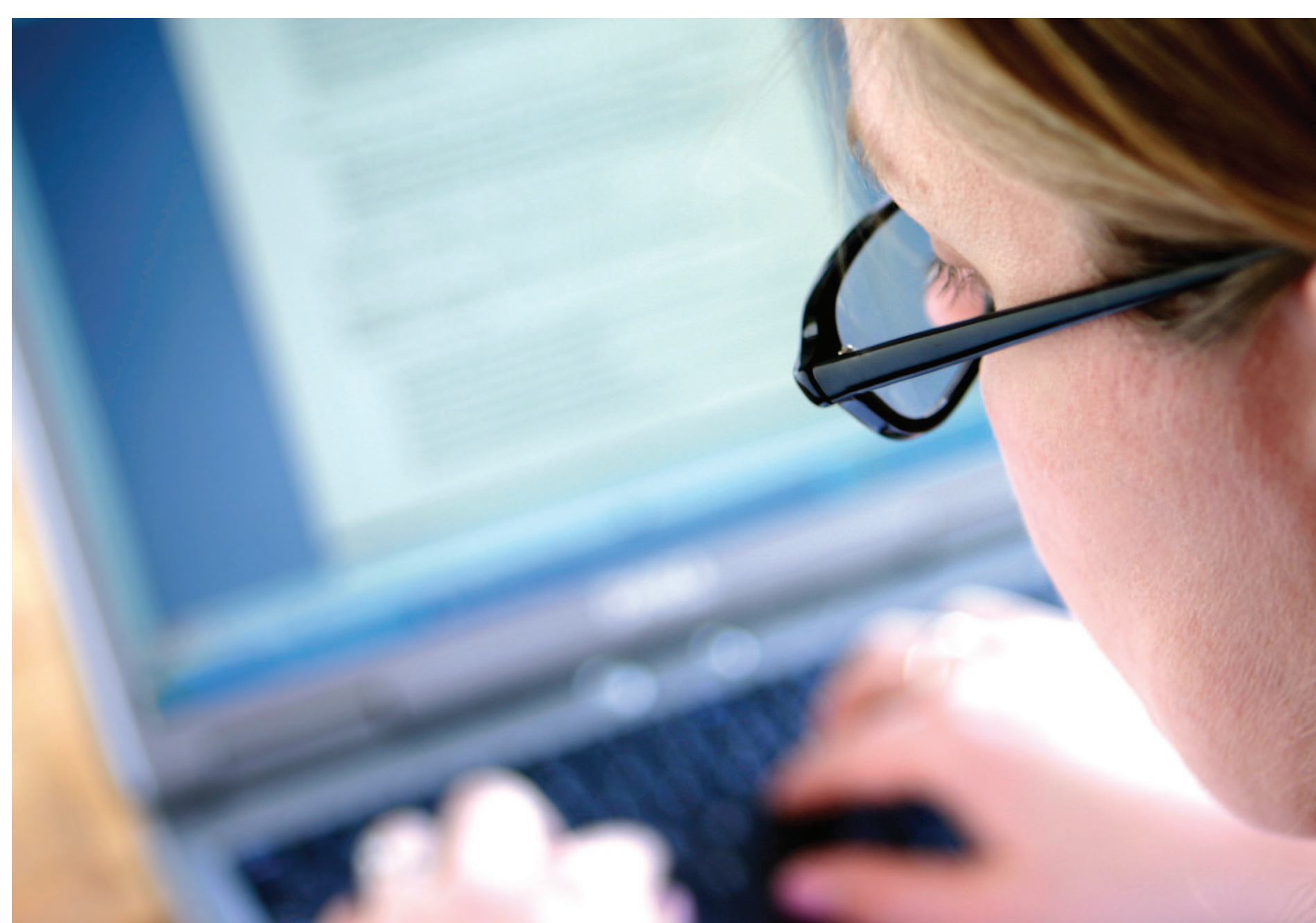


My Learning: Do online learning modules have an effect?

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Introduction

Knowledge Translation looks at the processes that affect how evidence is generated, communicated and utilised. The CareSearch *My Learning* modules demonstrate how to find relevant evidence, and how to use the evidence resources in CareSearch to make a difference in clinical care. In providing the *My Learning* modules CareSearch aims to build an understanding of 'evidence into practice' which we have seen as a major gap. In these free online learning modules we are using, as examples, CareSearch evidence in palliative care practice.



CareSearch Online Learning

Learners can study when time and capacity allow, and the modules are quick and easy to access. Modules are case-based, so relevant to practice. After completing the learning packages and answering the review quiz, a certificate can be printed for professional records (such as CPD).

We know that active education can increase the chance of practice change, so for example when learners can look at things, do things, engage with content.

Evaluation

The aim of the evaluation was to address users intent to change practice:

- Do the modules influence their palliative care practice?
- Do the modules change their understanding of CareSearch and what it offers?



Evaluation Results

- Data from April 2016 to March 2017
- Pre (demographics) and post (usefulness)
 - Is voluntary – so not everyone will complete
 - Some modules are more interesting than others and some were developed for specific audiences

Demographics (pre)

- 91% (577) respondents female (n=634)
- 48.5% (308) respondents > 50 years of age (n=635)

Of 626 respondents:

- 62.6% nurses (n=392)
- 16.9% other (n=106)
- 9.9% aged care workers (n=62)
- 6.7% Allied Health Professionals (n=42)
- 3.4% Doctors (n=21)



Post (usefulness and intent to change)

- 99.7% (355) found the modules easy to use (n=356)

Likely to use information from the module in practice (n=354)

- 92.4% said yes (327)
- 0.5% said no (2)
- 7.1% said maybe (25)

Will visit CareSearch in the next 3 months (n=354)

- 93.5% said yes (331)
- 6.5% said maybe (23)

I would recommend this module to a colleague (n=356)

- 93.2% said yes (332)
- 6.7% said maybe (24)

I would do another module (n=315)

- 96.5% said yes (304)
- 6.5% said maybe (11)

An overwhelming majority indicated that the modules had been well received and were likely to have a positive impact.

Background

The first CareSearch 'My Learning' modules were introduced in January 2012. In these, we took a passive approach to evaluation in that we knew they were being done, and were seen to be useful:

"Completed the 6 modules: very interesting and relevant information for my work practice. Enjoyable reading and learning. Learnt a lot."

In March 2016 we undertook a review process using education principles to improve what we were doing, and worked with an educationalist to update and develop content. Evaluation questions were developed, including intent to change practice.

Intent to change

Intent to change behaviour can be seen as a surrogate indicator of clinicians' actual behaviour, influenced by their attitudes and beliefs regarding that behaviour. Theory says to be specific, so for example, time-bonded, which can be seen as an indication of potential action (Webb and Sheeran, 2006). It also suggests that learning has occurred and that change is likely to follow. We have looked at their intent to:

- use information learned in their practice
- visit the website within 3 months
- refer others to these modules
- do another module

All proxy indicators of a positive attitude towards what they have learned.

Conclusion

In taking structured approaches to knowledge translation we found that we need to contemporise learning to ensure that we meet the learning needs of users.

This evaluation has capitalised on the ability of the system to capture data that can help in reporting and in decision making. Better quality products have also been produced as a result of this approach and we have highlighted what is required in terms of online learning content in this space

References

Webb T and Sheeran P (2006) Does Changing Behavioral Intentions Engender Behavior Change? A Meta-Analysis of the Experimental Evidence *Psychological Bulletin* 132 (2): 249–268

Contacts

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