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In this presentation, I will share a model for student learning that reflects the integration of the many pieces that we, as a profession, are changing throughout medical education.

To connect the concepts of responsibility (who is responsible for the ultimate integrated experience of our students) and intentionality (how we share responsibility and intentionally design a cohesive learning experience), I want to share a model that has guided my work...– showing the interconnected parts of a framework for student learning

The focus - the roof - is on what the student should know when they leave us -- The 6 Core Competencies (Medical Knowledge, Patient Care, Communication & Teamwork, Ethics& Professionalism, Practice-Based Learning & Improvement, Systems –based Care

But the foundation for student learning is engagement

-- engaging students in their educational experience in three important ways.

Motivating students through the content of the curriculum- a curriculum that provides a coherent pathway with milestone markers for the students to assess for themselves how they are doing with achieving the competencies – with learning outcomes clearly articulated at each step along the way through the Milestones

How they are inspired and engaged through learning strategies designed to encourage each student’s own passion and curiosity – teaching methods that are student centered – active, reflective, – rooted in real life.

And then the importance of engaging students to take steps for their own development through experiences available external to the curriculum – but intentionally linked to it through campus collaborations to form the foundation for life-long learning and a commitment to practice improvement throughout their professional careers.

This image is a reminder of the complex framework for learning that extends far beyond the content of the course. And that no single column or even two – can support the end result...

Libraries have a role in all areas – in the curricular through course integration of learning outcomes — through helping faculty design assignments that place library collections and skills at the heart of student learning – through the co-curricular – the real and virtual places we create for students to learn independently – or with us – outside of the classroom.
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As we design library services that support the curriculum with librarians embedded in student learning, decisions about physical spaces are driven by what and how students learn— in and out of the classroom.

The Problem-based curriculum informs the need for various kinds of group spaces. Where multiple groups work together...
In groups...
With instructor or librarian or both... (librarian with teams of education students)
It’s less about a large lecture – with all students having their own computer and facing the instructor...

And more about facilitating the group work

If the space does not allow for pods with movable tables and chairs for the cohorts to work together— at least a less traditional classroom (like this one) with wide aisles for instructor/librarian to be able to see all the student screens and come behind them to provide individualized assistance as needed
And as we focus on the learning spaces outside of class, it’s about support for group work through a variety of seating options...
with comfortable furniture and simple glass boards for groups to work through problems
Or whiteboards for students to use – or as self defined dividers (click twice)
...it's about a diversity of furniture options to support groups who want to select their own learning space ...at small tables
In booths (click twice)
With comfortable seating and views
Or where many others are gathered
Making their own learning spaces (three clicks)
Spaces for those who need to work alone (three clicks)
Or in a separate group study room
Consultation spaces to meet with embedded librarians – alone or in a group (two clicks)
Seminar room with flexible furniture to ease reconfiguration of space for peer to peer learning (two clicks)
library space for students to consult with anatomical models as needed...circulated and monitored by library staff to ensure access for all
And access to a virtual anatomy table outside of class – for solitary or group work
And medical students are demonstrating what they know and can do through new forms of scholarship... Digital Media Labs in Libraries support simple needs like video editing and poster design with large format scanners and printers...
Integration of data and GIS to analyze populations --
even learn 3d printing in the Libraries maker space. ...creating their own models
Or using 3D scanning
Library spaces should support as much of student life outside of class as possible – with kitchen facilities
A café with healthy food options and space to meet
A classroom with flexible design to support de-stressing programs such as therapy dogs during finals
Or yoga
And as curriculum evolves.. It is imperative that we have spaces to support faculty professional development as teachers...
A space where they can work in teams <click twice>
And we cannot forgot the intentional design of spaces for exhibits – for self directed learning – for celebration and for inviting the community in ..
This is a donor named exhibit gallery that integrates digital exhibit with physical..<click twice>
And finally – this presentation focuses on the physical.. But the Library’s virtual space is just as important... so we cannot overlook the design of virtual libraries that incorporate responsive design for use on mobile devices to ensure that the library is always present where are students are.. <click twice>