

Self-Regulated Learning of Medical Students in a Flipped Classroom Learning Environment

Date: June 15, 2020 (Monday)

Time: 12:30 pm – 2:00 pm

Link to Zoom: <https://hku.zoom.us/j/92882957037>

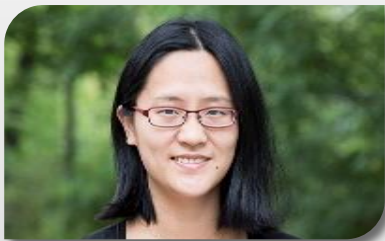
Meeting ID: 928 8295 7037 (Simple registration at Zoom will be required)

Abstract

The pedagogical model known as the ‘flipped classroom’ has been championed as the next frontier in medical education. It allows medical students to learn foundational knowledge by themselves before coming to class, and class time is devoted to problem-based learning and knowledge application. Research has suggested that students need to be self-regulated to succeed in flipped classroom learning.

This talk will focus on two studies related to self-regulated learning of medical students in a medical school in the midwestern United States. The first study focused on examining what specific self-regulated learning strategies affected first- and second-year medical students’ learning performance in a flipped classroom environment. The second study examined students’ use of self-regulated learning strategies at the beginning and end of the first year, and factors contributing to students’ change in strategy adoption.

Results from these two studies suggested that, resource management strategies (i.e., peer learning and help-seeking) could significantly influence students’ academic achievement in flipped classroom learning environment. Throughout the course of their first year, medical students used more self-regulated learning strategies in the forethought and self-reflection phases, and this development was mainly influenced by personal, contextual, and social attributes. Future directions as well as implications for research and practice will also be discussed.



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About the Speaker

Dr Binbin Zheng is currently an assistant professor in the Office of Medical Education Research and Development in the College of Human Medicine at Michigan State University. She received her Ph.D. degree in Language, Literacy and Technology in School of Education from the University of California, Irvine. Her current research focuses on technology use and self-regulated learning for medical students’ learning processes and outcomes.

ALL ARE WELCOME

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