TITLE: Using Self-Regulated Learning Microanalysis to Diagnose and RemEDIATE Poor Test-Takers

ABSTRACT BODY:

Topic Short Description: Learners who struggle on multiple choice tests are ubiquitous throughout all levels of medical education. Medical educators need feasible, theoretically sound methods for remediating poor test-takers that may also help with clinical performance. In this session, we will introduce a method for assessing and remediating struggling test-takers that is grounded in self-regulated learning (SRL) theory and script theory. Participants will learn how to use a form of SRL microanalysis - a semi-structured, think-aloud, direct observation protocol - to identify seven struggling test-taker subtypes, each of which can be linked to a deficient SRL subprocess. Participants will also learn the appropriate remediation strategy to target and improve the SRL deficiency. Using video depictions of different struggling test-takers as well as hands-on practice via role play, participants will leave this session with a useful tool for identifying and remediating SRL subprocesses in poor test-takers.

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Learning Objectives: At the end of the session, participants will be able to:

2. Illustrate how SRL microanalysis can be used to identify and remediate deficient regulatory processes in poor test-takers.
3. Apply a method of SRL microanalysis in order to diagnose struggling test-takers depicted in videos and by using role-play.

Session Plan: 1. Introduce problem of poor test-takers, summarize existing means of remediation, and explore participant experiences with remediating poor test-takers. (10 minutes)
2. Introduce SRL theory, script theory, and SRL microanalysis. (10 minutes)
3. Describe how to operationalize SRL microanalysis for poor test-taking using direct observation and the Question Review Form. (10 minutes)
4. Using participant observations after viewing video portrayals of struggling learners, describe the seven subtypes of struggling test-takers and identify the SRL deficiency and remediation strategy for each subtype. (20 minutes)
5. Engage participants to role-play struggling learners and faculty mentors. Use SRL microanalysis and the Question Review Form to categorize test-taking difficulties in terms of SRL deficiencies and suggest targeted remediation techniques. (15 minutes)
6. Reinforce participant skills by viewing additional video depictions of struggling test-takers and asking participants to diagnose the learner. (10 minutes)


Andrews MA, Kelly WF, DeZee KJ. Why Does This Learner Perform Poorly on Tests? Using Self-Regulated Learning

**Level of Audience**: Mid-career

**Focus of Presentation**: UME, GME

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