For the last four years, second-year medical students in my pathology lab section have used an interactive website designed to promote student knowledge construction and the expression of students’ thoughts. Attendance at the lab section is voluntary, and approximately 30 students typically attend each lab. This study examined:

- Does the website help develop students’ confidence in organizing and publicly presenting their thoughts?
- Do case presentations enhance student learning? If so, how?

Case presentations, supported by an interactive website, were regarded by students as an effective learning tool.

Case presentations stimulated class discussions and the exchange of ideas.

Laboratory examinations should be revised to include more questions that ask students to analyze information and apply information in new ways.

Key Survey Findings
- All of the respondents valued having students present in class.
- Half of the respondents felt that they were better able to present clinical information to other medical professionals as a result of the presentation; the other respondents were neutral regarding this question.
- All of the respondents enjoyed presenting cases and thought that instructor assistance improved the quality of their presentations.
- Case presentations were regarded by all as an effective learning tool.
- All of the respondents recommended that students in other lab sections be offered the option of presenting cases.

Exams
Exam scores for presenting and non-presenting students also were examined. No significant differences were found. The lack of differences with regard to the examination grades is not surprising as the class averages for the three sequences studied were 94.1, 96.0, and 94.1. In light of such averages, the exams did not help to distinguish among different groups of students.

Observations
My observations of student participation indicated that case presentations stimulated class discussions and the exchange of ideas.

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