Module Instructional Methods

Modules utilize lecture and non-lecture activities. The following is a reference list (only) of standardized instructional methods that have been defined by the AAMC MedBiquitous Curriculum Inventory (June 2012). Activities are categorized on the MEDMap course websites into primary (and possibly other secondary) instructional methods used. Students should be aware that any module may include any of these instructional methods in conjunction with learning objectives and assessment as deemed applicable to given activities within a module:

- **Case-Based Instruction/Learning: (Case Study)** “The use of patient cases (actual or theoretical) to stimulate discussion, questioning, problem solving, and reasoning on issues pertaining to the basic sciences and clinical disciplines”
- **Clinical Experience – Ambulatory:** “Practical experience(s) in patient care and health-related services carried out in an ambulatory/outpatient where actual symptoms are studied and treatment is given”
- **Clinical Experience – Inpatient:** “Practical experience(s) in patient care and health-related services carried out in an inpatient setting where actual symptoms are studied and treatment is given”
- **Concept Mapping:** “Technique [that] allows learners to organize and represent knowledge in an explicit interconnected network. Linkages between concepts are explored to make apparent connections that are not usually seen. Concept mapping also encourages the asking of questions about relationships between concepts that may not have been presented in traditional courses, standard texts, and teaching materials. It shifts the focus of learning away from rote acquisition of information to visualizing the underlying concepts that provide the cognitive framework of what the learner already knows, to facilitate the acquisition of new knowledge”
- **Conference:** “Departmentally-driven and/or content-specific presentations by clinical faculty/professionals, residents, and/or learners before a large group of other professionals and/or learners”
- **Demonstration:** “A description, performance, or explanation of a process, illustrated by examples, observable action, specimens, etc.”
- **Discussion, Large Group (>12):** “An exchange (oral or written) of opinions, observations, or ideas among a Large Group [more than 12 participants], usually to analyze, clarify, or reach conclusions about issues, questions, or problems”
- **Discussion, Small Group (≤12):** “An exchange (oral or written) of opinions, observations, or ideas among a Small Group [12 or fewer participants], usually to analyze, clarify, or reach conclusions about issues, questions, or problems”
- **Games:** “Individual or group games that have cognitive, social, behavioral, and/or emotional, etc., dimensions which are related to educational objectives”
- **Independent Learning:** “Instructor-/ or mentor-guided learning activities to be performed by the learner outside of formal educational settings (classroom, lab, clinic); Dedicated time on learner schedules to prepare for specific learning activities, e.g., case discussions, TBL, PBL, clinical activities, research project(s)”
- **Journal Club:** “A forum in which participants discuss recent research papers from field literature in order to develop critical reading skills (comprehension, analysis, and critique)”
- **Laboratory:** “Hands-on or simulated exercises in which learners collect or use data to test and/or verify hypotheses or to address questions about principles and/or phenomena”
- **Lecture:** “An instruction or verbal discourse by a speaker before a large group of learners”
- **Mentorship:** “The provision of guidance, direction and support by senior professionals to learners or more junior professionals”
- **Patient Presentation – Faculty:** “A presentation by faculty of patient findings, history and physical, differential diagnosis, treatment plan, etc.”
- **Patient Presentation – Learner:** "A presentation by a learner or learners to faculty, resident(s), and/or other learners of patient findings, history and physical, differential diagnosis, treatment plan, etc."

- **Peer Teaching:** “Learner-to-learner instruction for the mutual learning experience of both "teacher" and "learner"; may be "peer-to-peer" (same training level) or "near-peer" (higher-level learner teaching lower-level learner)"

- **Preceptorship:** “Practical experience in medical and health-related services wherein the professionally-trained learner works under the supervision of an established professional in the particular field"

- **Problem-Based Learning (PBL):** “The use of carefully selected and designed patient cases that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills as those needed in professional practice “

- **Reflection:** “Examination by the learner of his/her personal experiences of a learning event, including the cognitive, emotional, and affective aspects; the use of these past experiences in combination with objective information to inform present clinical decision-making and problem-solving”

- **Research:** “Short-term or sustained participation in research”

- **Role Play/Dramatization:** “The adopting or performing the role or activities of another individual”

- **Self-Directed Learning:** “Learners taking the initiative for their own learning: diagnosing needs, formulating goals, identifying resources, implementing appropriate activities, and evaluating outcomes”

- **Service Learning Activity:** “A structured learning experience that combines community service with preparation and reflection”

- **Simulation:** “A method used to replace or amplify real patient encounters with scenarios designed to replicate real health care situations, using lifelike mannequins, physical models, standardized patients, or computers”

- **Team-Based Learning (TBL):** “A form of collaborative learning that follows a specific sequence of individual work, group work and immediate feedback; engages learners in learning activities within a small group that works independently in classes with high learner-faculty ratios”

- **Team-Building:** “Workshops, sessions, and/or activities contributing to the development of teamwork skills, often as a foundation for group work in learning (PBL, TBL, etc.) and practice (interprofessional-/disciplinary, etc.)”

- **Tutorial:** “Instruction provided to a learner or small group of learners by direct interaction with an instructor”

- **Ward Rounds:** “An instructional session conducted in an actual clinical setting, using real patients or patient cases to demonstrate procedures or clinical skills, illustrate clinical reasoning and problem-solving, or stimulate discussion and analytical thinking among a group of learners”

- **Workshop:** “A brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills related to a specific topic”