

## A BLENDED LEARNING ENQUIRY BASED MODULE FOR BEST PRACTICE OF EVALUATION SKILLS IN HEALTH PROMOTION

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### Background

The current project arose from a recognition of the need to further develop the evaluation component of the MA PG/Dip. in Health Promotion into a stand alone module that would provide students with a greater understanding of the relationship between the evidence-base and research practice of evaluation in health promotion.

### Research Aims

The aim was to develop, deliver and evaluate a research-based module on evaluation practice using an enquiry-based approach incorporating new learning technologies. Specific objectives of this project were to: evaluate the delivery and outcomes of the module; develop a 'tool-kit style' handbook for a blended learning approach to a competency based module.



### Methods

Evaluation methodology included interviews with key module contributors, reflective practice, content analysis of online tools and surveys of student participants. Process and outcome evaluations utilized survey instruments to examine the module's implementation post completion and to compare perceived competencies pre and post completion respectively. The target population for the process evaluation comprised students who completed the module and for the outcome evaluation included controls registered on the MA/PGDip in Health Promotion Programme.

### Results

Of the 14 students who completed the module 11 responded to both survey phases. The majority of students responded positively to the EBL approach. Responses to working in groups were mixed with an appreciation of both positive and negative aspects. Varied engagement with e-technologies was reported with Wikis used most extensively. Impact of module on students' perceptions of their competencies revealed no difference between controls and pre-module participants. Post module participants reported significant improvements in perceived competencies with the greatest increases associated with knowledge of evaluation. Wider impacts of the approach to teaching were enhanced partnership and links with practitioners.

### Dissemination

Pursell, L., McKenna, V., Griffin, B. (2010). *A blended learning enquiry based module for best practice of evaluation skills in health promotion*. Presented to the NAIRTL: Flexible Learning, Dublin, October (2010).

Pursell, L., McKenna, V. and Griffin, B. (2010). Evaluation of a blended learning enquiry based module for best practice of evaluation skills in health promotion. *National Institute of Health Sciences Research Bulletin*, 5(4)122-123.

Pursell, L., V. McKenna, B. Griffin and S. McGrory. (2010). *Development and Delivery of a Competency-based Module in Health Promotion: A Guide using Blended Learning*. Galway, Health Promotion Research Centre, June 2010.

Pursell, L., V. McKenna and B. Griffin. (2010). *Evaluation of a blended learning enquiry based module: Evaluation of health promotion programmes*. Galway, Health Promotion Research Centre, August, 2010.