

# Reading Leadership: Opportunities to Increase Discussion among Students in an Introduction to Health Informatics Course

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## Purpose

The purpose is to evaluate the process of student led discussion on peer reviewed health informatics articles by offering more than one method of participation in an Introduction to Health Informatics course.

## Methods

General feedback was given by students that there was not enough time in class to fully discuss each article. Some students had cited barriers to successfully joining the in class discussion with their peers.

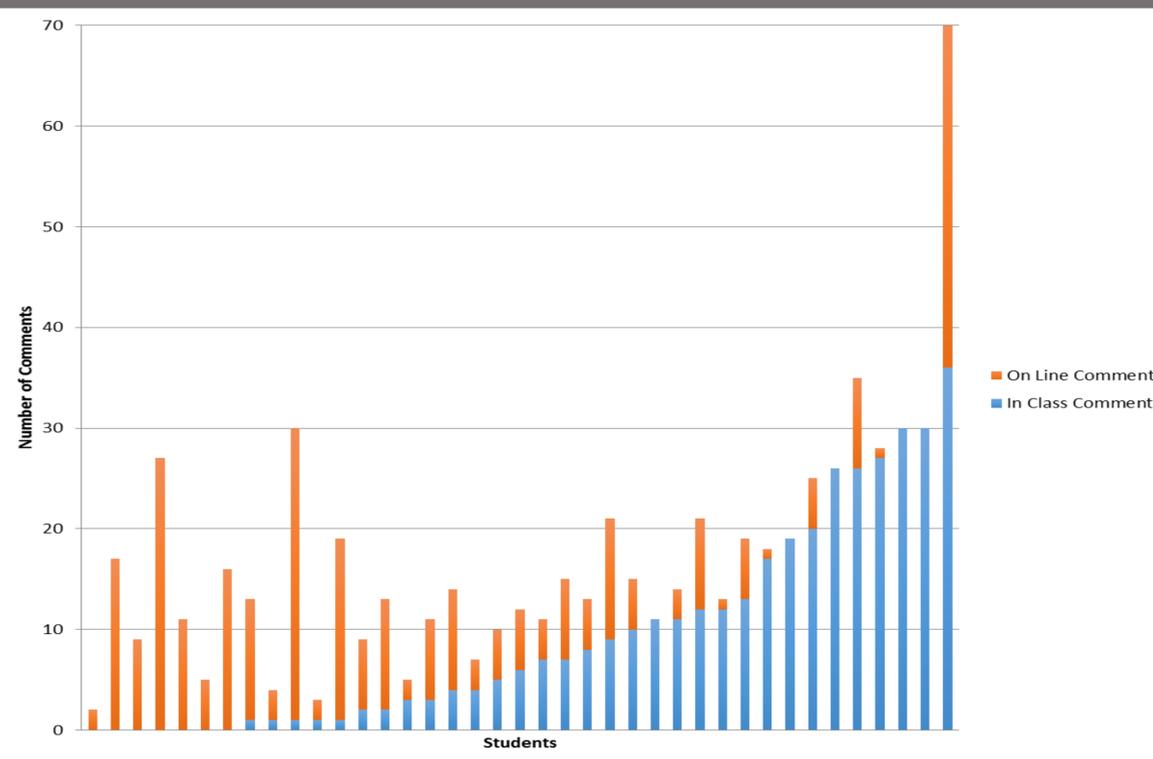
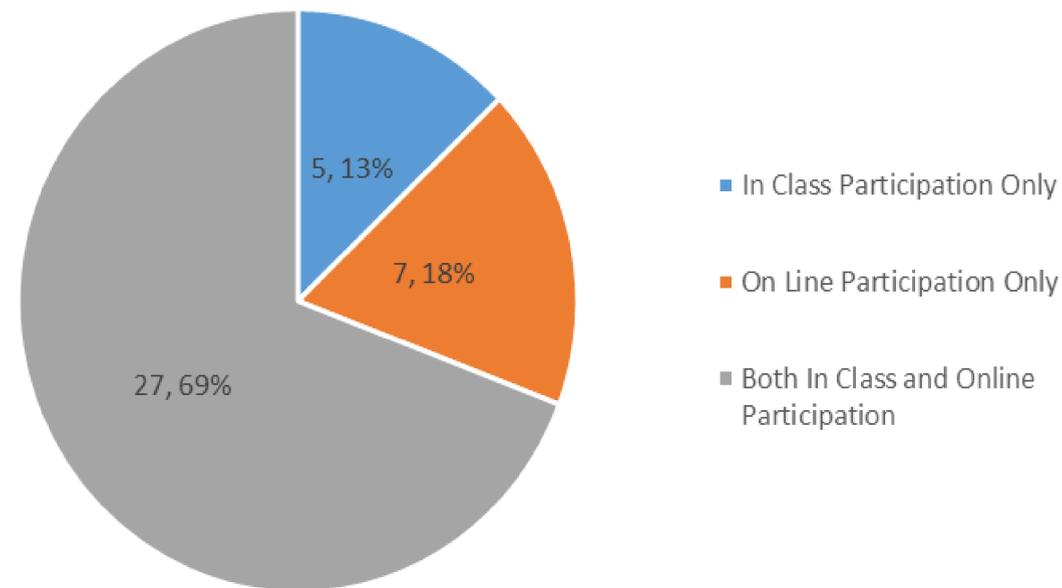
We have incorporated four engagement strategies:

- 1) Intellectual engagement by having the student pose two questions that are discussed by the class
- 2) Behavioral engagement by having student led discussion
- 3) Social engagement by engaging discussion among the students
- 4) Cultural engagement by giving students different modalities they can voice their opinions either in class or online, however they feel more safe to participate and confident in terms of language barriers.

## Implementation

- ❑ Students were provided with a pre-approved article list and were required to read all articles.
- ❑ Reading leadership consisted of each student leading the discussion of an article from the peer reviewed published literature related to course topics.
- ❑ Students wrote a 150-200 word summary and two discussion questions posted to a discussion forum in the course management system, made a three minute oral summary, and led a discussion lasting up to a maximum of 10 minutes.
- ❑ Students could participate by responding to the discussion questions orally during the class discussion and by responding online in the discussion forum for up to 24 hours following class.
- ❑ Participation in the oral discussion in class was tracked by one of the course instructors as it occurred. Online discussion was read and tracked the next day.
- ❑ Comparisons were made between in class and on line discussions participation rates.

Students Participated in Discussion



## Results

- ❑ The Reading Leadership opportunity was administered in the Fall of 2015 to first year and second year residential MHA and MS students.
- ❑ Thirty-nine (39) students were enrolled in the course and participated in reading leadership discussion throughout the semester.
- ❑ Thirty-two (32) or 82% of the in-class reading leadership discussions lasted the full 10 minutes.
- ❑ All students participated in at least one of the discussion modalities.
- ❑ 32 students participated in discussion in class.
- ❑ 34 students participated in discussion on line.
- ❑ 27 students participated in both in class and online discussion.
- ❑ A total of 365 comments (54%) (average of 9.3 per student) were made in class and 306 comments (46%) (average of 7.8 per student) were made online.

## Conclusions and Future Directions

- ❑ Providing the opportunity for students to participate in the discussions orally in class and in writing online immediately following class expanded participation by seven students (18%) to achieve 100% of students participating in class discussion.
- ❑ Offering multiple methods of participation enabled all students to participate and many students to participate more than they would have with only one method.