



Introduction

Please review the information below and **SELECT ONE** of the two choices at the end to either **PROCEED** to the survey or **DECLINE** the survey.

We are inviting you to take this survey because you are taking the Prologue II course in November/December 2020. Our goal is to better understand our medical students' study habits and to determine how providing instructor-developed learning materials influences those study habits. This information will be used to make recommendations to determine how other faculty members at our medical school can best support medical students' learning.

You are being invited to complete this short survey, which should take approximately **15 minutes**. We are not collecting any identifiable information, although we will have you create your own participant study ID to link this pre-course survey with an additional post-course survey. You may benefit directly from this study as information gained through this

study will be used to inform future Emory School of Medicine courses.

Your participation is completely voluntary. You may refuse to answer any questions that you do not wish to answer.

Please select whether you want to continue with this survey:

- Yes, I want to complete the survey
- No, I do not want to complete the survey

Current Study Habits

Instructions: Please answer the questions below as accurately as possible. This information is being used to help us understand pre-clinical medical students' study habits and to make recommendations concerning how faculty can best supports students' learning.

Over the last month, what percentage of your study time was spent on the following:

Re-watching lectures that you already attended or watched

Creating your own lecture notes

Re-reading previously created lecture notes	0
Highlighting or underlining while reading	0
Creating diagrams, charts, concept maps, or pictures	0
Using flashcards (either handwritten or electronic, such as Anki cards)	0
Testing yourself with questions or practice problems	0
Interactive studying with friends (i.e. quizzing or explaining concepts to each other)	0
Total	0

Which of the following best describes how you have approached studying different topics over the last month?

- I try to master a single topic during a study session before moving to the next topic.
- I study multiple topics within a single study session even if I haven't mastered all of them

Which of the following best describes how you have approached studying a single topic over the last month?

- I study a topic within a single study session and don't re-visit it again.
- I study a topic over many study sessions, re-visiting it multiple times.

How many hours do you study per day, on average?

Scenarios

Instructions: The next session provides potential scenarios describing either students' study habits or instructors' teaching practices. For each scenario, you will be asked to rate the effectiveness of the students' study habits or the instructors' teaching practices.

In two different classes, students are asked to learn how the components of the immune system relate to one another.

- In class A, the instructor provides the students with a fully completed concept map to assist in their learning.
- In class B, the instructor asks the students to create their own concept maps.

After two weeks, the students take an exam during which they must describe the components of the immune system and how they relate to one another. Please rate the effectiveness

of these study materials for each class for recalling this information on the exam.

	Very ineffective	Moderately ineffective	Slightly ineffective	Neither effective nor ineffective	Slightly effective	Moderately effective	Very effective
Class A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In two different classes, a 275-word written passage about pathophysiology is presented.

- In Class A, students first study the passage for seven minutes and then are asked to write down from memory as much of the material from the passage as they can.
- In Class B, students first study the passage for seven minutes and then are asked to study the passage again for another seven minutes.

After one week, all students are asked to recall this information on a multiple-choice question. Please rate the effectiveness of these exercises for each class for recalling this information after 1 week.

	Very ineffective	Moderately ineffective	Slightly ineffective	Neither effective nor ineffective	Slightly effective	Moderately effective	Very effective
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Class B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Two professors present 12 different tissue types, showing 6 slides for each tissue type (72 slides total).

- Professor A presents all six slides of a single tissue (i.e. grouped), and then moves on to the next set of tissues' six slides, and so on, until all slides have been presented.
- Professor B presents the various tissues' slides in an intermingled fashion (i.e. mixed) such that a single slide for a particular tissue would be followed by a different tissue.

Please rate how effective each professor's teaching technique is to promote the students' retention of the material 1 week later.

	Very ineffective	Moderately ineffective	Slightly ineffective	Neither effective nor ineffective	Slightly effective	Moderately effective	Very effective
Professor A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Two students are studying for an exam.

- Student A studies the two days leading up to the exam.
- Student B starts studying two weeks before the exam, studying a little bit every day.

Both students study the same number of hours. Please rate the effectiveness of each student's study technique in preparing for the exam.

	Very ineffective	Moderately ineffective	Slightly ineffective	Neither effective nor ineffective	Slightly effective	Moderately effective	Very effective
Student A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographic Questions

Prior to medical school, were you ever taught about evidence-based learning methods?

- Yes
- No

Please describe what you were previously taught about evidence-based learning methods.

Create a unique code that we can use to connect your pre-/post-course surveys while maintaining your anonymity by writing in the following below:

- First 3 letters of your father's first name (A to Z)
- Your birth day (01 to 31)
- First 3 letters of your mother's first name (A to Z)
- Last 2 numbers of your cell phone (00 to 99)



Introduction

We are inviting you to participate in our study because you have taken the Prologue II course in November/December 2020. The purpose of this study is to understand medical students' study habits and to determine how providing instructor-developed learning materials influences students' study habits. This information will be used to make recommendations to determine how other medical school faculty members can best support medical students' learning.

You are being invited to complete this short survey, which should take approximately **15 minutes**. We are not collecting any identifiable information during this study, although we will have you create your own participant study ID to link this post-course survey with the pre-course survey that we sent out in November 2020. Even if you did not participate in that survey, you can still participate in this one. There is minimal risk of loss of confidentiality by participating in this study. You may benefit directly from this study as information gained

through this study will be used to inform future Emory School of Medicine courses.

Your participation in this survey is completely voluntary, and you are free to choose not to serve as a research subject in this protocol for any reason. You may refuse to answer any questions that you do not wish to answer. If you choose to participate and later change your mind, you may quit this survey at any time and ask for your data to be removed from the study. If you refuse to participate or withdraw from the study, there will be no penalty or loss of any benefits to which you are otherwise entitled.

This study is not funded or sponsored by any outside institution or group. Records may be reviewed and copied by the Emory University Institutional Review Board and the Office for Human Research Protections. If you have any questions regarding your rights as a research subject, you may contact the Emory Institutional Review Board at 404-712-0720 or 877-503-9797 or irb@emory.edu.

Your input is critical in order to understand pre-clinical medical students' study habits and to develop learning materials for students to use. If you have questions about the study, please contact Jennifer Spicer (Jennifer.spicer@emory.edu) or 404-251-8721. Thank you for considering participating in this study!

Please SELECT ONE of the two choices to either PROCEED to the survey or DECLINE the survey.

Please select whether you want to continue with this survey:

- Yes, I have read the above information and would like to participate in the study
- No, I do not wish to participate in the study

Current Study Habits

Instructions: Please answer the questions below as accurately as possible. This information is being used to help us understand pre-clinical medical students' study habits and to make recommendations concerning how faculty can best supports students' learning.

Over the last month, what percentage of your study time was spent on the following:

Re-watching lectures that you already attended or watched

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Over the last month, how many hours did you study per day, on average?

Scenarios

Instructions: The next session provides potential scenarios describing either students' study habits or instructors' teaching practices. For each scenario, you will be asked to rate the effectiveness of the students' study habits or the instructors' teaching practices.

In two different classes, students are asked to learn how the components of the immune system relate to one another.

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Student B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Experience in Prologue II

During the Prologue II Module, how effective do you think each of the following materials were for learning the course material:

	Not at all effective	Slightly effective	Moderately effective	Very effective	Extremely effective
Instructor-provided lecture outlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor-provided Anki cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor-provided multiple-choice questions (i.e. the self-assessments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team-based learning sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Approximately how many hours did you spend answering Anki cards per day?
(Provide a number between 0 and 24 hours.)

Which of the following **best** describes how you used the instructor-provided end-of-the-week multiple choice self-assessment quizzes?

- I used them as a way to learn the material during my studying
- I used them to test my performance in the few days prior to the exam
- I did not use the self-assessment quizzes

During the Prologue II Module, how effective do you think the team-based learning exercises were in helping you:

	Not at all effective	Slightly effective	Moderately effective	Very effective	Extremely effective
Apply content to realistic clinical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate content across subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How valuable were the team-based learning exercises as compared to course lectures?

- Less valuable
- Same value
- More valuable

How frequently did you attend or watch lectures synchronously (i.e. in-real time on the day they were given), as compared to prior modules?

- Less frequently
- Unchanged
- More frequently

What factors influenced your decision to attend/watch course lectures synchronously/in-real time?

Do you plan to change your study habits for future medical school modules?

- Yes
- No

Describe why you do or do not plan to change your study habits.

Create a unique code that we can use to connect your pre-/post-course surveys while maintaining your anonymity by writing in the following below:

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