

Resource List to Increase Student Comprehension

Books

Alley, M. (2002). *The craft of scientific presentations: Critical steps to succeed and critical errors to avoid*. Springer-Verlag: New York.

Related to book concepts- <http://writing.engr.psu.edu/slides.html> Link to- slide template: teaching

Anholt, R.R.H. (2006). *Dazzle'em with style: The art of oral scientific presentation* (2nd ed.). Elsevier/Academic Press: Boston.

Available in Lamar Soutter library- Q 223 A596d 2006

Articles

- Blissett, S., Cavalcanti, R.B., & Sibbald, M. (2012). [Should we teach using schemas? Evidence from a randomised trial. *Medical Education*, 46 \(8\), 815-822.](#)
- Bordage, G. (1994). [Elaborated knowledge: A key to successful diagnostic thinking. *Academic medicine*, 69 \(11\), 883-885.](#)
- Boekhout, P., van Gog, T., van de Wiel, M.W.J., Gerards-Last, D., & Geraets, J. (2010). [Example-based learning: Effects of model expertise in relation to student expertise. *British journal of educational psychology*, 80, 557-566.](#)
- Ahopelto, I. Mikkila-Erdmann, M., Olkinuora, E., & Kaapa, P. (2011). [A follow-up study of medical students' biomedical understanding and clinical reasoning concerning the cardiovascular system. *Advances in health science education*, 16, 655-668.](#)
- Cook, R.I. (1989). [Learning theories implicit in medical school lectures. *JAMA*, 15, 2244-2245.](#)

- Lujan, H.L., & DiCarlo, S.E. (2006). [First-year medical students prefer multiple learning styles. Advances in physiology education, 30, 13-16.](#)

Online resources to obtain visuals for presentations to improve comprehension

<http://visualsonline.cancer.gov>

<http://www.nlm.nih.gov>

<http://science.education.nih.gov/home2.nsf/Educational+Resources/Topics/>

<http://www.genome.gov/glossary/index.cfm>

<http://www.genome.gov/10005911>

Resources related to Active Learning

Books

- Svinicki, M., & McKeachie, W. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13th ed.). Wadsworth Cengage Learning: Belmont, CA.
- Add Kurtz, S., Silverman, J., & Draper, J. (2005). *Teaching and learning communication skills in medicine* (2nd ed.). Radcliffe Publishing: San Francisco, CA.
Available at Lamar Soutter Library- W 62 K96t 2005

Articles

- Angelo, T.A. (1993) [A "Teacher's Dozen": Fourteen general, research-based principles for improving higher learning in our classrooms, AAHE Bulletin, 3-13.](#)
- Michael, J. (2006). [Where's the evidence that active learning works? Advances in physiology education, 30\(4\), 159-157.](#)
- Chickering, A.W., & Gamson, Z.F. (1987). [Seven principles for good practice in undergraduate education.](#)
- Collins, J. (2004). [Education techniques for lifelong learning: Principles of adult learning. RadioGraphics, 24, 1483-1489.](#)

Resources related to discussion, cooperative learning groups

- [UMMS Student Perspectives on Small Group Teaching](#)
- Pasquale, S.J. (2009). [A sampling and overview of instructional methods. Unpublished document prepared for UMMS, Offices of Medical Education & Faculty Affairs, 1-8.](#)

- Kibble, J., Hansen, P.A., & Nelson, L. (2006). [Use of modified SOAP notes and peer-led small-group discussion in a Medical Physiology course: Addressing the hidden curriculum. Advances in physiology Education, 30 \(4\), 230-236.](#)
- Collins, H.L., Rodenbaugh, D.W., Murphy, T.P., Bailey, C.M., & DiCarlo, S.E. (1999). [An inquiry-based teaching tool for understanding cardiovascular function. Advances in physiology education, 22 \(1\), S15-S28.](#)
- Steiner, S., Stromwall, L.K., Brzuzy, S., Gerdes, K. (1999) [Using cooperative learning strategies in social work education. Journal of Social Work Education, 35 \(2\), 253-64.](#)