"If we teach today's students as we taught yesterday's, we rob them of tomorrow"

John Dewey

As medical educators, how can we best reach the Millennial Learner? A recent article tries to answer this question. "To the Point: medical education, technology, and the Millennial learner" (1), coauthored by John Dalrymple, HMS Director of Assessment, and Association of Professors of Gynecology and Obstetrics Undergraduate Medical Education Committee colleagues, provides an overview of the characteristics of Millennials and describes how medical educators can customize and reframe their curricula and teaching methods to maximize Millennial learning. The group performed a literature search to identify articles on generational learning, and this, in addition to personal experience, framed the discussion. Most current medical students are considered Millennials-born from 1977-1995. Individuals of the same generation have grown up with common experiences and tend to have similar social attributes: the discussion is prefaced by recognizing that Millennials have grown up deemed to be "special" and "winners" by their parents regardless of their behaviors and actions. This experience differentiates them from faculty generations that are currently teaching them. Appreciation of the Millennial experience is important in understanding the attitudes, ideas, and priorities of Millennials to tailor educational methods to stimulate and enhance learning.
Millennials are perhaps most distinct as the generation growing up during an explosion of technology and social media. Due to the atmosphere saturated with unlimited information and choices, they possess skills that facilitate web-based, self-directed learning and media literacy as opposed to lecture hall learning and reading literacy. This lead to the exploration of the five teaching styles that appeal to Millennials: E-learning, flipped classroom, simulation and gamification, peer to peer teaching and social media.

E-learning includes podcast, educational websites, virtual patient simulations, interactive multimedia tutorials and on-line problem-based learning. Major advantages of E-learning are the autonomy that it provides the student as well as the convenience that it offers. Using these platforms for learning allows the students to acquire new information virtually anywhere and they can do so whenever they want. Some (2) but not all (3) studies indicate that e-learning strategies are associated with improved knowledge acquisition.

The authors note that because Millennials are accustomed to fast information and answers, empirical evidence suggests they tend to have shorter attention spans. The flipped classroom teaching style and spending class time interacting with a case discussion instead of listening to a lecture helps tackle that. This teaching style also provides the learner with a sense of self-sufficiency since they can complete the preparatory work for the class at their own pace and convenience.

Millennials tend to be tech savvy and simulation with interactive, hands on methods appeal to them. “Gamification”-defined as using fame design elements in a non-game context-allows immediate gratification associated with gaming and has been successfully implemented with medical students and residents (4).

Peer to peer teaching, in which intragenerational teaching is part of the educational experience, is valued by Millennials. A student who teaches other students must understand the material in depth enough to present it as well as answer questions, and may be better able to grasp other student's barriers to understanding than a seasoned faculty member. This teaching style promotes educational leadership and stewardships. It also inspires creative teaching and learning. Empirical evidence suggests greater learning retention is achieved when fourth year medical students in obstetrics and gynecology were taught by peer versus a resident teacher.

The last teaching style explored is the use of social media. Since social media is a regular part of Millennials' everyday life. It makes sense that these platforms could be used to educate this generation. The two social media platforms considered in this article were Twitter and Facebook. Twitter may have many benefits in the context of education when used to promote information. According to the review Twitter could also be used as a platform for communication between teacher and learner. Facebook lends itself to be a platform to connect learners with similar interest, and can promote discussion on educational material.

Millennials are our current generation of students and trainees. The authors encourage us to embrace and adapt our pedagogy to meet their style, needs, and views!

References

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Upcoming Academy Events
Faculty Development Symposium sponsored by the Resident as Teacher Academy Interest Group
Resident/Fellow as Teacher Leadership Curriculum Showcase
Thursday, September 7, 2017 // 3:00-5:00PM // TMEC 227 // RSVP

Faculty Planning Committee
Tracey A. Cho, MD; Hope A. Ricciotti, MD; Thomas J. Sandora, MD, MPH

Click here for more information regarding this event

Medical Education Grand Round:
"I know it when I see it": Evaluating Competence in the Age of Assessment
Friday, September 15, 2017 // 7:30-9:00AM // TMEC 227 // RSVP

Louis N. Pangaro, MD, NACP
Professor and Chair
Department of Medicine (MED),
F. Edward Herbert School of Medicine

Click here for more information regarding this event

Save the date and request for abstracts
HMS Medical Education Day 2017:
Addressing uncertainty in medical education: Helping students embrace the challenges of human health and disease
Tuesday, October 24, 2017 // 11:00-6:00 PM //
TMEC Amphitheater and Atrium

Abstracts for poster presentations and computer demonstrations are due on Monday, August 28, 2017.

Click here for more information regarding the abstract submission

Welcome to our two new members of the
HMS Academy Fellowship in Medical Education Research!

We are delighted to have Ariel and Morgan join our group, which includes 4 other fellows who are entering their second year of the fellowship. Faculty and fellows who are interested in the applying for the fellowship for 2018-2019 can contact Academy_Research@hms.harvard.edu for more information.
Ariel Frey-Vogel, MD, MAT, is an Instructor in Pediatrics, Associate Program Director for the MGH for Children Pediatric Residency Program, and Attending Physician, Departments of Internal Medicine and Pediatrics, Massachusetts General Hospital. Dr. Frey-Vogel has recently completed a Rabkin Fellowship at BIDMC, and continues her scholarly pursuits through a fellowship in research. For her project, Dr. Frey-Vogel is leading a collaboration with pediatric faculty at MGHfC, Dartmouth, and Brown to develop a tool to evaluate resident large group teaching. The goal of the project is to develop a tool and collect validity evidence on it such that it could be used to both evaluate resident teaching and resident as teacher curricula which focus on this aspect of teaching.

Morgan Soffler, MD, is a Clinical and Research Fellow with the Harvard MGH/BIDMC Combined Pulmonary and Critical Care Program. Dr. Soffler will be evaluating the use of a summative medical simulation exercise as a means of assessing third year medical students. Her study will use a novel assessment tool and compare simulation assessment with more traditional means of student evaluation.

Who's who in the Harvard Medical School Academy

Dr. Alaka Ray is the Associate Program Director for Ambulatory Training in the MGH Internal Medicine Residency Program. She practices primary care at the MGH Internal Medicine Associates. Her clinical interests have ranged from patient-doctor relationships to end-of-life care. Dr. Ray is engaged in scholarship in primary care education and is committed to finding ways to improve the resident continuity clinic training experience. She also has a strong interest in outpatient faculty development. She serves as a coach in the MGH Professional Development Coaching program for residents and peers in the Division of General Internal Medicine. Dr. Ray teaches residents in the outpatient and inpatient settings and is engaged in curricular development and delivery. She has presented several national workshops in the area of medical education and is currently on the national Education Committee of the Alliance for Academic Internal Medicine. Dr. Ray spent most of her childhood in Kolkata, India. She attended Harvard College and Harvard Medical. She graduated from the MGH Primary Care Program and then served as the Ambulatory Medicine Chief Resident. Dr. Ray's hobbies include food, fiction and film and sharing those with her husband and two children.

Congratulations to our faculty on receiving the ABLConnect Teaching Innovator Prize
ABLConnect Teaching Innovator Prizes are awarded to faculty member and graduate student instructors whose teaching demonstrates a conscious effort to reach solid academic goals while challenging and engaging students in thoughtful, creative, or interesting ways.

This year they had over 50 entries from almost all of Harvard's schools, and they chose 5 winners. One of the winning activities was submitted by Elizabeth Buzney and Jennifer Huang, faculty at Harvard Medical School. Their activity involved using art to strengthen observational dermatology skills.

Please help us in congratulating them both!

Help us welcome our new Academy Interest Group Co-Chairs

We look forward to the content all of these new partnerships will bring not only to our Academy members but to the HMS community as a whole.

Jeffrey H. William will be joining Keith Baker as a co-chair of our Feedback and Evaluation interest group.

Arabella Simpkin will be joining Jason Fogler as a co-chair of our Hidden Curriculum interest group.

Thomas Sandora will be joining Hope Ricciotti as well as Tracey Cho as co-chair of our Resident as Teacher interest group.

HMS Academy Interest Groups are open to all Academy members. For more information, and to see a list of current groups please see the Academy website here.

New Medical Education Pubmed Citations from Academy Members
Please note that we use an automated search system to identify new PubMed-cited medical education literature. If we have missed a medical education paper you have published, please let us know. Also, please let us know if you have published medical education materials on MedEdPortal or other sites.

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