Understanding Knowledge Gaps as a Driver of Master Adaptive Learning: Encouraging and Guiding the Process

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Follow-Up Reading:
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**Small Group Activity #1: How Do Students/Residents Identify Gaps?**

1. Appoint a note taker to report out your key observations, challenges, and ideas.

2. Discuss the following questions (and any other directions these lead):

<table>
<thead>
<tr>
<th>How do students in your medical school/residents in your program identify gaps in knowledge, skill, or attitude?</th>
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<tbody>
<tr>
<td><strong>a. How often is this identification learner-driven vs faculty-driven?</strong></td>
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<tr>
<td><strong>b. Do students/residents receive any guidance for acknowledging gaps?</strong></td>
</tr>
<tr>
<td><strong>c. How do faculty serve as role models in this process?</strong></td>
</tr>
</tbody>
</table>

(For questions please email Bill.Cutrer@Vanderbilt.Edu)
3. Brainstorm ideas for this question:

What practical initiatives might improve identification of gaps?

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Small Group Activity #2: What are the Motivational Influences and Consequences of Gap Identification?

1. Appoint a note taker to report out your key observations, challenges, and ideas.

2. Discuss the following questions (and any other directions these lead):

   What are the Motivational Influences and Consequences of Gap Identification?

   a. How is gap identification encouraged in your medical school/residency program?

   b. Are students/residents more motivated to hide gaps or acknowledge them?

   c. What resources do students/residents have to address gaps?

   d. How do faculty help or hinder efforts to address gaps?
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3. Brainstorm ideas for this question:

What practical initiatives might encourage learner gap identification and learning from identified gaps?