Transforming Study Habits: Developing Metacognitive Strategies Through LASSI in Medical Students

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Abstract:

Medical education presents challenges for some students, particularly due to the large and rapidly evolving medical science curriculum. This intensity is further increased as students prepare for high-stakes assessments such as module exams and the United States Medical Licensing Examination (USMLE). Early identification and targeted intervention in both cognitive and non-cognitive domains are critical for developing academic success and competence in medical students.

The Learning and Study Strategies Inventory (LASSI) has emerged as a valuable diagnostic tool for this purpose. The LASSI is a 60-item inventory that assesses ten scales within three primary components of strategic learning: the "Skill component," the "Will component," and the "Self-regulation component." Studies have demonstrated that tools like LASSI can effectively measure and predict academic performance by identifying specific areas for growth, including motivation, study strategies, and metacognitive awareness.

This presentation highlights the benefits of utilizing LASSI for the early recognition of metacognitive skills and implementing tailored learning strategies to enhance medical students' academic success. By utilizing LASSI data, individualized remediation plans can be developed, improving learning efficiency and preparing future clinicians to meet the demands of medical education and practice to bring a positive social change in medical students.

Keywords:

Medical Education, Metacognitive Skills, LASSI for medical students, Early Intervention, Student Success.