



2019 RTA Biennial Meeting: Davis, CA

TEACHING INNOVATIONS ABSTRACT SUBMISSION: Deadline = May 20, 2019

These are informal presentations sharing teaching experiences and likely do not represent a completed research study; choose a topic below:

- Teaching experiments that failed and what I learned
- My approach to teaching on the clinic floor
- Open topics (e.g. Teaching with technology, other innovations, what I do, etc.)

Format: Podium presentation (8-10 minutes with 5-7 minutes for questions and discussion)

TITLE:
Jigsaw for Case Based Learning Debrief
AUTHORS: - with affiliation(s)
Stuart Meyers, Profesor, Anatomy, Physiology and Cell Biology, University of California, Davis Karen Boudreaux, Educational Specialist, University of California, Davis
ABSTRACT: <i>Brief (2-3 sentences) description of your session.</i>
Case-based learning consists of students working through case material in small groups designed to teach and reinforce particular content material. Traditionally, the case-based learning sessions were debriefed in a large group session. For the past two years, a jigsaw approach was used to debrief the content in place of the large group debrief. A presentation of preliminary data collected will be discussed focusing on student perceptions' of understanding, learning, engagement and preferences in learning styles.

Email completed abstract to Barb Byrne (bbyrne@ucdavis.edu) by May 13, 2019