

Learning formats most commonly implemented in CME activities*

Small-group discussion	<i>Definition:</i> An exchange (oral or written) of opinions, observations, or ideas among a small group [12 or fewer participants], usually to analyze, clarify, or reach conclusions about issues, questions, or problems. Typically includes a debrief where different small groups report to the whole, larger group. <i>Most appropriate for:</i> Transfer of factual and conceptual information to change knowledge and change competency in the application of that knowledge.
Case-based Learning	<i>Definition:</i> Use of patient cases (actual or theoretical) to stimulate discussion, questioning, problem solving, and reasoning on issues pertaining to the basic sciences and clinical disciplines. <i>Synonym:</i> Case study. <i>Most appropriate for:</i> Applying knowledge to change competency.
Panel	<i>Definition:</i> A live or virtual discussion about a specific topic amongst a selected group of panelists who share differing perspectives in front of a large audience; panelists may field questions provided by audience members. <i>Most appropriate for:</i> Transfer of factual and conceptual information to change knowledge.
Demonstration	<i>Definition:</i> A description, performance, or explanation of a process, illustrated by examples, observable action, specimens, etc. <i>Most appropriate for:</i> Transfer of factual and conceptual information to change knowledge and, potentially (albeit uncommonly), competency in the application of that knowledge.
Role play/ dramatization	<i>Definition:</i> A learning approach where learners adopt or perform the role or activities of another individual. <i>Synonym:</i> Skills practice. <i>Most appropriate for:</i> Applying knowledge to change competency.
Lecture	<i>Definition:</i> An instruction or verbal discourse by a speaker before a group of learners. <i>Synonyms:</i> Didactic; recorded lecture. <i>Most appropriate for:</i> Transfer of factual and conceptual information to change knowledge and, potentially (albeit uncommonly), competency in the application of that knowledge.
Virtual learning - synchronous	<i>Definition:</i> Education facilitated through communications media with no classroom contact between learners and between learners and teachers, and which occurs in real time, characterized by concurrent exchanges between participants. Interaction is simultaneous without a meaningful time delay between sending a message and receiving or responding to it. <i>Most appropriate for:</i> Transfer of factual and conceptual information to change knowledge and, potentially competency in the application of that knowledge.
Virtual learning - asynchronous	<i>Definition:</i> Education facilitated through communications media with no classroom or other face-to-face contact between learners and teachers, and which does not occur in real time or involve simultaneous interaction on the part of participants. It is intermittent and generally characterized by a significant time delay or interval between sending and receiving or responding to messages. <i>Most appropriate for:</i> Transfer of factual and conceptual information to change knowledge and, potentially competency in the application of that knowledge.
Simulation	<i>Definition:</i> A learning approach used to replace or amplify real patient encounters with scenarios designed to replicate real health care situations, using lifelike mannequins, physical models, standardized patients, or computers; must include feedback from instructor(s) to individual learners. <i>Synonym:</i> Skill-based training. <i>Most appropriate for:</i> Applying knowledge to change competency.

Independent learning	<i>Definition:</i> Instructor-/ or mentor-guided learning activities to be performed by the learner outside of formal educational settings (classroom, lab, clinic; may include preparation for synchronous (classroom or online) learning. <i>Synonyms:</i> Independent study; homework; prework. <i>Most appropriate for:</i> Transfer of factual and conceptual information to change knowledge; preparation for other formats where knowledge is applied with the intention to change competency or performance.
Reflection	<i>Definition:</i> Examination by the learner of his/her personal experiences of an event (possibly the present learning event), including the cognitive, emotional, and affective aspects; the use of these experiences in combination with objective information to inform present clinical and/or educational decision-making and problem-solving. <i>Synonyms:</i> Journaling; narrative; story-telling. <i>Most appropriate for:</i> Transfer of factual and conceptual information to change knowledge; can be used as form of assessment when including commitment to changes in practice.
Self-directed learning	<i>Definition:</i> Learners taking the initiative for their own learning: diagnosing needs, formulating goals, identifying resources, implementing appropriate activities, and evaluating outcomes; mentors or coaches commonly provided/available. <i>Most appropriate for:</i> Noneducational intervention in parallel with education activity to change competency or performance.
Audit and feedback	<i>Definition:</i> an individual's professional practice or performance is measured and then compared to professional standards or targets with accompanying expert feedback for improvement. <i>Most appropriate for:</i> Noneducational intervention in parallel with education activity to change performance.
Peer observation	<i>Definition:</i> Individuals observe each other's teaching or clinical practice and debrief to learn from one another. <i>Synonym:</i> Peer coaching. <i>Most appropriate for:</i> Noneducational intervention in parallel with education activity to change performance.

*Mostly adapted from: MedBiquitous Curriculum Inventory Working Group Standardized Vocabulary Subcommittee. (2016). *Curriculum Inventory standardized instructional and assessment methods and resource types* (March 2016 version). Washington, DC: Association of American Medical Colleges.