objective/Background: This workshop will provide participants with skills, tools, and the chance to practice creating a dynamic learning environment for classroom or clinical learning. Although the practice of such techniques is famously linked to the Socratic method, the cognitive science of test-enhanced learning has grown in recent years after a series of highly regarded empirical works have come to light. In short, test-enhanced learning also known as retrieval practice poses a potent way to generate discourse and knowledge in action (thinking) rather than recitation of facts and lists. Workshop Agenda: In this interactive workshop we will review the empirical learning science of retrieval practice from Socrates to Karpicke and Roediger to Case Based Collaborative Learning. Participants will then generate techniques for animating the classroom and will discuss opportunities and barriers. In small groups participants will be asked to practice the techniques and will be provided with feedback thru a peer observation tool. Interactive Component: Participants will: 1. generate the

techniques for animating the classroom and will discuss opportunities and barriers to using such techniques; 2. practice using the techniques with feedback given to them; and 3. discuss in large group their experiences and how they intend to practice and use the new techniques going forward

Take Home Product: Participants will receive a toolkit of resources for creating a dynamic classroom. The dynamic classroom is one that promotes discourse and knowledge-in-action rather than passive information transfer or passive recitation.

If not selected as a Workshop, would you be willing to present as a Round Table? No

If yes, who would present:

Primary Contact: Katharyn Meredith Atkins

SAMPLE ABSTRACT