



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:
Endocrine Pathogenesis Cards: cementing connections through gamification
AUTHORS: - with affiliation(s)
Brian Murphy, Associate Professor-Pathology, Microbiology and Immunology, University of California, Davis Karen Boudreaux, Educational Specialist, University of California, Davis
ABSTRACT: <i>Brief (2-3 sentences) description of your session.</i>
The popularity of gamification in education has steadily increased over the past decade. Drawing upon this concept, Endocrine Pathogenesis Cards (EPC) were created as a novel way to motivate and engage students in learning and retaining complex concepts in a card game format. Game design involves peer teaching and connecting the dots between clinical scenarios (dog with “fainting spells”), pathologic lesions (pancreatic insulinoma) and pathophysiologic changes (hypoglycemia).

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