Integrative Learning Skills Through Mastery Learning And Deliberate Practice

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Synopsis: Integrative learning skills require skilled use of each functional area of the cerebral cortex, all of which are used with varying levels of skill. Mastery learning assesses levels of skill development, each level serving as a precursor to the next. Since some skill areas are weaker than others, mastery learning cannot occur until weakness is corrected through Deliberate Practice of that skill under supervision from a teacher.

Introduction

The topics below are designed to create the most effective use of time. No time intervals are given because the schedule is flexible based on interest of the participants. Outcomes to be expected are:

1. Insight into learning style as a sign of both strength and weakness; ability to resolve learning issues through additional mental models such as Achievement Motivation and Transactional Analysis.

2. Application of Deliberate Practice in helping students correct weakness.

3. Prescriptive analysis of responsibilities born by faculty compared to those born by students.

Schedule

1. Brief presentation on learning style and other mental models

2. Exercise – Contribution of type skills to group learning

3. Discussion on Mastery Learning and Deliberate Practice(including an introduction to AAMC Core Entrustable Professional Activities)

4. Identification of student responsibilities vs faculty responsibilities

5. Wrap up