AAMC Association of American Medical Colleges

A Peer Review Model To Support Faculty-Produced Video Microlectures In A Flipped Medical Curriculum

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THE UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE

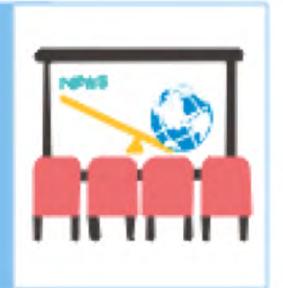
Abstract: The University of Illinois College of Medicine has moved to a flipped classroom format and uses short, faculty-developed educational microlectures to prepare students for class. We have produced 255+ videos during this process, but we noticed significant variability in video quality. We have created a peer review model to aid faculty in producing and improving their videos.

PEER REVIEW PROCESS



Faculty prepare draft of presentation, script, and video layout. Record a version for review.

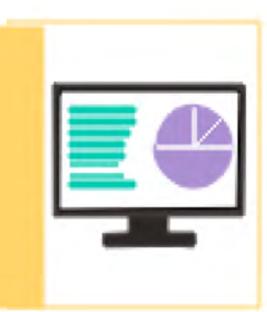
Peer Review committee selected for 2 week review period for assigned videos.



Feedback via rubric is provided to author: Accept, Accept with Edits, or Re-work

Faculty makes changes and re-records.

Final version goes through QA and published.



UICOM Curriculum Model

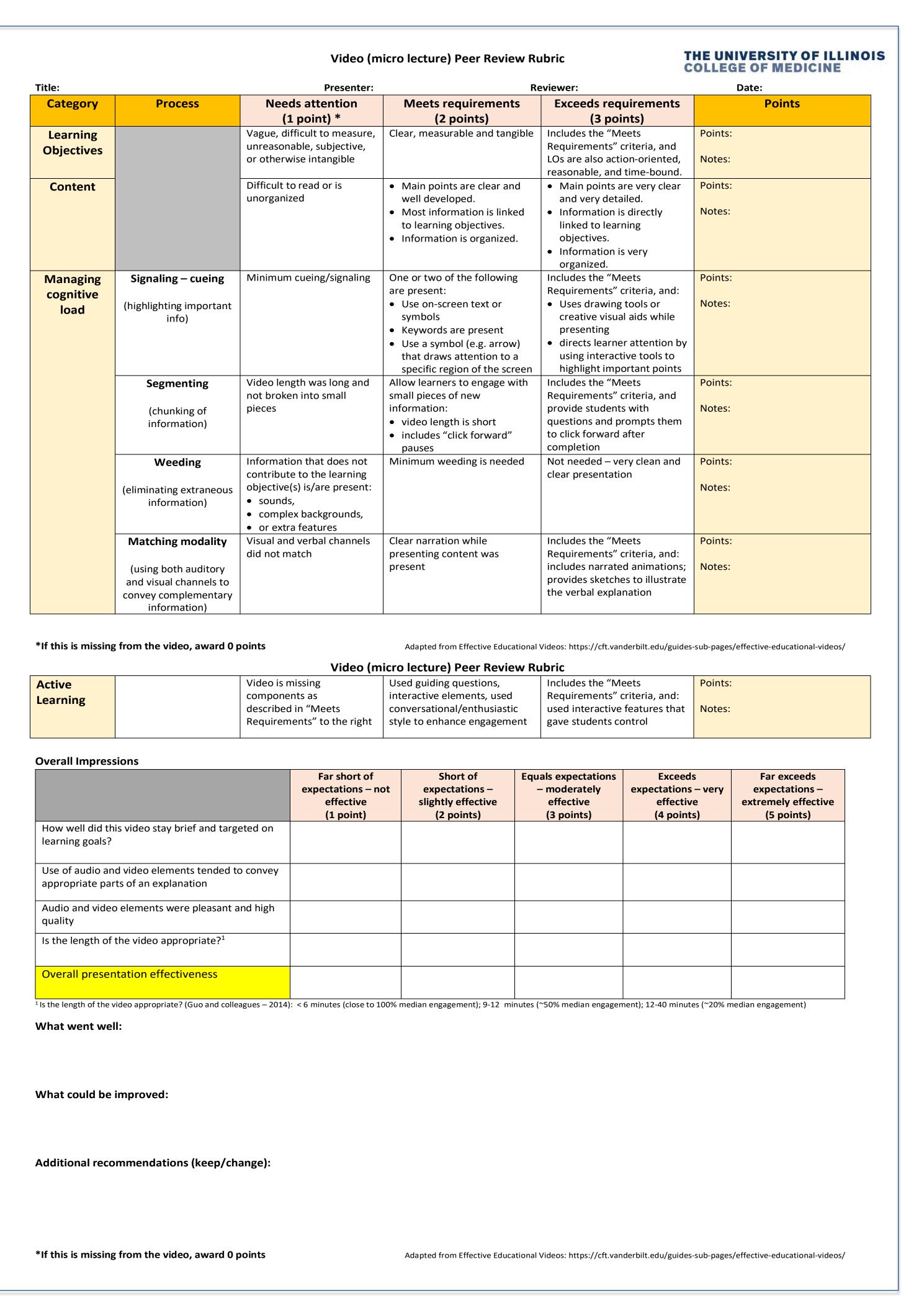
- Integrated model new for the 2017-2018 academic year.
- Organ system based program
- Relevant discipline-specific content and clinical presentations presented as a cohesive unit, which we call a Block.
- 8 Blocks in the first two years of the UICOM curriculum.

Video Creation

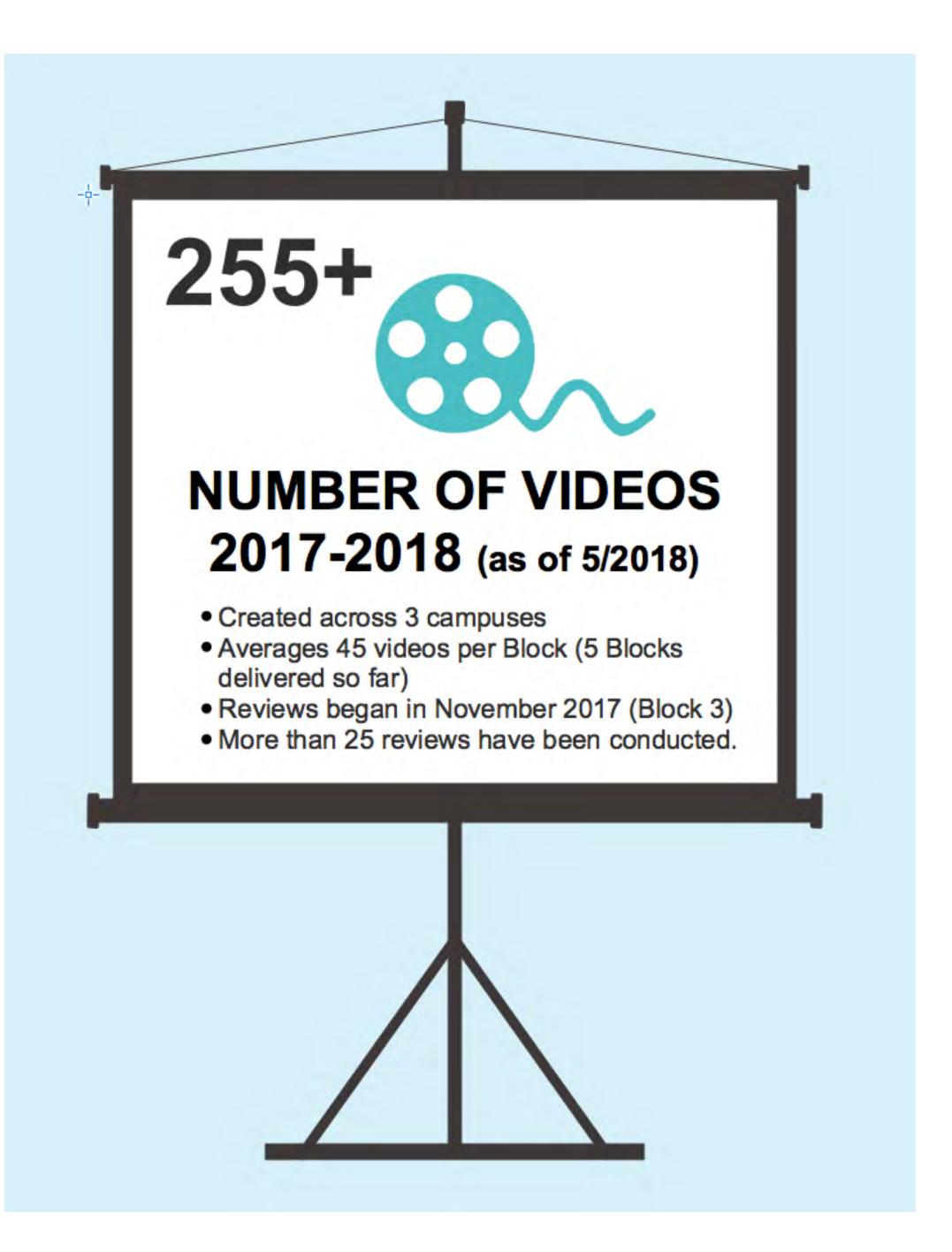
Faculty record short, mini-lecture educational videos as preparatory materials for class. To control variability in video content, organization, and quality, UICOM developed a review rubric for video recordings. This effort is to improve the content for our students and encourage faculty development with new technology.

Introduction

There has been a large push in recent years to increase the amount of integrated coursework in medical school curricula. The traditional model of basic sciences in years one and two, and clinical sciences in years three through four is being replaced with a model that integrates aspects of both across all four years. This shift in educational dogma has coincided with an increased reliance on active learning methodologies such as flipped classrooms, case discussions, and Team-based LearningTM.







Results

Student Feedback

"The imaging and histology videos are well done. The scripts being provided in the comment section of the slides are immensely helpful as well."

"Dr. Fisher's slides and videos are a great way to learn and get prepared for class."

"The videos Dr. Lin made are excellent."

"The series of membrane transport videos in the pre-watch for Thursday's class was a God send. HALLELUJAH!!!"

"Dr. Berrocal somehow makes hard things easier to understand – the video broke down the phases with different graphs for different ways to understand the cardiac cycle."

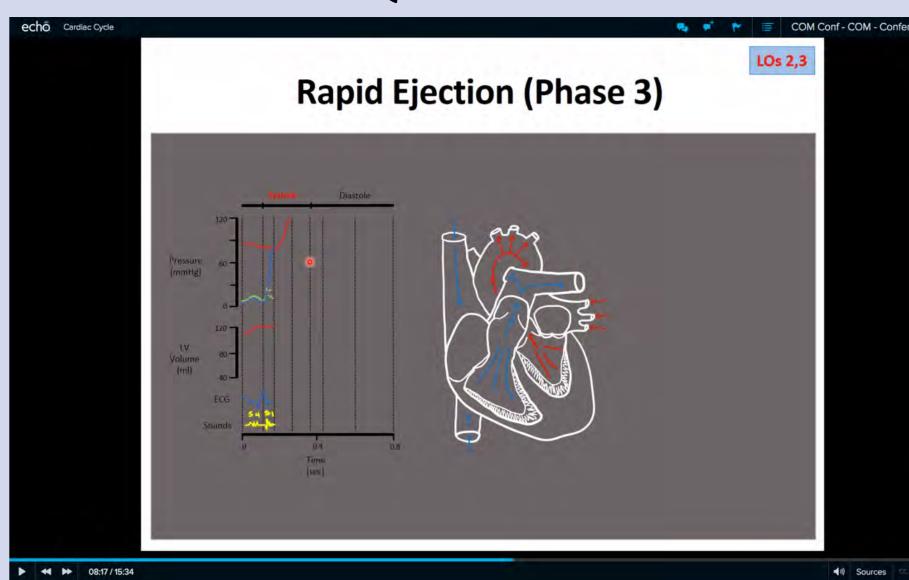
Faculty Feedback

"The peer review caught several small errors before the video went out to students."

- Applying the video review rubric to videos produced before implementation
- Expanding peer review to other curriculum development

UICOM Microlectures

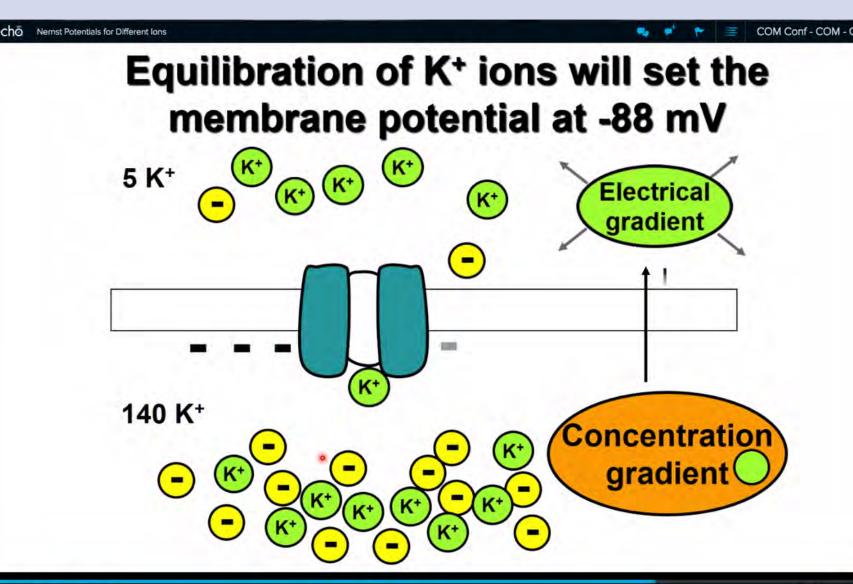
Scan the QR Code to Watch





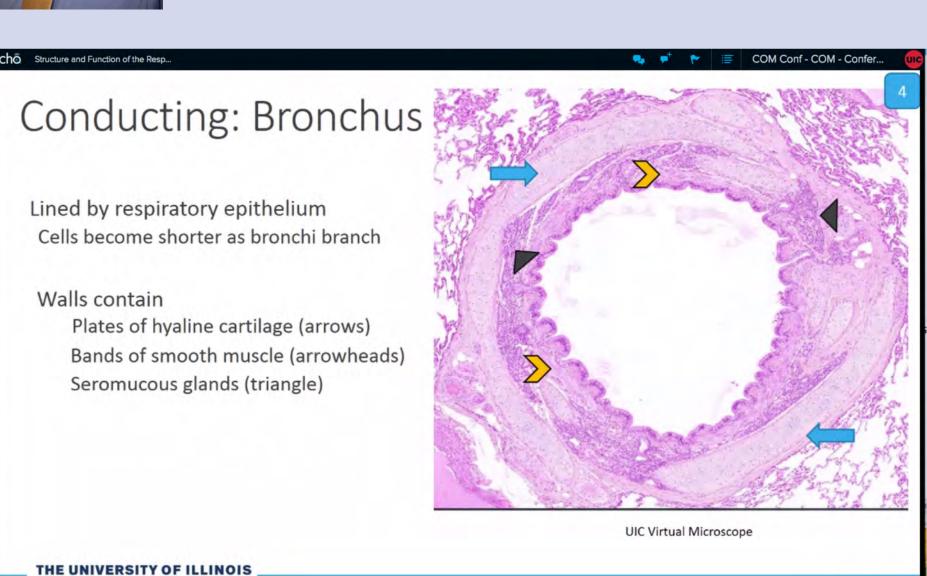
Dr. Berrocal
Block 4
Cardiac Cycle





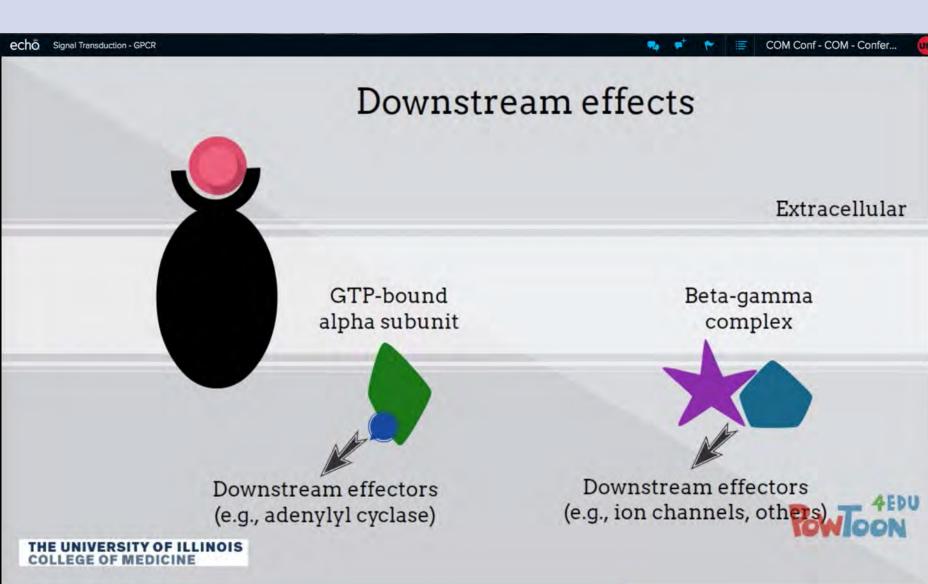


Dr. Clements-Jewery
Block 1
Nernst Potential





Dr. Fisher
Block 4
Respiratory Tract





Dr. Lin
Block 1
Signal Transduction

