Interactive, Personalized and Flipped Classroom Simulation Experiences Utilizing Hemodynamic Monitoring for Medical Education

Brigid Flynn, MD
Department of Anesthesiology, University of Kansas Medical Center, Kansas City, Kansas

BACKGROUND

- Active learning and simulation are established methods of medical education.
- An interactive learning environment allows participants to realize gaps in knowledge, reflect on past knowledge, and ask questions concerning the assimilation of new knowledge.
- A personalized interactive learning experience provides more meaning to the reflection of ideas and thought processes involved in the learning process by using participants’ own personal physiologic data along with that of their colleagues.

Purpose

- To engage in problem-based learning and discovery with a concomitant reduction in lecture hours and an emphasis on self-directed learning.

SELF-SIMULATION FOR PHYSIOLOGY EDUCATION

- Figure 1. Insert description
- Figure 2. Insert description
- Figure 3. Insert description
- Figure 4. Insert description
- Figure 5. Insert description

SUMMARY

- Information gleaned seemed to be more meaningful than viewing physiologic data generated in a classroom discussion or a computerized model.
- Personalized data acquisition seemed to provide an extra value for the individuals attempting to learn and solidify complex physiologic concepts.