

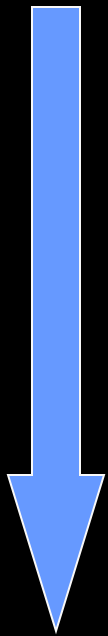
Evaluation of Teaching Methods

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Teachers & Developers
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Stages of evaluating EB teaching methods

- Formative – planning and start up, feasibility of teaching programmes
- Process – short term implementation of teaching programme
- Summative – assessment of whether objectives, endpoints have been met

What are we measuring?



Increase in knowledge

Change in attitudes

Mastery of skills

Ability to apply skills in practice

How are we measuring it?

- Knowledge tests
- Verbal accounts of teaching and learning experiences
- Written self-reports of
 - Teaching and learning experiences
 - Experiences in practice
- Observing skills

What have we found?

- Teaching increases EB knowledge
- More effective teaching of numeracy is needed
- Teaching contributes to a change in attitude
- Increased knowledge and change in attitudes are not enough to facilitate an EB approach in the workplace

Where are we now?

- Need to look at what actually happens in practice:
 - Ability to advocate for EB approach – to act as a 'change agent'
 - Improvement in patient care
- This will require research into attitudes and organisational systems
 - 'What teaching and learning methods are most effective in promoting transferable skills?