The purpose of this course is to establish Content Retention. Students take this course as a pre-600 level course and retention of knowledge after the course is required for all other PT courses.

**Integrating performance-based assessments to develop content retention and ownership of learning.**

“People don’t learn well when their major learning context is teacher centered – that is, when they passively listen to a teacher talk.”

“[The lecture] falls short in promoting deeper-level student learning and development – specifically… motivation for further learning, satisfaction with the course, and retention of knowledge after the course is over. In addition, it encourages a surface (superficial, nonconceptual) approach to learning.”

However, true active learning methods (discussion or inquiry) can be difficult to standardize content material.

Using student presentations can result in more active learning while keeping the content coverage standardized between sections.

**Step 1 – Provide Structure**

The course material was divided into 4 major units.

Each unit was divided into 10 segments. Most (not all) of the content is included in the 10 segments.

The segments were then organized by conceptual flow of information.

**Step 2 – Grouping and Content Support**

Groups of 3-4 were assigned randomly to develop cooperation skills. Smaller groups mean more students need to participate while larger groups help in higher order thinking such as evaluating information.

Specific objectives were provided to each group to guide their presentations; however, students were informed that evaluating information for clinical important is expected.

**Step 3 – Provide Space for Collaboration**

A Blackboard Discussion Forum was created to allow students to share their PowerPoints and materials.

Students could post questions about specific presentations on the discussion board for others to answer or view.

**Step 4 – Define Expectations for Assessment**

Grades were based on 3 portions:

- Teacher assessment (50%)
- Peer assessment (30%)
- Self assessment (10%)

Rubrics for each were created during lecture. Students brainstormed what qualities make a good presentation and their ideas contributed to the rubrics.

**RESULTS (cont’d)**

**Content Retention**

Students are demonstrating through cumulative quizzes retention of material. Data is yet unavailable.

**Presentation Skills**

Students are improving and developing presentation skills through practice.

The first round of presentations had too much information included, were filled with primarily text slides, and went over the time limit.

The second round of presentations have less information, more analysis of content, and are within the time limit.

See lecture capture clips.

**APPLICATION and EXTENSIONS**

Any course with standard content material that is available in the textbook or other resources would be able to integrate structured student presentations.

Embed teacher led lectures or discussions about conceptually difficult material in between presentations.

Break up your lectures to hold students’ attention:
- Pair and Compare
- Quick Draw
- Free-Recall
- Case Studies
- Discussion Questions

Mental breaks increase content retention and decrease attention difficulties.

**Resources**


Students in the DPT program.