



Memoria Proyecto de Innovación Docente

Título: Action Learning in Histology and Pathology, an Exciting Evolution of the Independent Study

Curso en el que se ha realizado el proyecto: 2020-21

Facultad/Escuela: Facultad de Medicina

Denominación del proyecto:

Innovación Docente en Clínica Práctica I (Modulo Anatomía Patológica)

Director/Coordinador (incluir categoría profesional):

Dr. Carlos E de Andrea, Profesor Contratado Doctor



Participantes (incluir categoría profesional):

Dra. Maria Dolores Lozano Escario, Profesor Titular
Dra. Marta Abengozar-Muela, Profesor Clínico Asociado
Dr. José Ignacio Echeveste, Profesor Clínico Asociado
Dra. Laura Alvarez Gigli, Profesor Clínico Asociado

Resultados obtenidos:

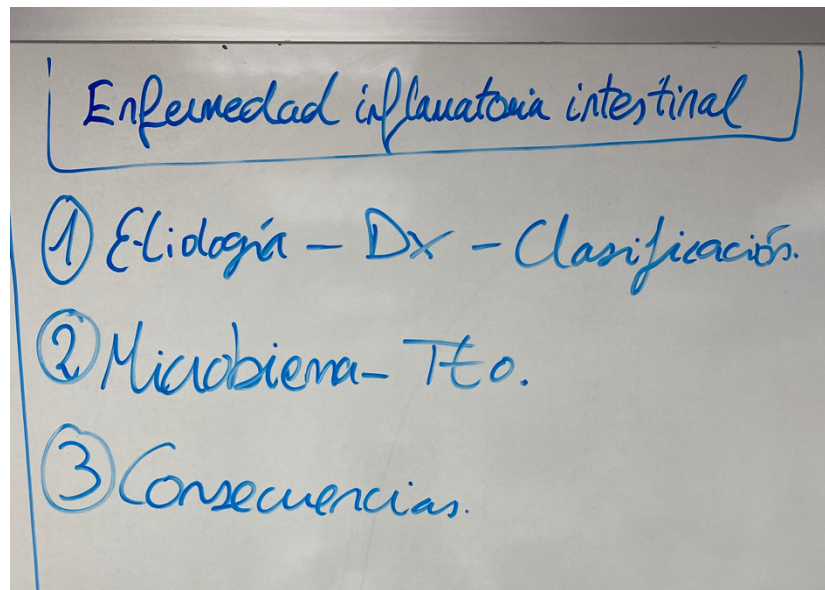
The main goal of this project is allowing the students to take **an active lead** on the learning process. Instead of the course instructors bringing in projects and cases, **the students worked with the instructors** to create the projects and cases that they were interested in.

The students selected three “hot topics” or a set of questions that they were really interested in investigating and learning more about. The “hot topics” were related to one of the two main areas in Pathology:

(i) **Cancer/Immunology**, and

(ii) **Infection/Inflammation**. In general, a “hot topic” was a topic which was widely discussed and commented in the scientific communities.

Below is an example of the “hot topics” selected by one of the groups:



The students used the tools available, and knowledge generated during the Pathology and Histology courses to understand the “hot topics”.

Integrating students and instructors in action learning produced a collaborative, problem solving, and action-orientated process that allowed them to **take responsibility for their learning** and an active participation during the learning process.

The student’s performance and progress were continually assessed by their energy, enthusiasm, and professionalism seen throughout the action learning process. As **the learning agenda were driven by the students’ concerns**, the **final presentation** was used to assess the student’s progress and engagement in the activity.

Every week, a group of 7-10 medical students spent about 2 hours from Monday to Friday in our Department. In total, we had 14 groups rotating in one semester.

During the “Intro to the Action Learning”, the course instructors posed some questions to start a discussion with the students to help them to select a “hot topic”. The questions usually were:

1. Have you recently heard **any novel things about cancer/immunity or infection/inflammation** that you would like to learn more?
2. **What are you curious about** right now that Pathology can help?



The final action learning process and agenda used in this project was:

Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Clinical meeting (9:00-10:00h)</i>	<i>Clinical meeting (9:00-10:00h)</i>	<i>Clinical meeting (9:00-10:00h)</i>	<i>Clinical meeting (9:00-10:00h)</i>
1. Intro to the Specialty of Pathology (9:30h-10:00h) 2. Guided tour to the Department (10:00-10:30h) 2. Intro to the Action Learning & topic (10:30-11:00h)	1. Selecting 1 out of 2 main areas. 2. The group will bring in their “hot topic” in the chosen area. 3. Instructor 1 will guide the group to create the project. The project comprises of the “hot topic” + Surgical resection specimen (organ + clinical and pathological stage). 4. Fishing a similar Surgical resection specimen from the Pathology Archives (10:00-11:00h)	1. The group will work with the selected surgical resection specimen case (macro- & slides: description of normal & abnormal morphology). 2. Instructor 2 will guide the group to make the link between “hot topic” and surgical resection specimen (10:00-11:00h)	1. Instructor 3 will help the group to find key points to: (i) relate the “hot topic” with the pathological case, and (ii) understand the role of pathology in the project chosen by the group. (10:00-11:00h)	Presentation summarizing the key points found on the previous day. (10:00-11:00h)



Observaciones:

A quote from a student about the Action Learning Project in Histology and Pathology: "Success is due to my efforts. I learned it myself and I earned it myself. When you compete with yourself it pushes you to do better and forces me to draw my own resources in achieving my goals for the course. Now, it is all up to me to do well".

So, we have turned the corner and introduced on strategy that might be useful in moving toward a rearrangement of classroom learning.