RCSI UNIVERSITY OF MEDICINE AND HEALTH SCIENCES

Royal College of Surgeons in Ireland

repository@rcsi.com

Approaches to Learning in the context of an outcomes-based curriculum

AUTHOR(S)

Pauline Joyce

CITATION

Joyce, Pauline (2010): Approaches to Learning in the context of an outcomes-based curriculum. Royal College of Surgeons in Ireland. Poster. https://doi.org/10.25419/rcsi.10780514.v1

DOI

10.25419/rcsi.10780514.v1

LICENCE

CC BY-NC-ND 4.0

This work is made available under the above open licence by RCSI and has been printed from https://repository.rcsi.com. For more information please contact repository@rcsi.com

URL

https://repository.rcsi.com/articles/poster/Approaches_to_Learning_in_the_context_of_an_outcomes-based_curriculum/10780514/1

Approaches to Learning in the context of an outcomes-based curriculum.

Pauline Joyce, Institute of Leadership, RCSI

Doctoral Student, School of Education, DCU



Research Question

- *How does an outcomes-based curriculum influence approaches to learning in an interprofessional postgraduate programme for healthcare professionals?*

Research Questions

- How do healthcare professionals, as students approach the experiences of learning?
- Do outcome statements drive student learning?
- Do outcome statements encourage or discourage direction of learning?
- Do outcome statements drive teacher activity, selection of content, selection of learning activities and assessment?
- What are the challenges to current understandings of student learning from the lecturers' perspectives?

Research Design

- **Evaluation Research**
  - Fourth Generation Evaluation, Constructivism.
- **Phenomenology - Husserl**
  - Change in direction following data collection and preliminary analysis.
  - Previous research on approaches to learning underpinned by Phenomenography and Survey approaches using inventories.

Main Theoretical/Conceptual Foundations

- Deep & Surface Learning
- Barnett *et al*'s (2001) conceptualisation of curriculum change around 3 domains of action, knowledge and self .
  - Barnett R, Perry G & Coate K (2001) Conceptualising curriculum change. *Teaching in Higher Education*. 6(4): 435-449.

Operationalisation of the study

- 1 group of interprofessional postgraduate students (n=11) – senior positions in organisations, demographics…
- Lecturers (n=4) – 2 full-time, 2 part-time.
- External Examiner
- One-to-one in-depth interviews
- Pilot - 2 interviews

Ethical Issues

- My Role
- Insider Researcher
- Importance of Gatekeeper
- Clarifications to participants
- Timing & Venues of interviews
  - Approval ~ 5 months

Data Collection & Analysis

- **Data Collection**
  - Interviews (Bracketing)
  - Documentary Analysis
  - Reflective diary
- **Data Analysis**
  - Giorgi's (1985) framework
  - Descriptions are based on experiences within the context of that experience.
    - *Step 1* Getting a sense of the whole
    - *Step 2* Discrimination of meaning units
    - *Step 3* Transformation of the lived experience into psychological language
    - *Step 4* Individual description of the situation
    - Step 5 The general description of the situated structures

Empirical Findings

Students:

- Learning as Action
- Learning as Knowledge
- Learning as Personal & Professional Development

Issues of note:

- The weighting on any one of these will depend on the ***student's background from a professional perspective***, ***years of experience, current practices in healthcare*** and ***motivation to develop their own careers and personal development.***

Empirical Findings

Lecturers:

- Influence of own backgrounds and current status on their perspectives of student learning.
- Some lecturers challenging the learning outcomes and refining them, while others, were quite keen to use them as a reference check and guide.

External Examiner

- Curriculum mapping
- Assessment – creativity, innovation, challenges, support.
- Students using their own individuality.
- Students applying learning to their own situations and linking back to evidence.

Major implications of the study

- **Academia**
  - Pluralistic evaluation (Students, Lecturers, External Examiner)
  - Postgraduate Interprofessional Sample
  - Contextual influences
- **Policy**
  - Influence of Curriculum Mapping
  - Transparency of Learning Outcomes
  - Evaluation method

Key Readings

- Ashworth P & Greasley K (2009) The phenomenology of 'approach to studying': the idiographic turn. Studies in Higher Education 34(5): 561-576.
- Entwistle N (1997) Reconstituting approaches to learning: a response to Webb. Higher Education Research and Development, 33(2): 213-218.
- Marton F & Booth S (1997) Learning and awareness. Lawrence Erlbaum, Mahwah, NJ.
- Säljö R (1997) Talk as data and practice – a critical look at phenomenographic inquiry and the appeal to experience. Higher Education Research and Development, 16(2): 173-190.
- Trigwell K & Prosser M (1997) Towards an understanding of individual acts of teaching and learning. Higher Education Research and Development, 16(2): 241-252.
- Webb G (1997) Deconstructing deep and surface: Towards a critique of phenomenography. Higher Education Research and Development, 33(2): 195-212.