

## **A Best Evidence in Medical Education systematic review to determine the most effective teaching methods that develop reflection in medical students: BEME guide No. 51**

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**Table 1 Kirkpatrick framework (Steinert et al 2006)**

<b>Level 1</b>	Student reactions (covers their views on the learning experience, its organization, presentation, content, teaching methods, and aspects of the instructional organization, materials, quality of instruction (ie “happiness data”))
<b>Level 2a</b>	Modification of attitudes and skills (outcomes here relate to changes in the attitudes or perceptions among student groups towards teaching and learning)
<b>Level 2b</b>	Acquisition of knowledge and skills (for knowledge, this relates to the acquisition of concepts, procedures and principles; for skills this relates to the acquisition of thinking/problem-solving, psychomotor and social skills)
<b>Level 3a*</b>	Self-reported change in student behavior (documents the transfer of learning to the workplace or willingness of learners to apply new knowledge and skills)
<b>Level 3b*</b>	Observed change in student behavior (documents the transfer of learning to the workplace or willingness of learners to apply new knowledge and skills)
<b>Level 4a</b>	Change in organisational practice (refers to wider changes in the organization, attributable to the educational programme)
<b>Level 4b</b>	Change among the participants, students, residents or colleagues – refers to improvement in their learning/performance as a direct result of the educational intervention