

Documentation of Searches in EBSCOHOST Education Research Complete, January 2015 by Lorenz Lassnigg (lassnigg@ihs.ac.at), <http://www.equi.at/dateien/cybet-obet.pdf>

Supplement to chapter *Competence-based education and educational effectiveness in: Competence-Based Vocational and Professional Education*, eds. Martin Mulder & Jonathan Winterton Springer series *Education for the Changing World of Work* (ed. Rupert Maclean)

Searches (A) 'competency based education/training' TITLE and 'effective' ABSTRACT; (B) 'outcome based education/training' TITLE and 'effective' ABSTRACT: 'gross' overall A: 15 + B: 27 = 42 hits totally; after inspection 13 in search A and 8 in search B, total 21 hits dealing with CBE, thereof 2 items double in both searches, 'net' result: 19 items dealing with CBE

'pol...' (marked blue) 3 hits (3 items); no hits in title.
'effect...' (marked yellow) 11 hits in title ;

Contributions in search B. (Outcome based education/training TITLE and 'effect' ABSTRACT) that do not deal with CBE are marked grey.

By **closer inspection** selected contributions of searches A ('competency based education or training' TITLE and 'effect' ABSTRACT) and B ('outcome based education or training' TITLE and 'effect' ABSTRACT) that address aspects of effectiveness of CBE are marked by borders; Overall 18 contributions (A: 10 items, B: 8 items) were found that analyse and/or report effects of CBE (2 contributions were found double, i.e. in both searches); overall 2 items deal with CBE but do not analyse/report issues of effectiveness, both in search A.

Contributions of searches A and B that do not deal with CBE are marked grey; (A: 2 items, B: 19 items, overall 21 items) book reviews not considered for analysis marked by [brackets], 1 item in search A.

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A. 'competency based education or training' TITLE and 'effect' ABSTRACT

Search Results: 1 - 15 of 15

• 1.

Performance evaluation of nursing students following competency-based education. Academic Journal
 By: Fan, Jun-Yu; Wang, Yu Hsin; Chao, Li Fen; Jane, Sui-Whi; Hsu, Li-Ling. Nurse Education Today. Jan2015, Vol. 35 Issue 1, p97-103. 7p. Abstract: Summary Background **Competency-based education** is known to improve the match between educational performance and employment opportunities. Objectives This study examined the **effects of competency-based education** on the learning outcomes of undergraduate nursing students. Design The study used a quasi-experimental design. Participants A convenience sample of 312 second-year undergraduate nursing students from northern and southern Taiwan participated in the study. Methods The experimental group (n = 163) received **competency-based education** and the control group received traditional instruction (n = 149) in a medical-surgical nursing course. Outcome measures included students' scores on the Objective Structured Clinical Examination, Self-Evaluated Core **Competencies** Scale, Metacognitive Inventory for Nursing Students questionnaire, and academic performance. Results Students who received **competency-based education** had significantly higher academic performance in the medical-surgical nursing course and practicum than did the control group. Required core **competencies** and metacognitive abilities improved significantly in the **competency-based education** group as compared to the control group after adjusting for covariates. Conclusions **Competency-based education** is worth implementing and may close the gap between **education** and the ever-changing work environment. [ABSTRACT FROM AUTHOR] DOI: 10.1016/j.nedt.2014.07.002. (AN: 99897595)
Subjects: OUTCOME-based education; RESEARCH -- Methodology; STUDENTS -- Rating of; CLINICAL competence; EDUCATIONAL outcomes; UNDERGRADUATES; TAIWAN; NURSING specialties; SAMPLING (Statistics); STUDY & teaching



• 2.

[Equity gaps could threaten **competency-based education**. (cover story).]

Periodical

By: Gossman, Jean. Education Daily. 11/10/2014, Vol. 47 Issue 195, p1-2. 2p. Abstract: The article discusses the report "Equity in **Competency Education**: Realizing the Potential, Overcoming the Obstacles," conducted by the research groups

RAND Education and Jobs for the Future regarding the **effect** of equity gaps on **competency-based education**. Topics discussed include the use of self-regulation and perseverance abilities of students toward academic success, the **effect** to the learner groups on student achievement, and the use of technology for entertainment of low-income students. (AN: 99512884)

Subjects: ACADEMIC achievement; EDUCATIONAL technology; LOW-income students; **EDUCATION**; INCOME -- Regional disparities; SELF regulation; PERSEVERANCE (Ethics)]



• 3.

Assessment criteria for competency-based education: a study in nursing education. Academic Journal
By: Fastré, Greet; Klink, Marcel; Amsing-Smit, Pauline; Merriënboer, Jeroen. Instructional Science. Nov2014, Vol. 42 Issue 6, p971-994. 24p. Abstract: This study examined the **effects** of type of assessment criteria (performance-based vs. **competency-based**), the relevance of assessment criteria (relevant criteria vs. all criteria), and their interaction on secondary vocational **education** students' performance and assessment skills. Students on three programmes in the domain of nursing and care (N = 93) participated in the study. Results show that students who were given the relevant criteria made more accurate assessments of an expert model, performed better on a test and achieved higher instructional efficiency (defined as the relationship between performance and mental effort) compared to students who were given all criteria. Students who were given performance-based assessment criteria made more accurate assessments of an expert model and scored higher on task performance during practice compared to students who were given **competency-based** assessment criteria. They invested less mental effort in the assessments, resulting in higher instructional efficiency. An interaction **effect** for the concreteness of answers shows that the combination of performance-based and relevant criteria leads to superior analysis of worked examples compared to the other combinations of criteria. [ABSTRACT FROM AUTHOR] DOI: 10.1007/s11251-014-9326-5. (AN: 98857920)
Subjects: OUTCOME-based education; EDUCATIONAL evaluation; NURSING -- Study & teaching; INSTRUCTIONAL systems; VOCATIONAL education
Cited References: (42)



• 4.

Perceived effects of competency-based training on the acquisition of professional skills. Academic Journal
By: Boahin, Peter; Hofman, W.H. Adriaan. International Journal of Educational Development. May2014, Vol. 36, p81-89. 9p. Abstract: Highlights: [•] **Competency-based training** seeks to match **training** programmes with the needs of industry. [•] This article explores students' perceptions of CBT implementation on acquisition of professional skills. [•] Modular structure shows an indirect **effect** on professional skills through quality teaching and feedback. [•] CBT assessment requires a shift from routine tasks to broad sets of generic skills to enhance creativity. [•] Inadequate involvement of industry in CBT undermines authentic learning and acquisition of relevant skills. [Copyright &y& Elsevier] DOI: 10.1016/j.ijedudev.2013.11.003. (AN: 95387713)
Subjects: OUTCOME-based education; JOB skills; VOCATIONAL education; TEACHER effectiveness; FEEDBACK (Psychology); STUDENTS -- Attitudes; TEENAGERS; SECONDARY education

Abstract (Journal)

The need to develop key competencies to meet the changing demands of industry has made the introduction of competency-based training (CBT) reforms in the Vocational Education and Training (VET) system a priority in many countries. This article explores the views of polytechnic students in Ghana on the effect of CBT on the acquisition of competencies to perform professional tasks. The results show that the modular structure has indirect effects on the acquisition of skills through quality teaching and feedback. It is argued that assessment in CBT needs to move away from emphasising more on routine tasks towards the development of broad sets of generic skills and adaptable workforce.



• 5.

Outcome (competency) based education: an exploration of its origins, theoretical basis, and empirical evidence. Academic Journal
By: Morcke, Anne; Dornan, Tim; Eika, Berit. Advances in Health Sciences Education. Oct2013, Vol. 18 Issue 4, p851-863. 13p. Abstract: Outcome based or **competency based education** (OBE) is so firmly established in undergraduate medical **education** that it might not seem necessary to ask why it was included in recommendations for the future, like the Flexner centenary report. Uncritical acceptance may not, however, deliver its greatest benefits. Our aim was to explore the underpinnings of OBE: its historical origins, theoretical basis, and empirical evidence of its **effects** in order to answer the question: How can predetermined learning outcomes influence undergraduate medical **education**? This literature

review had three components: A review of historical landmarks in the evolution of OBE; a review of conceptual frameworks and theories; and a systematic review of empirical publications from 1999 to 2010 that reported data concerning the **effects** of learning outcomes on undergraduate medical **education**. OBE had its origins in behaviourist theories of learning. It is tightly linked to the assessment and regulation of proficiency, but less clearly linked to teaching and learning activities. Over time, there have been cycles of advocacy for, then criticism of, OBE. A recurring critique concerns the place of complex personal and professional attributes as '**competencies**'. OBE has been adopted by consensus in the face of weak empirical evidence. OBE, which has been advocated for over 50 years, can contribute usefully to defining requisite knowledge and skills, and blueprinting assessments. Its applicability to more complex aspects of clinical performance is not clear. OBE, we conclude, provides a valuable approach to some, but not all, important aspects of undergraduate medical **education**. [ABSTRACT FROM AUTHOR] DOI: 10.1007/s10459-012-9405-9. (AN: 90147179)

Subjects: MEDICAL **education**; RESEARCH; MEDICAL schools; PROFESSIONAL **education**; MEDICAL publishing; PERIODICALS; CLINICAL medicine

[Cited References: \(38\)](#)



- 6.

[A disciplinary perspective of competency-based training on the acquisition of employability skills.](#) Academic Journal By: Boahin, Peter; Hofman, Adriaan. Journal of Vocational **Education & Training**. Sep2013, Vol. 65 Issue 3, p385-401. 17p. Abstract: In the changing global economy, employability skills increasingly are the focus of vocational **education** and **training** institutions. This paper explores the **effect** of academic disciplines, students' background characteristics and industry **training** on the acquisition of employability skills through **competency-based training**. A significant relationship emerges between academic disciplines and industry **training** on the acquisition of employability skills. Some partial evidence suggests an impact of pre-**education** on the acquisition of employability skills; however, no such relationship appeared between gender and the skill acquisition. The results demonstrate the need for academic disciplines to determine specific employability skills required for social and community practice, as a basis for enhancing the development of employability skills in **training** programmes. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/13636820.2013.834954. (AN: 90216528)

Subjects: VOCATIONAL **education**; UNIVERSITIES & colleges -- Curricula; EMPLOYEE **training**; OUTCOME-based **education**; LABOR market

[Cited References: \(53\)](#)



- 7.

[Discipline, governmentality and 25 years of competency-based training.](#) Academic Journal By: HODGE, STEVEN; HARRIS, ROGER. Studies in the **Education** of Adults. Autumn2012, Vol. 44 Issue 2, p155-170. 16p. Abstract: Among the many critiques of **competency-based** approaches to **education** and **training** (CBT) is a strain which draws on Foucault's analysis of 'disciplinary' power and knowledge. Foucault offered an interpretation of modern institutions, such as prisons, armies and schools, which revealed subtle mechanisms of surveillance and systems of knowledge that shaped the self-understanding and activity of participants. Robinson (1993) and Edwards and Usher (1994) were among the first researchers to call attention to the disciplinary potential of CBT. But Foucault went on to argue that discipline is a component in an overarching system he called 'governmentality'. The analysis of governmentality augments the analysis of discipline by foregrounding the **effects** of knowledge of populations and modes of power that operate at a distance. In this article, the disciplinary critique of **competency-based** systems is extended by demonstrating the relevance of Foucault's analysis of governmentality to a contemporary national system of CBT. The authors use a case of 25 years of CBT in an Australian vocational **education** institution as a scaffold for the argument. This case is germane because it presents a succession of practices of CBT which allows us to trace and scrutinise a shift from a disciplinary to a governmental framework. [ABSTRACT FROM AUTHOR] (AN: 89530940)

Subjects: **EDUCATION**; VOCATIONAL **education**; POSTSECONDARY **education**; TEACHERS; PUBLIC institutions

[Cited References: \(31\)](#)

[HTML Full Text PDF Full Text](#) (166KB)

- 8.

[A competency-based virtual reality training curriculum for the acquisition of laparoscopic psychomotor skill.](#)

Academic Journal

By: Aggarwal, Rajesh; Grantcharov, Teodor; Moorthy, Krishna; Hance, Julian; Darzi, Ara. American Journal of Surgery. Jan2006, Vol. 191 Issue 1, p128-133. 6p. Abstract: Background: Studies have demonstrated the beneficial **effect** of **training** novice laparoscopic surgeons using virtual reality (VR) simulators, although there is still no consensus regarding an optimal VR **training** curriculum. This study aims to establish and validate a structured VR curriculum to

provide an evidence-based approach for laparoscopic training programmes. Methods: The minimally invasive VR simulator (MIST-VR) has 12 abstract laparoscopic tasks, each at 3 graduated levels of difficulty (easy, medium, and hard). Twenty medical students completed 2 sessions of all tasks at the easy level, 10 sessions at the medium level, and finally 5 sessions of the 2 most complex tasks at the hard level. At the medium level, subjects were randomized into 2 equal groups performing either all 12 tasks (group A) or the 2 most complex tasks (group B). Performance was measured by time taken, path length, and errors for each hand. The results were compared between groups, and to those of 10 experienced laparoscopic surgeons. Results: Baseline performance of both groups was similar at the easy level. At the medium level, learning curves for all 3 parameters reached plateau at the second (group A, $P < .05$) and sixth (group B, $P < .05$) repetitions. Performance at the hard level was similar between the 2 groups, and all achieved the pre-set expert criteria. Conclusion: A graduated laparoscopic training curriculum enables trainees to familiarise, train and be assessed on laparoscopic VR simulators. This study can aid the incorporation of VR simulation into established surgical training programmes. [Copyright & Elsevier] DOI: 10.1016/j.amjsurg.2005.10.014. (AN: 19356984)

Subjects: VIRTUAL reality; PHYSICIANS; SURGEONS; HEART surgeons; NEUROSURGEONS

[Times Cited in this Database: \(1\)](#)



• 9.

Competency-Based Behavior Consultation Training: An Evaluation of Consultant Outcomes, Treatment Effects, and Consumer Satisfaction. Academic Journal

By: Kathy Lepage; Thomas R. Kratochwill; Stephen N. Elliott. School Psychology Quarterly. Spring2004, Vol. 19 Issue 1, p1-28. 28p. Abstract: Assessments of consultants, clients, and consumer satisfaction were used to examine the effects of a competency-based consultation training program conducted over 4 years. Using a multiple-baseline framework to assess training effects on consultants and single-case study designs to evaluate changes in client behavior, a number of significant results were found. As predicted, consultants (N = 24) significantly increased their consultation skills and knowledge, but with no change in attitudes toward behavioral intervention techniques. Supervised consultation with preschool teachers and parents resulted in a range of behavior change in clients (N = 39), with an overall effect size of 0.51. Consumers reported a high level of satisfaction with training and consultation services. Results of a long-term follow-up with consultants indicated positive views and use of consultation. The discussion focuses on these results, and implications for consultation training and future research directions. [ABSTRACT FROM AUTHOR] (AN: 23136384)

Subjects: CUSTOMER satisfaction; CUSTOMER services; CONSUMERS -- Attitudes; CUSTOMER loyalty



• 10.

Ten years of competency-based training: the experience of accredited training providers in Australia. Academic Journal
By: Smith, Erica. International Journal of Training & Development. Jun99, Vol. 3 Issue 2, p106. 12p. Abstract: This article examines ten years of implementation of competency-based training (CBT) in the vocational education and training sector in Australia. It begins by explaining the meaning of CBT in Australia in the 1990s, and the way in which CBT is organised, and then describes the findings of two national research projects carried out during the period 1995-1997. The first project reported on the extent of CBT penetration and the second examined the effects of CBT on teaching and learning. Finally the article speculates on the future direction of CBT in Australia, with the introduction of 'training packages'. [ABSTRACT FROM AUTHOR] (AN: 4519387)

Subjects: VOCATIONAL education; OUTCOME-based education; AUSTRALIA

[Times Cited in this Database: \(5\)](#)

[PDF Full Text](#) (177KB)

• 11.

How Competency-based Training has Changed the Role of Teachers in the Vocational Education and Training Sector in Australia. Academic Journal

By: Smith, Erica. Asia-Pacific Journal of Teacher Education. Mar99, Vol. 27 Issue 1, p61. 15p. Abstract: Presents information on a study about the research project in Australia which focused on the effects of competency-based training (CBT) on teachers and teaching. Nature of CBT and its implementation in Australia; How teaching has changed under CBT; Conclusion. (AN: 1785086)

Subjects: OUTCOME-based education; TEACHERS; AUSTRALIA

[Cited References: \(20\)](#) [Times Cited in this Database: \(1\)](#)

[HTML Full Text](#) [PDF Full Text](#) (773KB)

• 12.

TESTING A NON-COMPETENCY INSERVICE EDUCATION MODEL BASED ON HUMANISTIC OR THIRD FORCE PSYCHOLOGY.

By: Beck, William. **Education**. Mar/Apr78, Vol. 98 Issue 3. Abstract: Investigates the impact of the growth approach to teacher inservice **education based** on humanistic or third force psychology. Influence of specific material set used on the interest level and knowledge of students; Evidence of the positive **effect** on teacher knowledge and methodological skills of the **training**. (AN: 4722466)

Subjects: TEACHERS -- **Training of**; SCHOOL psychology

[PDF Full Text](#) (450KB)

- 13.

COMPETENCY-BASED EDUCATION--BASIC PROBLEMS AND A SUGGESTED SOLUTION.

Academic Journal

By: Schwartz, Stuart E. **Education**. Fall77, Vol. 98 Issue 1. Abstract: Discusses three specific problems regarding **competency-based** teacher **education**. Problems in terminology confusion, incompatibility of module systems and lack of sharing among producers of **competency-based** programs; Reasons and **effects** of the three problems; Proposal to form a national **competency-based education** as a possible solution. (AN: 4734487)

Subjects: OUTCOME-based education; TEACHERS -- **Training of**

[PDF Full Text](#) (304KB)

- 14.

THE ROLE OF RESEARCH IN COMPETENCY-BASED TEACHER EDUCATION.

Academic Journal

By: Maxim, George W. **Education**. Fall74, Vol. 95 Issue 1, p94. 3p. Abstract: The **effect** of their teaching upon the performance of students is, perhaps, the most appropriate criterion for assessing the effectiveness of teacher trainees in CBTE programs. Selecting the strongest connecting link between educational goals and desired student outcomes, therefore, may well be the most important professional decision these future teachers will make. This type of decision can be made most effectively by interpreting and applying the wealth of empirical research. However, reports have shown that our nation's school teachers have neither the knowledge of nor the interest in research and tend to shy away from its findings. The author suggests that this problem can be minimized if CBTE programs would include activities designed to develop skills for interpreting and applying research findings. [ABSTRACT FROM AUTHOR] (AN: 4719061)

Subjects: OUTCOME-based education; TEACHERS -- **Training of**

[PDF Full Text](#) (194KB)

- 15.

The Effects of Competency-Based Training on the Performance of Prospective Teachers. Academic Journal
By: Waimon, Morton D.; Bell, Dennis D.; Ramseyer, Gary C. **Journal of Teacher Education**. Summer1972, Vol. 23 Issue 2, p237-245. 9p. 2 Diagrams, 3 Charts. Abstract: The article presents a study on the **effects of competency-based training** on the performance of prospective teachers in the U.S. The paper was designed to help prospective teachers perform pre-tutorial teacher behavior. The treatment uses microplanning employing procedures in the same manner with microteaching which divides tutorial teacher behavior into component parts, each of which is defined and modeled. As objectively defined, Microplanning is designed to enable prospective teachers to perform pre-tutorial teacher behavior, which not only precedes tutorial behavior in time but also relates and explains it. (AN: 1980049)
Subjects: **EDUCATION** -- Simulation methods; **EXPERIMENTAL methods in education**; **INTERACTION analysis in education**; TEACHERS -- **Training of**; **OUTCOME-based education**; **ABILITY testing**; **TEACHING**; **BEHAVIOR**; **EDUCATION**; TEACHERS; UNITED States

B. 'outcome based education or training' **TITLE** and 'effect' **ABSTRACT**

Search Results: 1 - 27 of 27

- 1.

[Enhancing learning outcomes in computer-based training via self-generated elaboration.](#)

Academic Journal

By: Cuevas, Haydee; Fiore, Stephen. Instructional Science. Nov2014, Vol. 42 Issue 6, p839-859. 21p. Abstract: The present study investigated the utility of an instructional strategy known as the query method for enhancing learning **outcomes** in computer-based training. The query method involves an embedded guided, sentence generation task requiring elaboration of key concepts in the **training** material that encourages learners to 'stop and think' about the information already presented before proceeding to new concepts. This study also investigated the **effect** of varying the level of elaboration (low or high) prompted by the queries. Fifty-one undergraduate students from the general psychology department subject pool at a major university in the southeastern United States received instruction on the basic principles of flight via one of three versions of a computer-based tutorial (no query, low-level elaboration query, or high-level elaboration query). Participants had no prior knowledge or previous experience with the aviation domain. A one-way between-groups design was employed, with the query method serving as the independent variable and a sample size of 17 per condition. Dependent variables included knowledge organization, knowledge acquisition, and instructional efficiency. Overall, results showed that incorporating low-level elaboration queries into the **training** resulted in improved organization, integration, and application of task-relevant knowledge and higher instructional efficiency. High-level elaboration queries consistently failed to produce significantly better post-**training outcomes**, possibly due to the increased cognitive load imposed on learners during **training**. The discussion centers on theoretical and practical implications for promoting and assessing learning **outcomes** in computer-based training. [ABSTRACT FROM AUTHOR] DOI: 10.1007/s11251-014-9315-8. (AN: 98857919)

Subjects: COMPUTER training; INSTRUCTIONAL systems; PSYCHOLOGY students; KNOWLEDGE management; KNOWLEDGE acquisition (Expert systems)

[Cited References: \(45\)](#)



- 2.

[How much evidence does it take? A cumulative meta-analysis of outcomes of simulation-based education.](#)

Academic Journal

By: Cook, David A. Medical Education. Aug2014, Vol. 48 Issue 8, p750-760. 11p. 3 Black and White Photographs, 1 Chart. Abstract: Context Studies that investigate research questions that have already been resolved represent a waste of resources. However, the failure to collect sufficient evidence to resolve a given question results in ambiguity. Objectives The present study was conducted to reanalyse the results of a meta-analysis of simulation-based education (SBE) to determine: (i) whether researchers continue to replicate research studies after the answer to a research question has become known, and (ii) whether researchers perform enough replications to definitively answer important questions. Methods A systematic search of multiple databases to May 2011 was conducted to identify original research evaluating SBE for health professionals in comparison with no intervention or any active intervention, using skill **outcomes**. Data were extracted by reviewers working in duplicate. Data synthesis involved a cumulative meta-analysis to illuminate patterns of evidence by sequentially adding studies according to a variable of interest (e.g. publication year) and re-calculating the pooled **effect** size with each addition. Cumulative meta-analysis by publication year was applied to 592 comparative studies using several thresholds of 'sufficiency', including: statistical significance; stable **effect** size classification and magnitude (Hedges' $g \pm 0.1$), and precise estimates (confidence intervals of less than ± 0.2). Results Among studies that compared the **outcomes** of SBE with those of no intervention, evidence supporting a favourable **effect** of SBE on skills existed as early as 1973 (one publication) and further evidence confirmed a quantitatively large **effect** of SBE by 1997 (28 studies). Since then, a further 404 studies were published. Among studies comparing SBE with non-simulation instruction, the **effect** initially favoured non-simulation **training**, but the addition of a third study in 1997 brought the pooled **effect** to slightly favour simulation, and by 2004 (14 studies) this **effect** was statistically significant ($p < 0.05$) and the magnitude had stabilised (small **effect**). A further 37 studies were published after 2004. By contrast, evidence from studies evaluating repetition continued to show borderline statistical significance and wide confidence intervals in 2011. Conclusions Some replication is necessary to obtain stable estimates of **effect** and to explore different contexts, but the number of studies of SBE often exceeds the minimum number of replications required. [ABSTRACT FROM AUTHOR] DOI: 10.1111/medu.12473. (AN: 96968333)

Subjects: PROFESSIONAL education; HIGHER education; METHODOLOGY; MEDICINE -- Study & teaching; RESEARCH; CONTROL groups (Research); META-analysis; CONFIDENCE intervals; FINANCE; STATISTICAL significance; **EFFECT** sizes (Statistics)

[Cited References: \(34\)](#) [Times Cited in this Database: \(1\)](#)



- 3.

[Case-based learning in virtual groups – collaborative problem solving activities and learning outcomes in a virtual professional training course.](#)

Academic Journal

By: Kopp, Birgitta; Hasenbein, Melanie; Mandl, Heinz. Interactive Learning Environments. Jun2014, Vol. 22 Issue 3, p351-372. 22p. Abstract: This article analyzes the collaborative problem solving activities and learning **outcomes** of five groups that worked on two different complex cases in a virtual professional **training** course. In this asynchronous virtual learning environment, all knowledge management content was delivered virtually and collaboration took place through forums. To measure the **effects** of the problem solving activities, learners' contributions were analyzed with respect to four different problem solving activities: Two content-specific problem solving activities, namely gathering information and developing a solution, and two coordination-specific problem solving activities, namely planning the common approach and steering the interaction process. Results indicated that the learning process was dominated by two central activities: developing a solution and steering the interaction process. Furthermore, the results indicated that the groups with the more complex case used more overall problem solving activities than the groups with the less complex case. There was also a greater range of learning **outcomes** for learners with the more complex case than for learners with the less complex case. Finally, the number of overall problem solving activities for most of the successful groups was higher than for the less successful groups. Additionally, the more successful groups used more coordination-specific activities than content-specific activities during the problem solving process. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/10494820.2012.680964. (AN: 96010741)

Subjects: RESEARCH; COLLABORATIVE learning; GROUP work in **education** -- Research; VIRTUAL reality in **education**; COMPUTER assisted instruction; PROBLEM solving -- Study & teaching; CLASSROOM activities; LEARNING; PROFESSIONAL **education**; CASE-based reasoning

[Cited References: \(35\)](#)



- 4.

[Effectiveness of virtual reality-based instruction on students' learning outcomes in K-12 and higher education: A meta-analysis.](#)

Academic Journal

By: Merchant, Zahira; Goetz, Ernest T.; Cifuentes, Lauren; Keeney-Kennicutt, Wendy; Davis, Trina J. Computers & **Education**. Jan2014, Vol. 70, p29-40. 12p. Abstract: Abstract: The purpose of this meta-analysis is to examine overall **effect** as well as the impact of selected instructional design principles in the context of virtual reality technology-based instruction (i.e. games, simulation, virtual worlds) in K-12 or higher **education** settings. A total of 13 studies (N = 3081) in the category of games, 29 studies (N = 2553) in the category of games, and 27 studies (N = 2798) in the category of virtual worlds were meta-analyzed. The key inclusion criteria were that the study came from K-12 or higher **education** settings, used experimental or quasi-experimental research designs, and used a learning **outcome** measure to evaluate the **effects** of the virtual reality-based instruction. Results suggest games (FEM = 0.77; REM = 0.51), simulations (FEM = 0.38; REM = 0.41), and virtual worlds (FEM = 0.36; REM = 0.41) were effective in improving learning **outcome** gains. The homogeneity analysis of the **effect** sizes was statistically significant, indicating that the studies were different from each other. Therefore, we conducted moderator analysis using 13 variables used to code the studies. Key findings included that: games show higher learning gains than simulations and virtual worlds. For simulation studies, elaborate explanation type feedback is more suitable for declarative tasks whereas knowledge of correct response is more appropriate for procedural tasks. Students performance is enhanced when they conduct the game play individually than in a group. In addition, we found an inverse relationship between number of treatment sessions learning gains for games. With regards to the virtual world, we found that if students were repeatedly measured it deteriorates their learning **outcome** gains. We discuss results to highlight the importance of considering instructional design principles when designing virtual reality-based instruction. [ABSTRACT FROM AUTHOR] DOI: 10.1016/j.compedu.2013.07.033. (AN: 92873345)

Subjects: RESEARCH; INSTRUCTIONAL systems design; WEB-based instruction; HIGHER **education** -- Research; COMPUTER simulation; VIRTUAL reality



- 5.

[Outcome \(competency\) based education: an exploration of its origins, theoretical basis, and empirical evidence.](#)

Academic Journal

By: Morcke, Anne; Dornan, Tim; Eika, Berit. Advances in Health Sciences **Education**. Oct2013, Vol. 18 Issue 4, p851-863. 13p. Abstract: **Outcome based** or competency **based education** (OBE) is so firmly established in undergraduate medical **education** that it might not seem necessary to ask why it was included in recommendations for the future, like the

Flexner centenary report. Uncritical acceptance may not, however, deliver its greatest benefits. Our aim was to explore the underpinnings of OBE: its historical origins, theoretical basis, and empirical evidence of its **effects** in order to answer the question: How can predetermined learning **outcomes** influence undergraduate medical **education**? This literature review had three components: A review of historical landmarks in the evolution of OBE; a review of conceptual frameworks and theories; and a systematic review of empirical publications from 1999 to 2010 that reported data concerning the **effects** of learning **outcomes** on undergraduate medical **education**. OBE had its origins in behaviourist theories of learning. It is tightly linked to the assessment and regulation of proficiency, but less clearly linked to teaching and learning activities. Over time, there have been cycles of advocacy for, then criticism of, OBE. A recurring critique concerns the place of complex personal and professional attributes as 'competencies'. OBE has been adopted by consensus in the face of weak empirical evidence. OBE, which has been advocated for over 50 years, can contribute usefully to defining requisite knowledge and skills, and blueprinting assessments. Its applicability to more complex aspects of clinical performance is not clear. OBE, we conclude, provides a valuable approach to some, but not all, important aspects of undergraduate medical **education**. [ABSTRACT FROM AUTHOR] DOI: 10.1007/s10459-012-9405-9. (AN: 90147179)

Subjects: MEDICAL education; RESEARCH; MEDICAL schools; PROFESSIONAL education; MEDICAL publishing; PERIODICALS; CLINICAL medicine

Cited References: (38)



- 6.

[Effects of Collaborative Web Based Vocational Education and Training \(VET\) on Learning Outcomes.](#)

Academic Journal

By: Inayat, Irum; Amin, Rooh ul; Inayat, Zubaria; Salim, Siti Salwah. *Computers & Education*. Oct2013, Vol. 68, p153-166. 14p. Abstract: Abstract: Considering the increase in need of skilled human capital, the vocational **training and education** through e-learning has widely been adopted all over the world. It serves as a major alternative for **training and teaching** professionals, technicians, skilled workers, amateurs and students who cannot manage regular college **education** due to time, cost and distance factors. Prior research focuses on learning enhancement from several perspectives like computer mediated methods, learning games, personalized learning environments and web **based** instructional design. The proposed work contributes to this debate by investigating the role of collaboration i.e. student-student and student-instructor interaction, support material, instructor's feedback and evaluating their **effects** on learning **outcome** and students' learning experience. The investigation is performed through a case study presenting four vocational courses offered in three consecutive sessions. The findings revealed that collaborative practices i.e. group work, team effort, in time instructor's feedback and consolidated support material enhances learning experience of student and contributes positively to the learning **outcome**. [Copyright & Elsevier] DOI: 10.1016/j.compedu.2013.04.027. (AN: 89739307)

Subjects: COLLABORATIVE learning; VOCATIONAL education; LEARNING; HIGHER education; TEACHER-student relationships; WEB co-browsing

Times Cited in this Database: (1)



- 7.

[Does Prison-Based Adult Basic Education Improve Postrelease Outcomes for Male Prisoners in Florida?](#)

Academic Journal

By: Cho, Rosa Minhyo; Tyler, John H. *Crime & Delinquency*. Oct2013, Vol. 59 Issue 7, p975-1005. 31p. Abstract: The authors use administrative data from Florida to determine the extent to which prison-based adult basic **education** (ABE) improves inmate's postrelease labor market **outcomes**, such as earnings and employment. Using two nonexperimental comparison groups, the authors find evidence that ABE participation is associated with higher postrelease earnings and employment rates, especially for minorities. The authors find that the relationship is the largest for ABE participants who had uninterrupted ABE instruction and for those who received other **education** services. However, the results do not find any positive **effects** of ABE participation on reducing recidivism. [ABSTRACT FROM PUBLISHER] DOI: 10.1177/001128710389588. (AN: 90016541)

Subjects: BASIC education; FLORIDA; MALE prisoners; CONVICT labor; MINORITIES; INCOME; RECIDIVISM

Cited References: (24)



- 8.

[Improving Diabetes Outcomes Using a Web-Based Registry and Interactive Education: A Multisite Collaborative Approach.](#)

By: Morrow, Robert W.; Fletcher, Jason; Kelly, Kim F.; Shea, Laura A.; Spence, Maureen M.; Sullivan, Janet N.; Cerniglia, Joan R.; Yang, YoonJung. Journal of Continuing **Education** in the Health Professions. Spring2013, Vol. 33 Issue 2, p136-144. 10p. 3 Charts, 3 Graphs. Abstract: Introduction: To support the adoption of guideline concordant care by primary care practices, the New York Diabetes Coalition (NYDC) promoted use of an electronic diabetes registry and developed an interactive educational module on using the registry and improving patient communication. The NYDC hypothesized that use of a registry with immediate feedback would achieve measurable and clinically meaningful improvement in the proportion of patients at goal for diabetes health metrics. Research Design and Methods: In 2006-2007, the NYDC recruited 7 small to mid-sized primary care practices to implement the registry and to receive **education** and coaching on registry use, practice work flow, and patient engagement. The patient cohort included those with 2 or more visits with a diagnosis of diabetes within a 12-month period. Each patient's health measure status (at goal, above goal, not recorded) was assessed quarterly for hemoglobin A_{1c}, low-density lipoprotein (LDL), and blood pressure (BP), and most recent A_{1c} value was noted. A cohort analysis was performed using random **effects** regression models to assess the impact of the registry over time for each diabetes health metric. Results: After controlling for variability between sites, with each subsequent quarter during the registry period patients were 1.4 times more likely to have A_{1c} ≤ 9, almost twice (OR = 1.8) as likely to have LDL < 100, and 1.3 times more likely to have BP < 140/90. These improvements in compliance were statistically significant. Average A_{1c} also improved over time, though this did not reach statistical significance. Discussion: Utilizing a Web-based registry and interactive **education**, the project demonstrated improved patient **outcomes**, as well as the feasibility of collecting aggregate data from unrelated, independent practices. [ABSTRACT FROM AUTHOR] DOI: 10.1002/chp.21170. (AN: 88235695)

Subjects: METHODOLOGY; LONGITUDINAL method; EVALUATION; RESEARCH; WORLD Wide Web; DECISION making; DATA analysis; NEW York (State); MEDICAL care; DISEASE management; QUALITY assurance; CONFIDENCE intervals; REPORTING of diseases; EPIDEMIOLOGY; HEALTH status indicators; INTERNET; MEDICAL cooperation; MEDICAL protocols; MULTIVARIATE analysis; NON-insulin-dependent diabetes; PATIENT compliance; PRIMARY health care; REGRESSION analysis; FINANCE; VIDEO recording; CLINICAL medicine; SOFTWARE; DESCRIPTIVE statistics

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[Cited References: \(19\)](#)
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- 9.

[Positive effects of brain-based education on teacher performance assessment outcomes.](#)

By: Lombardi, Judy. **Education** as Change. Dec2011, Vol. 15 Issue 2, p225-238. 14p. 4 Charts. Abstract: The primary goal of this project was to improve teacher preparation by helping teachers identify pupils' strengths, weaknesses, and affinities and by providing appropriate adjustments to instruction when necessary through neurodevelopmental methodology. Using a selected population of teacher candidates who were learning about brain-based **education** and neurodevelopment (ND) while preparing for the Performance Assessment for California Teachers (PACT), the researchers looked for an opportunity to study the **effects** of ND methodology on candidates' PACT performance. A grant awarded to elementary, secondary, and special **education** faculties in an accelerated collaborative teaching (ACT) programme at California State University, Northridge, allowed participants to study certain features of using a specific approach, that is, neurodevelopmental methodology, and the **effects** of this approach on teaching and learning, including teacher performance assessment results. Fifteen target courses in the accelerated teacher programme were identified in the overall grant project for implementation of neurodevelopmental content; these courses included elementary, secondary, and special **education** levels and involved, as participants, 98 teacher candidates, 17 university faculty members, 28 university supervisors, and 163 master teachers. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/16823206.2011.619143. (AN: 69870469)

Subjects: TEACHERS; TEACHING teams; CAREER development; NORTHRIDGE (Los Angeles, Calif.); LOS Angeles (Calif.); CALIFORNIA; CALIFORNIA State University; STANFORD University; STUDY & teaching

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- 10.

[Problem-based learning in pre-clinical medical education: 22 years of outcome research.](#)

Academic Journal

By: Hartling, Lisa; Spooner, Carol; Tjosvold, Lisa; Oswald, Anna. Medical Teacher. Jan2010, Vol. 32 Issue 1, p28-35. 8p. 1 Diagram. Abstract: Purpose: To conduct a systematic review of problem-based learning (PBL) in undergraduate, pre-clinical medical education. Methods: A research librarian developed comprehensive search strategies for MEDLINE, PSYCINFO, and ERIC (1985–2007). Two reviewers independently screened search results and applied inclusion criteria. Studies were included if they had a comparison group and reported primary data for evaluative outcomes. One reviewer extracted data and a second reviewer checked data for accuracy. Two reviewers independently assessed methodological quality. Quantitative synthesis was not performed due to heterogeneity. A qualitative review with detailed evidence tables is provided. Results: Thirty unique studies were included. Knowledge acquisition measured by exam scores was the most frequent outcome reported; 12 of 15 studies found no significant differences. Individual studies demonstrated either improved clerkship (N = 3) or residency (N = 1) performance, or benefits on some clinical competencies during internships for PBL (N = 1). Three of four studies found some benefits for PBL when evaluating diagnostic accuracy. Three studies found few differences of clinical (or practical) importance on the impact of PBL on practicing physicians. Conclusions: Twenty-two years of research shows that PBL does not impact knowledge acquisition; evidence for other outcomes does not provide unequivocal support for enhanced learning. Work is needed to determine the most appropriate outcome measures to capture and quantify the effects of PBL. General conclusions are limited by methodological weaknesses and heterogeneity across studies. The critical appraisal of previous studies, conducted as part of this review, provides direction for future research in this area. [ABSTRACT FROM AUTHOR] DOI: 10.3109/01421590903200789. (AN: 47679194)

Subjects: MEDICAL education; PROBLEM solving; ACTIVE learning; LIBRARY information networks; MEDICAL research; EXPERT systems (Computer science); QUANTITATIVE research; RELIABILITY; KNOWLEDGE management

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Cited References: (55) Times Cited in this Database: (16)

[PDF Full Text](#) (138KB)

- 11.

[Does an outcome-based approach to continuing medical education improve physicians' competences in rational prescribing?](#) Academic Journal

By: Esmaily, Hamideh M.; Savage, Carl; Vahidi, Rezagoli; Amini, Abolghasem; Dastgiri, Saeed; Hult, Hakan; Dahlgren, Lars Owe; Wahlstrom, Rolf. Medical Teacher. Nov2009, Vol. 31 Issue 11, pe500-e506. 7p. 1 Diagram, 4 Charts. Abstract: Background: Continuing medical education (CME) is compulsory in Iran, and traditionally it is lecture-based, which is mostly not successful. Outcome-based education has been proposed for CME programs. Aim: To evaluate the effectiveness of an outcome-based educational intervention with a new approach based on outcomes and aligned teaching methods, on knowledge and skills of general physicians (GPs) working in primary care compared with a concurrent CME program in the field of "Rational prescribing". Method: The method used was cluster randomized controlled design. All GPs working in six cities in one province in Iran were invited to participate. The cities were matched and randomly divided into an intervention arm for education on rational prescribing with an outcome-based approach, and a control arm for a traditional program on the same topic. Knowledge and skills were assessed using a pre- and post-test, including case scenarios. Results: In total, 112 GPs participated. There were significant improvements in knowledge and prescribing skills after the training in the intervention arm as well as in comparison with the changes in the control arm. The overall intervention effect was 26 percentage units. Conclusion: The introduction of an outcome-based approach in CME appears to be effective when creating programs to improve GPs' knowledge and skills. [ABSTRACT FROM AUTHOR] DOI: 10.3109/01421590902803096. (AN: 45131652)

Subjects: MEDICAL education; MEDICINE -- Study & teaching (Continuing education); EDUCATION -- Study & teaching; OUTCOME-based education; TEACHING methods; CLINICAL competence; IRAN; PHYSICIANS (General practice); MEDICAL care

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Cited References: (25) Times Cited in this Database: (2)
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- 12.

[Do School-Based Asthma Education Programs Improve Self-Management and Health Outcomes?](#)

Academic Journal

By: Coffman, Janet M.; Cabana, Michael D.; Yelin, Edward H. Pediatrics. Aug2009, Vol. 124 Issue 2, p729-742. 14p. 5 Charts. Abstract: CONTEXT: Asthma self-management **education** is critical for high-quality asthma care for children. A number of studies have assessed the effectiveness of providing asthma **education** in schools to augment **education** provided by primary care providers. OBJECTIVE: To conduct a systematic review of the literature on school-based asthma **education** programs. METHODS: As our data sources, we used 3 databases that index peer-reviewed literature: MEDLINE, the Cochrane Central Register of Controlled Trials, and the Cumulative Index to Nursing and Allied Health Literature. Inclusion criteria included publication in English and enrollment of children aged 4- to 17 years with a clinical diagnosis of asthma or symptoms consistent with asthma. RESULTS: Twenty-five articles met the inclusion criteria, Synthesizing findings across studies was difficult because the characteristics of interventions and target populations varied widely, as did the **outcomes** assessed. In addition, some studies had major methodologic weaknesses. Most studies that compared asthma **education** to usual care found that school-based asthma **education** improved knowledge of asthma (7 of 10 studies), self-efficacy (6 of 8 studies), and self-management behaviors (7 of 8 studies). Fewer studies reported favorable **effects** on quality of life (4 of 8 studies), days of symptoms (5 of 11 studies), nights with symptoms (2 of 4 studies), and school absences (5 of 17 studies). CONCLUSIONS: Although findings regarding **effects** of school-based asthma **education** programs on quality of life, school absences, and days and nights with symptoms were not consistent, our analyses suggest that school-based asthma **education** improves knowledge of asthma, self-efficacy, and self-management behaviors. [ABSTRACT FROM AUTHOR] DOI: 10.1542/peds.2008-2085. (AN: 43912580)

Subjects: PATIENT **education**; QUALITY of life; ASTHMA -- Study & teaching; ASTHMA in children -- Treatment; PRIMARY care (Medicine); SELF-efficacy; PHYSICAL therapy

Cited References: (44) Times Cited in this Database: (6)



- 13.

[Using Disablement Models and Clinical Outcomes Assessment to Enable Evidence-Based Athletic Training Practice, Part I: Disablement Models.](#)

Academic Journal

By: Snyder, Alison R.; Parsons, John T.; McLeod, Tamara C. Valovich; Bay, R. Curtis; Michener, Lori A.; Sauer, Eric L. Journal of Athletic **Training** (National Athletic Trainers' Association). Jul/Aug2008, Vol. 43 Issue 4, p428-436. 9p. 3 Diagrams, 2 Charts. Abstract: Objective: To present and discuss disablement models and the benefits of using these models as a framework to assess clinical **outcomes** in athletic **training**. Background: Conceptual schemes that form the basic architecture for clinical practice, scholarly activities, and health care policy, disablement models have been in use by health care professions since the 1960s. Disablement models are also the foundation for clinical **outcomes** assessment. Clinical **outcomes** assessment serves as the measurement tool for patient-oriented evidence and is a necessary component for evidence-based practice. Description: Disablement models provide benefits to health professions through organization of clinical practice and research activities; creation of a common language among health care professionals; facilitation of the delivery of patient-centered, whole-person health care; and justification of interventions based on a comprehensive assessment of the **effect** of illness or injury on a person's overall health-related quality of life. Currently, the predominant conceptual frameworks of disability in health care are those of the National Center for Medical Rehabilitation Research and the World Health Organization. Disablement models need to be understood, used, and studied by certified athletic trainers to promote patient-centered care and clinical **outcomes** assessment for the development of evidence-based practice in athletic **training**. Clinical and Research Advantages: For clinicians and researchers to determine effective athletic **training** treatments, prevention programs, and practices, they must understand what is important to patients by collecting patient-oriented evidence. Patient-oriented evidence is the most essential form of **outcomes** evidence and necessitates an appreciation of all dimensions of health, as outlined by disablement models. The use of disablement models will allow the athletic **training** profession to communicate, measure,

and prioritize the health care needs of patients, which will facilitate organized efforts aimed at assessing the quality of athletic **training** services and practices and ultimately promote successful evidence-based athletic **training** practice.

[ABSTRACT FROM AUTHOR] (AN: 34158157)

Subjects: PHYSICAL fitness; PHYSICAL education; DISABILITIES; WORLD Health Organization; ATHLETIC trainers; SPORTS personnel; SPORTS injuries; MEDICAL policy; **OUTCOME** assessment (Medical care)

[Cited References: \(41\)](#)



- 14.

Outcomes based education? Rethinking the provision of compulsory education in Western Australia. Academic Journal By: Berlach, Richard G.; McNaught, Keith. Issues in Educational Research. Apr2007, Vol. 17 Issue 1, p1-14. 14p. Abstract: **Outcomes based education** (OBE), which emphasises a radical reinterpretation of the enterprise of **education**, is a phenomenon enveloping the Australian compulsory **education** sector. This paper examines the theoretical tenets of OBE as articulated by its chief exponent, William Spady. It then explores the **effects** that OBE implementation is having on the Western Australian educational fraternity, touching upon current tensions and emerging consequences. Implementation exigencies in one area of the WA curriculum (Mathematics) are then considered; and finally, possible future '**outcomes**' are suggested should the identified concerns fall to receive due attention. [ABSTRACT FROM AUTHOR] (AN: 25976727)

Subjects: **OUTCOME-based education**; ABILITY testing; **EDUCATION**; **COMPULSORY education**; EDUCATIONAL tests & measurements; STUDENTS -- Rating of; WESTERN Australia; **COMPULSORY** participation; SPADY, William

[Cited References: \(42\)](#) [Times Cited in this Database: \(1\)](#)

[PDF Full Text](#) (827KB)

- 15.

Outcome-based assessment of institutions providing European funded professional education: some remarks from a statistical perspective. Academic Journal

By: Gregori, Dario; Rodaro, Simona; Kostoris, Alessandro. **Education**, Knowledge & Economy. Mar2007, Vol. 1 Issue 1, p51-63. 13p. 1 Diagram, 2 Charts, 2 Graphs. Abstract: This article discusses the limits in applying mixed **effects** models in a routine evaluation of the efficacy of European funded professional **education**. In particular, we discuss the sensitivity of these models to changes in the underlying assumptions, usually related to the within-institution correlation, with reference to a data set on the evaluation of public-funded programs for professional **education** in Northern Italy. The models are evaluated with respect to the variable selection process, comparing the differences in the selected model (and consequently on the rank of the institutions that carry out the **education** courses) if the hypothesis on the random **effects**, on the observations correlation and on the variance function form are changed. [ABSTRACT FROM AUTHOR] DOI: 10.1080/17496890601170573. (AN: 24756702)

Subjects: PROFESSIONAL education; CONTINUING education; **EDUCATION**; ITALY, Northern; MULTILEVEL models (Statistics)



- 16.

Effect of practice on standardised learning outcomes in simulation-based medical education.

Academic Journal

By: McGaghie, William C.; Issenberg, S. Barry; Petrusa, Emil R.; Scalse, Ross J. **Medical Education**. Aug2006, Vol. 40 Issue 8, p792-797. 6p. 1 Graph. Abstract: Objectives This report synthesises a subset of 31 journal articles on high-fidelity simulation-based medical **education** containing 32 research studies drawn from a larger qualitative review published previously. These studies were selected because they present adequate data to allow for quantitative synthesis. We hypothesised an association between hours of practice in simulation-based medical **education** and standardised learning **outcomes** measured as weighted **effect** sizes. Methods Journal articles were screened using 5 exclusion and inclusion criteria. Response data were extracted and 3 judges independently coded each study. Learning **outcomes** were standardised using a common metric, the average weighted **effect** size (AWES), due to the heterogeneity of response measures in individual studies. Anova was used to evaluate AWES differences due to hours of practice on a high-fidelity medical simulator cast in 5 categories. The eta squared (η^2) statistic was used to assess the association between AWES and simulator practice hours. Results There is a strong association ($\eta^2 = 0.46$) between hours of practice on high-fidelity medical simulators and standardised learning **outcomes**. The association approximates a dose-response relationship. Conclusions Hours of high-fidelity simulator practice have a positive, functional relationship with standardised learning **outcomes** in medical **education**. More rigorous research methods and more stringent journal editorial policies are needed to advance this field of medical **education** research. [ABSTRACT FROM AUTHOR] DOI: 10.1111/j.1365-2929.2006.02528.x. (AN: 21707908)

Subjects: MEDICAL education; CLINICAL competence; MEDICINE -- Study & teaching -- Simulation methods; **EDUCATION** - Simulation methods; UNITED States

[Cited References: \(18\)](#) [Times Cited in this Database: \(19\)](#)

[PDF Full Text](#) (100KB)

- 17.

[Comparison of **outcomes** of a community-based education programme executed with and without active community involvement.](#)

Academic Journal

By: Kristina, Tri N.; Majoor, Gerard D.; van der Vleuten, Cees P. M. *Medical Education*. Aug2006, Vol. 40 Issue 8, p798-806. 9p. 5 Charts. Abstract: Objective The aim of this study was to evaluate the applicability of a previously designed set of generic objectives for community-based education (CBE) emphasising community involvement. Methods The study was designed as a non-blinded, randomised trial. Experimental and conventional groups of students following CBE programmes either closely or weakly matching the set of generic objectives were compared. Student groups were subjected to passive participatory observation. Students evaluated their programmes through questionnaires. The impact of student interventions was assessed by community compliance. Community perception of the programmes was evaluated through structured interviews with community representatives. Results Students in experimental groups appreciated their programme more than students in conventional groups. High compliance and appreciation were recorded in communities hosting the modified programme. Most students in conventional groups judged their posting negatively, largely because of the high number of households to be visited. Health interventions performed by conventional groups lacked co-operation between students and the community. Communities hosting conventional groups felt their health needs were scarcely discussed and addressed. Conclusions The modification of an existing CBE programme to better match a set of generic CBE objectives emphasising community involvement had a positive effect on programme **outcomes** and levels of appreciation by both students and hosting communities. However, some confounding variables could not be controlled. Colleagues planning comparable studies may take advantage of the lessons we learned while performing this study. [ABSTRACT FROM AUTHOR] DOI: 10.1111/j.1365-2929.2006.02526.x. (AN: 21707910)

Subjects: COMMUNITY education; CLINICAL clerkship; COMMUNITY involvement; MEDICINE -- Study & teaching; NEEDS assessment

[Cited References: \(27\) Times Cited in this Database: \(2\)](#)

[PDF Full Text](#) (106KB)

- 18.

[The Effect of Project Based Learning on Learning **Outcomes** in the 5th Grade Social Studies Course in Primary Education.](#)

Academic Journal

By: Gültekin, Mehmet. *Educational Sciences: Theory & Practice*. Nov2005, Vol. 5 Issue 2, p548-556. 9p. Abstract: The 2004 Turkish primary school curriculum based on the principles of constructivist theory is intended to bring different educational viewpoints into teaching-learning process. As a consequence of the integration of constructivist theory into Turkish primary school curriculum, one of the many student-centered approaches, project-based learning approach is planned to be implemented in the teaching-learning process according to the 2004 program. Project-based learning is an approach constructed on the tangible **outcome** that students produce either on their own or in small groups. This study investigated the effects of project-based learning upon learning **outcomes** in social studies courses among fifth grade by using quantitative and qualitative methods. In the quantitative phase, a pre-and-post test control group design was used and the effects of project-based learning on the learners' success were observed. In the qualitative phase, a semi-structured interview was used to learn the opinions of learners and teachers involved in the study. The results showed that there was a significant correlation between the academic successes of experimental and control groups. In addition, participants and teachers indicated that project-based learning increased the success by providing students with various skills and making learning more enjoyable, entertaining, and meaningful. However, few problems were also reported such as arguments between group members and difficulties in carrying out the project. [ABSTRACT FROM AUTHOR] (AN: 19141732)

Subjects: CURRICULA (Courses of study); LEARNING; TEACHING; PRIMARY education; TURKEY

[Times Cited in this Database: \(1\)](#)

[PDF Full Text](#) (102KB)

- 19.


[AN EVALUATION OF GENERIC TEAMWORK SKILLS TRAINING WITH ACTION TEAMS: EFFECTS ON COGNITIVE AND SKILL-BASED **OUTCOMES**.](#)

Academic Journal

By: Ellis, Aleksander P. J.; Bell, Bradford S.; Ployhart, Robert E.; Hollenbeck, John R.; Ilgen, Daniel R. *Personnel Psychology*. Autumn2005, Vol. 58 Issue 3, p641-672. 32p. 1 Diagram, 5 Charts. Abstract: This study evaluated the utility of generic teamwork skills training for enhancing the effectiveness of action teams. Results from 65 4-person action teams working on an interdependent command and control simulator revealed that generic teamwork skills training had a significant and positive impact on both cognitive and skill-based **outcomes**. Trained team members evidenced higher levels of declarative knowledge regarding teamwork competencies and demonstrated greater proficiency in the areas of planning

and task coordination, collaborative problem-solving, and communication. Furthermore, results indicated that cognitive and skill **based outcomes** were interrelated. Team members' declarative knowledge regarding teamwork competencies positively affected planning and task coordination, collaborative problem solving, and communication skills. However, we found that the **effects** of declarative knowledge differed across team members depending on their roles and responsibilities. The team benefited the most from the knowledge held by the team member who occupied the most critical position in the workflow. Implications of these findings for future research and practice are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1111/j.1744-6570.2005.00617.x. (AN: 17818667)

Subjects: OCCUPATIONAL training; TEAM learning approach in education; COLLABORATIVE learning; COGNITIVE ability; CORE competencies

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Cited References: (82) Times Cited in this Database: (8)

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• 20.

[Does Pediatric Surgical Specialty Training Affect Outcome After Ramstedt Pyloromyotomy? A Population-Based Study.](#)

Academic Journal

By: Langer, Jacob C.; To, Teresa. Pediatrics. May2004, Vol. 113 Issue 5, p1342-1347. 6p. 2 Charts, 3 Graphs. Abstract: Objective. Ramstedt pyloromyotomy is a common operation in infants and is often done by general surgeons. We wished to determine whether there are any differences in **outcome** when this procedure is done by subspecialist pediatric general surgeons as compared with general surgeons. Methods. All Ramstedt pyloromyotomies in the province of Ontario between 1993 and 2000 were reviewed. Children with complex medical conditions or prematurity were excluded. Cases done by general surgeons were compared with those done by pediatric surgeons, specifically examining hospital stay and complications. Results. Of 1777 eligible infants, 67.9% were operated on by pediatric surgeons and 32.1% by general surgeons. Total and postoperative lengths of stay were longer in the general surgeon group compared with the pediatric surgeons (4.31 vs 3.50 days for length of stay; 2.95 vs 2.25 days for postoperative length of stay). The general surgeons had a higher overall complication rate (4.18% vs 2.58%). The incidence of duodenal perforation among general surgeons was almost 4 times that of pediatric surgeons (relative risk: 3.65; 95% confidence interval: 1.43-9.32). Of the 4 infants who required repeat surgery because of an incomplete pyloromyotomy, all were originally operated on by a general surgeon. Analysis of the **effect** of surgeon volume on **outcomes** suggested that higher volume resulted in better **outcome** in both groups. Conclusion. Subspecialist pediatric general surgeons achieve superior **outcomes** for children who undergo Ramstedt pyloromyotomy. Pediatrics 2004;113:1342-1347; pyloric stenosis, subspecialization, patient volume, pediatric surgery, general surgery, **outcomes** analysis. [ABSTRACT FROM AUTHOR] (AN: 12857754)

Subjects: PYLORIC stenosis; INFANTS; SURGERY; LENGTH of stay in hospitals; JUVENILE diseases; PEDIATRIC surgery; PEDIATRICS

Cited References: (28) Times Cited in this Database: (1)



• 21.DOUBLE, see search (A) no.9

[Competency-Based Behavior Consultation Training: An Evaluation of Consultant Outcomes, Treatment Effects, and Consumer Satisfaction.](#) Academic Journal

By: Kathy Lepage; Thomas R. Kratochwill; Stephen N. Elliott. School Psychology Quarterly. Spring2004, Vol. 19 Issue 1, p1-28. 28p. Abstract: Assessments of consultants, clients, and consumer satisfaction were used to examine the **effects** of a competency-based consultation **training** program conducted over 4 years. Using a multiple-baseline framework to assess **training effects** on consultants and single-case study designs to evaluate changes in client behavior, a number of significant results were found. As predicted, consultants (N = 24) significantly increased their consultation skills and knowledge, but with no change in attitudes toward behavioral intervention techniques. Supervised consultation with preschool teachers and parents resulted in a range of behavior change in clients (N = 39), with an overall **effect** size of 0.51. Consumers reported a high level of satisfaction with **training** and consultation services. Results of a long-term follow-up with consultants indicated positive views and use of consultation. The discussion focuses on these results, and implications for consultation **training** and future research directions. [ABSTRACT FROM AUTHOR] (AN: 23136384)

Subjects: CUSTOMER satisfaction; CUSTOMER services; CONSUMERS -- Attitudes; CUSTOMER loyalty



• 22.

Outcomes of Parent Education Programs Based on Reevaluation Counseling.

Academic Journal

By: Wolfe, Randi B.; Hirsch, Barton J. Journal of Child & Family Studies. Mar2003, Vol. 12 Issue 1, p61. 16p. 2 Charts.
Abstract: We report two studies in which a parent **education** program **based** on Reevaluation Counseling was field-tested on mothers randomly assigned to treatment groups or equivalent, no-treatment comparison groups. The goal was to evaluate the program's viability, whether there were measurable **effects**, whether those **effects** were sustained over time, and whether the program was effective among diverse populations. The first study involved middle income, married mothers (n = 25) with at least one child younger than age five. Eleven members of the no-treatment group participated in the program three months later. Pretest, posttest, and follow-up measures included a parental attitude survey and a parenting stress index. The second study involved 18 black mothers with children enrolled in Head Start. Six members of the no-treatment group participated in the program, two months later. Added to the pretest, posttest, and follow-up measures were a parent attitude research instrument and a parenting practices questionnaire. Results were replicated within and across studies. Significant **effects** suggest that the program can reduce parenting-related stress, improve parental attitudes, and encourage authoritative parenting practices, although some **effects** tend to diminish somewhat over time. The program appears viable with mothers of various social status groups. [ABSTRACT FROM AUTHOR] (AN: 9066407)

Subjects: PARENT & child; SOCIAL groups; SOCIAL status; POWER (Social sciences); SOCIAL participation; SOCIOLOGY

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[Cited References: \(38\)](#) [Times Cited in this Database: \(3\)](#)

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- 23.
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Effects of experience-based grouping on processes and outcomes of employee training.

Academic Journal

By: Murray, Joseph L.; Snider, Brian R. Human Resource Development International. Mar2001, Vol. 4 Issue 1, p87. 19p.
Abstract: Focuses on the **effects** of experience-based grouping on the process and **outcomes** of employee **training**. Conduction of the study on experienced and inexperienced university resident assistants (RAs); Comparison of the result between the types of RAs; Factors affecting the response of the RAs. (AN: 6116589)

Subjects: EMPLOYEE **training**; INSTRUCTIONAL systems design

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- 24.

Effects of a shared vision on the attitudes of teachers towards outcomes-based education. Academic Journal
By: Singh, P.; Manser, P.G. South African Journal of **Education**. May2000, Vol. 20 Issue 2, p108. 7p. Abstract: Examines the **effect** of a shared vision of educators on staff attitudes towards curriculum change, particularly the implementation of **outcomes-based education** in South Africa. Conceptualization of vision; Underestimation of the difficulties of shifting paradigms; Impact of a shared vision on leadership style; Implications for curriculum change. (AN: 3942994)
Subjects: **OUTCOME-based education**; CURRICULUM change; SOUTH Africa



- 25.

Empowering or Ensnaring?: The Implications of Outcome-based Assessment in Higher Education. Academic Journal
By: Ecclestone, Kathryn. Higher **Education** Quarterly. Jan1999, Vol. 53 Issue 1, p29. 20p. Abstract: Trends towards more prescriptive formats of **outcome-based** assessment in higher **education** are integral to proposals by the Dearing Committee to create national degree standards and a new system of external examiners. Potentially, **outcome-based** assessment can enhance students' motivation and autonomy and have positive **effects** on curriculum development. However, if taken too far, it also endangers more critical, open-ended notions of studentcentred learning. This paper explores possible implications of **outcome-based** assessment in higher **education** and relates these to the experience of General National Vocational Qualifications in further **education**. This shows that debate about **outcome-based**

assessment has become almost entirely technical. If unchecked, there is a real danger that uncritical acceptance of increasingly prescriptive, standardised **outcomes** will create cynical, instrumental attitudes to learning in teachers and students alike and remove critical dimensions of student-centredness from higher **education**. [ABSTRACT FROM AUTHOR] (AN: 8615854)

Subjects: **OUTCOME-based education**; HIGHER education

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[PDF Full Text](#) (99KB)

• 26.

[The possible outcomes of outcome-based education](#). Periodical

By: McGhan, Barry. Educational Leadership. Mar1994, Vol. 51 Issue 6, p70. 3p. 1 Black and White Photograph. Abstract: Discusses possibilities in the implementation of **outcome-based education** (OBE) in the United States. Handling of scheduling problems that result from students starting and ending **outcome** sets at different times; Forecast of the **effects** of OBE implementation; Author's concerns about OBE; Assessment of challenges faced by OBE. (AN: 9406171549)

Subjects: **EDUCATION** -- Evaluation; CURRICULUM evaluation; UNITED States

[PDF Full Text](#) (664KB)

• 27.

[Making Outcome-Based Education Work](#). Periodical

By: Abrams, Joan D. Educational Leadership. Sep85, Vol. 43 Issue 1, p30. 3p. Abstract: Discusses the **effect** of **outcome-based education** system in Red Bank, New Jersey. Description of **outcome-based education** work; Process of development of the **outcome education** program; Identification of objectives for the **education** system; Revision of Remedial Basic Skills Program to integrate it with developmental process. (AN: 8524762)

Subjects: **OUTCOME-based education**; RED Bank (N.J.); NEW Jersey; UNITED States

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