

Supporting Review and Reform of Teaching Methods

CurrMIT's strong reporting features are in demand to support medical education reform at the **University of Oklahoma's College of Medicine**. The ability to quickly provide data on teaching methodologies and objectives makes CurrMIT a valuable tool. While CurrMIT is used for diverse purposes, Dr. Chris Candler, who was, at that time, Director of Educational Development and Research, cited "the ability to see our own curriculum data" as one of the most outstanding benefits of CurrMIT's reporting features.

The Challenge

A review of the medical school's curricular objectives led to questions about the need for reform of teaching methods. Before calling for reform, however, the medical school first needed to obtain a clear picture of pedagogies currently practiced at the institution. Faculty and administrators wished to examine and evaluate the comparative percentages of teaching time currently occupied by classroom-based lectures, small group discussions, and other methods of teaching and information dissemination.

The CurrMIT Solution

CurrMIT allowed for a very straightforward resolution of the challenge. Since information on teaching methods and contact hours had already been entered into CurrMIT (as it has for nearly all LCME-accredited U.S. and Canadian medical schools), the Department of Educational Development and Research ran a report on the relevant data. The report was tailored to determine the number of contact hours allocated to different teaching methods, such as small-group discussions versus lectures.

The Benefits

The information yielded by the report offered valuable insight into the current structure of the teaching plan at the College of Medicine, and identified areas that might benefit from alternative teaching methodologies. While results are still being processed and applied, the Department notes that the information itself could not have been obtained easily through any other means. The ability to obtain instant reports from all LCME-accredited medical schools, to see what other schools are doing, is also of value. The costs in terms of effort, time, and organization would have been excessive, had faculty or educational research staff been required to manually sift through data to identify hours devoted to a single teaching method across the entire curriculum at the University of Oklahoma College of medicine. Further, these data would have been impossible find on all LCME-accredited medical schools without CurrMIT.

More information: This report was prepared by Chris Candler, M.D., who was, at that time, Director of Educational Development and Research, University of Oklahoma College of Medicine. Currently he is Co-Director and Editor, MedEdPORTAL and Director of Educational Technology with Division of Medical Education at Association of American Medical Colleges in Washington D.C. He can be reached at (479) 787-9772 and ccandler@aamc.org.