



THE ECOSYSTEM
OF EVIDENCE

Lessons learned in the pandemic
era and future challenges

10th International Conference for EBHC Teachers and Developers
10th Conference of the International Society for EBHC
Taormina, 25th - 28th October 2023

#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 e-learning.²

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



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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 ^{AD}

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 Tillestad 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.

A screenshot of an interactive H5P task. At the top, there are 'Done' and 'Reports' buttons. The main instruction is 'Drag and drop the words into the right box'. Below this, there is a text block with several gaps: 'Background questions are _____ They begin with _____ These are questions that we often ask _____ Background questions are suitable _____ Core questions are _____ The questions are _____ Core questions can also be _____ Core questions are _____'. Below the text, there are several draggable boxes containing the following text: 'specific questions', 'general questions', 'good for searching databases', 'good research questions', 'when we know little about a topic or phenomenon', 'how, why, when, where', 'often about a specific user group, population, phenomenon or measures', and 'not for searching databases'. At the bottom, there is a blue 'Submit' button and a progress indicator showing '1/1'.

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.

Source:

Nortvedt, MW, Jantvedt, G, Nordheim, LV, Reinar, LM, & Graverholt, B. (2012). Job knowledge-based: a workbook. Punctual.

Introductory paragraph

Pre-recorded presentation

Interactive element: drag and drop (H5P)

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 condensation¹ was used for analysis

¹Malterud (2012), Scand J Public Health



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.

