Background

Reciprocal peer teaching (RPT) is a pedagogical method that engages students by giving them the responsibility to teach and then alternate the "teacher-learner" roles with their peers. This interaction creates an environment that promotes professional behaviors and the integration of medical terminology early in the first year curriculum. The goal of this study is to determine if RPT increases retention of anatomical information.

Objectives and Outcomes

Objective 1: Explain how RPT will increase retention of anatomical information.

Objective 2: Explain the impact of RPT on development of professional behavior in first year medical students.

Outcome 1: Describe the expected outcomes of RPT in the first year anatomy curriculum.

Outcome 2: Identify methods that encourage retention of anatomy material.

Methods

Reciprocal Peer Teaching: During the first hour, students appointed as "teachers" dissected while those designated as "learners" were in a satellite location to prepare for the second hour of lab. During the second hour, "teachers" taught the "learners" from provided teaching objectives. Students alternated roles as dissector and learner throughout the experience.

Survey: 17 question survey using a 10 point Likert scale and open ended questions was provided just before the retention exam to those who participated.

Retention Exam: A practical and written exam were given 4 months after the initial exams to measure retention of anatomy knowledge.

Results

Students who participated in RPT did better on 3 of the 4 initial tests given during the Musculoskeletal course (RPT participants shown by the patterned columns in figure 1). Retention exam results did not yield difference between testing groups (Figure 2).

Conclusion and Future Direction

The data shown in both figures is preliminary data on a subset of the overall participants in the study. As we expand the data sample size, we expect to see an increase in the significance of the results. Data exploring student's perceptions and its associations with test outcomes is yet to be analyzed.