

THE ECOSYSTEM OF EVIDENCE

Lessons learned in the pandemic era and future challenges

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#EBHC2023



Students' and teachers' experiences with an online course in evidence-based practice A qualitative study

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Background

- Teaching evidence-based practice (EBP) should be interactive and integrated.^{1,2}
- Combining e-learning and face-to-face learning is recommended.²
- Flipping the classroom achieves higher learning outcomes.^{3,4}
- Future research need to explore experiences with EBP elearning.²

¹Khan & Coomarasamy (2006), BMC Med Educ, ²Rohwer et al. (2006), Campbell Systematic Rev, ³Akçayıra & Akçayırb (2018), Computers & Education, ⁴van Alen et al. (2019), Educational Research Review







Aim

To explore experiences with an online course in EBP among students and teachers in bachelor programs within health and social care education.





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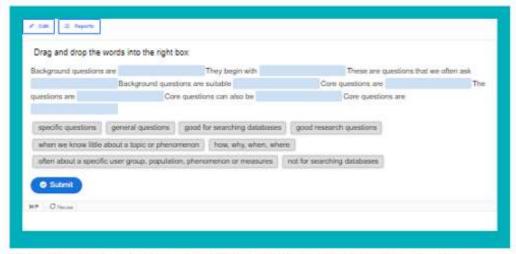
The difference between a background question and a core question •

After reflecting and acknowledging a need for information, you must take the next step to ask good and practical questions. Before you can formulate such a question, you must know the difference between a background question and a core question.

In the video below, you hear social worker Kristine Berg Titlestad talk about the difference between background questions and core questions (duration 2:37 minutes).



Test yourself. In this task, you must show that you now know the difference between a background question and a core question. Drag the words at the bottom of the text into the correct box in the text.



You have now learned about the difference between a background question and a core question. A good starting point for a successful literature search is a precisely formulated question. You will learn more about this on the next page.

Introductory paragraph

Pre-recorded presentation

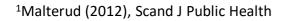
Interactive element: drag and drop (H5P)

Source

Nortvodt, MW, Jantvedt, G., Nordheim, LV, Reinar, LM, & Gravetholt, B. (2012). Job knowledge-basedt a workbook: Punctual.

Methods

- Nine individual interviews with teachers, from six different bachelor programs.
- Five focus group interviews with students (n=16) from:
 - Bachelor program in physiotherapy (n=10)
 - Bachelor program in social education (n=6)
- Systematic text condensation was used for analysis



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Results

Teachers

Appreciated that all teaching material about EBP steps was in one place; time-saving and experienced that the course could facilitate EBP teaching.

Complex course with a lot of content, and time consuming to navigate and get familiar with the content.

Highlighted the importance of **using the course frequently and for any topic,** to help students see the relevance of the course and EBP.

Believed that assessment of EBP competence was a key to motivate students to learn EBP and to use the course.

Lack of EBP competence could be a barrier towards use of the course, and they felt a need for a community to share experiences with the course; and sharing experiences could facilitate engagement among more colleagues.







Limits

- We interviewed participants from one institution only.
- Participants were based at different campuses/different programs.
- Our findings echo findings from similar research. 1

¹Shorey & Chua (2021), Nursing and Health Sciences







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Conclusions

- Successful teaching and learning of EBP requires that teachers
 - provide specific learning instructions
 - demonstrate the clinical relevance of learning EBP using the online course
 - assess EBP competence
- An online course in EBP, supporting blended learning or flipped education approach, can facilitate the teaching and learning of EBP among bachelor students in health and social care education.





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