Reinventing Medical School Preparation: Stratifying student performance through rigorous interactive online learning

Daniyal Saud, M.Ed.
dsaud@auamed.org
Senior Research Associate & Associate Director
Merrimack College & American University of Antigua
Boston, MA & St. John’s, Antigua

George Lotocki, Ph.D.
glotocki@meallc.org
Professor & Director, Bridge to Medicine Program
American University of Antigua
St. John’s, Antigua

Bill G. Clutter, Ph.D.
belutter@auamed.org
Associate Vice President
American University of Antigua
St. John’s, Antigua

ABSTRACT

Over the last two decades the number of applications to medical schools in North America has significantly increased. This can be seen through statistical data produced each year by the American association of medical college application services. To meet this surge and to also address the shortage of physicians in North America a number of new medical schools have commenced in the Caribbean Islands. One significant challenge faced by these schools in the lack of academic preparation amongst applications. To meet this challenge a novel online preparatory program was designed and implemented. This program is delivered through live-online learning technology to prepare students for a rigorous medical school curriculum at the American University of Antigua College of Medicine. Using an innovative online learning program prepares students for an authentics medical education while articulating the student development theory of self-authorship. The pages that follow showcase the student success by measuring the students’ development and specifically the theory of self-authorship through qualitative research methods. Specifically these page will discuss the program and the development of students into self-authored medical students.

Keywords: Medical education, Online learning, Student success