

Title: Medical Students' Perception of Lectures

Faculty Mentors:

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Background: Didactic lectures remain the main mode of teaching in undergraduate medical education, even during clinical rotations. Some arguments have been raised against the utility of the lecture format, mainly due to its perceived lack of effectiveness. However, few published studies have assessed the learners' perceptions of effectiveness of these lectures.

Hypothesis: The variability in medical students' perception of effectiveness of their lectures will have association with modifiable variables, such as clinical vs. basic research content, incorporation of audience participation, duration, clinical relevance, incorporation of multiple choice questions and clinical cases.

Methods: The study proposal will be submitted to the UF Institutional Review Board to perform a cross-sectional survey of UF medical students who agree to participate in the study. The aims of this study are to (1) explore the perception of medical students regarding the effectiveness of their current lectures and (2) determine variables that would improve the effectiveness of this educational activity. The students' evaluations will provide medical educators insight into designing effective lectures. The findings of this study would also have important implications for faculty development in medical education to enhance the educational value of lectures.

Role of Medical Student: After consultation with the faculty mentor, the MSRP student will assist in developing the survey questionnaire and IRB proposal and conduct the surveys, data analysis, literature review, and preparation of at least one first-authored abstract and manuscript. Students may continue their collaboration throughout medical school.