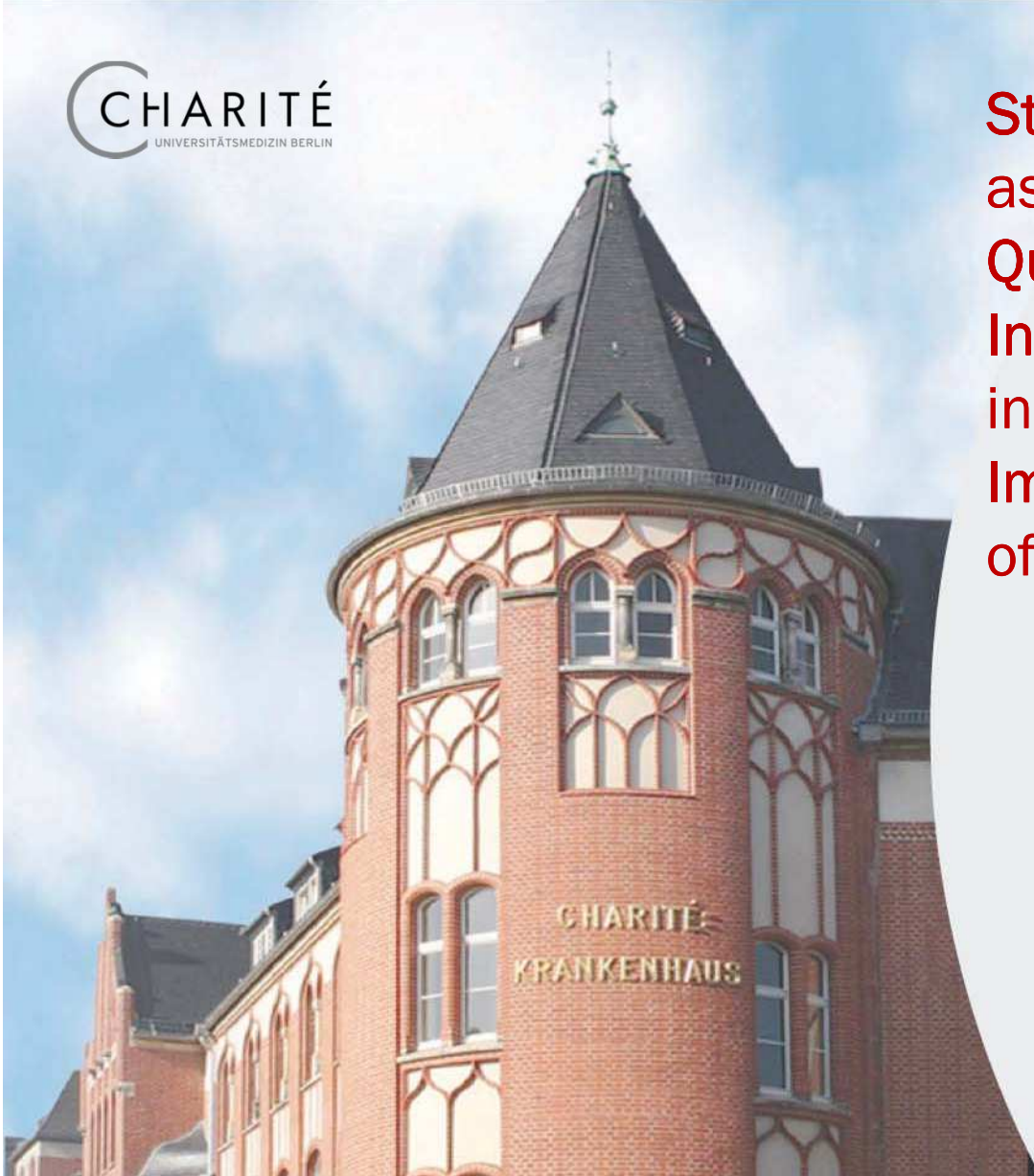


RIME 2013



**Study Diaries  
as a  
Qualitative Evaluation  
Instrument  
in the  
Implementation Process  
of a Scientific Work Module**

**S Schmidt**

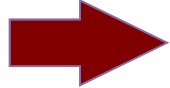
M Langenstraß, T Hitzblech, A Maaz, H Peters

Charité – Universitätsmedizin Berlin  
Dieter Scheffner Fachzentrum



- 1. Study Diary**
- 2. Example: Study Diary evaluation in Scientific Work Module I**
- 3. Interventions**
- 4. Conclusion**

# Study Diary

 is an online-supported, semi-structured evaluation instrument

## How does it work?

- Students write diaries daily, weekly and at end of module
- Open questions about courses – answers in free text
- Analyzed with qualitative content analysis (Mayring 2007)
- Real time monitoring

# Aims of this project

1. Identification of organizational and content-specific problems
2. Impressions of „informal“ and „hidden“ curriculum
3. Promote interventions

 **Improve and develop the curriculum further**

## Construction of the study diary

EvaSys	Modulabschluss neu	Electric Paper
Modellstudiengang Medizin Modulabschluss	Tanja Hitzblech, Asja Maaz, Sabine Schmidt,	CHARITÉ Evkationsbereich

Markieren Sie so:     Bitte verwenden Sie einen Kugelschreiber oder nicht zu starken Filzstift. Dieser Fragebogen wird maschinell erfasst.  
Korrektur:     Bitte beachten Sie im Interesse einer optimalen Datenerfassung die links gegebenen Hinweise beim Ausfüllen.

### 1. Allgemein

1.1 Geben Sie bitte Ihre Teilnehmer-Nr. ein.

<input type="checkbox"/> G3_1	<input type="checkbox"/> G3_2	<input type="checkbox"/> G3_3
<input type="checkbox"/> G3_4	<input type="checkbox"/> G3_5	<input type="checkbox"/> G3_6
<input type="checkbox"/> G3_7	<input type="checkbox"/> G3_8	<input type="checkbox"/> G3_9
<input type="checkbox"/> G3_10		

1.2 In welchem Modul befinden Sie sich gerade?

<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 8		

1.3 Was hat Ihnen am Modul insgesamt am besten gefallen und warum?

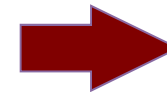
1.4 Was hat Ihnen am Modul am wenigsten gefallen und warum?

1.5 Wie gut waren die Wochen des Moduls inhaltlich aufeinander abgestimmt?

1.6 Was würden Sie auf jeden Fall am Modul verändern und warum?

### 2. Lernen / Selbststudium

2.1 Wie schätzen Sie insgesamt die Qualität des Unterrichts ein?



Based on Dundee Ready Education Environment Measure (**DREEM**) (Roff et al. 1997)

- ✗ Student's perceptions of teaching and teachers
- ✗ Perceptions of atmosphere
- ✗ Academic self-perceptions
- ✗ Social self-perceptions

n=17

# Example: Scientific Work Modul I



## Scientific Work Modul I (4 weeks)

- Introduction into topic
- Lectures, courses, tutorials
- Small scientific work in groups in 4th week

# Study Diary evaluation in Scientific Work Modul I



1. Learning contents
2. Module structure
3. Motivation
4. Suggestions for module improvement



## 1. Learning contents

- Clinical relevance does not reveal.
- Topic is conveyed best in practical scientific work
- Statistical courses are well aligned → lectures and tutorials are interconnected





## 2. Module structure

- Good alignment of the four weeks
- Dissatisfaction with the position of scientific work module at the end of the semester



## 3. Motivation

- No assessment of the module's content
  - high absence
  - low study motivation
  - low satisfaction and learning success

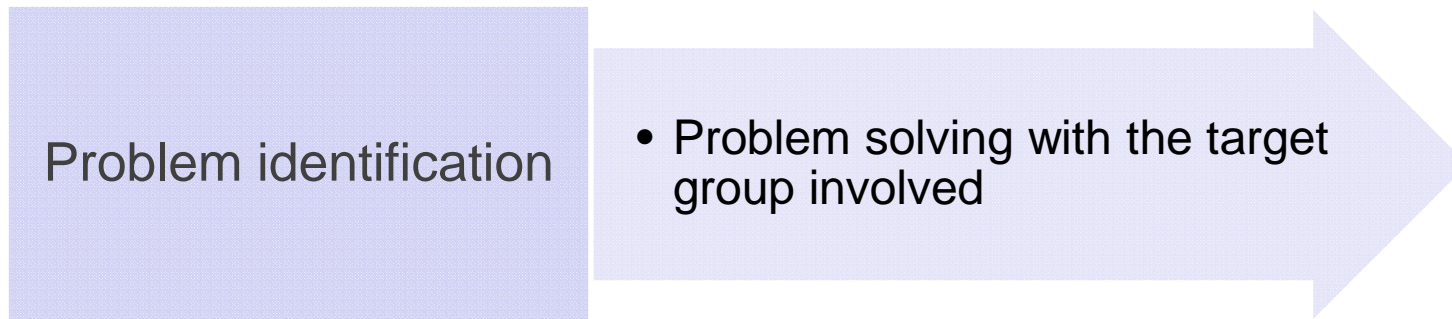


## 4. Suggestions for improvement

- Scientific work project should go on during the whole module, not only in the last week
- Project should interrelate with lectures
- A Powerpoint presentation template should be available

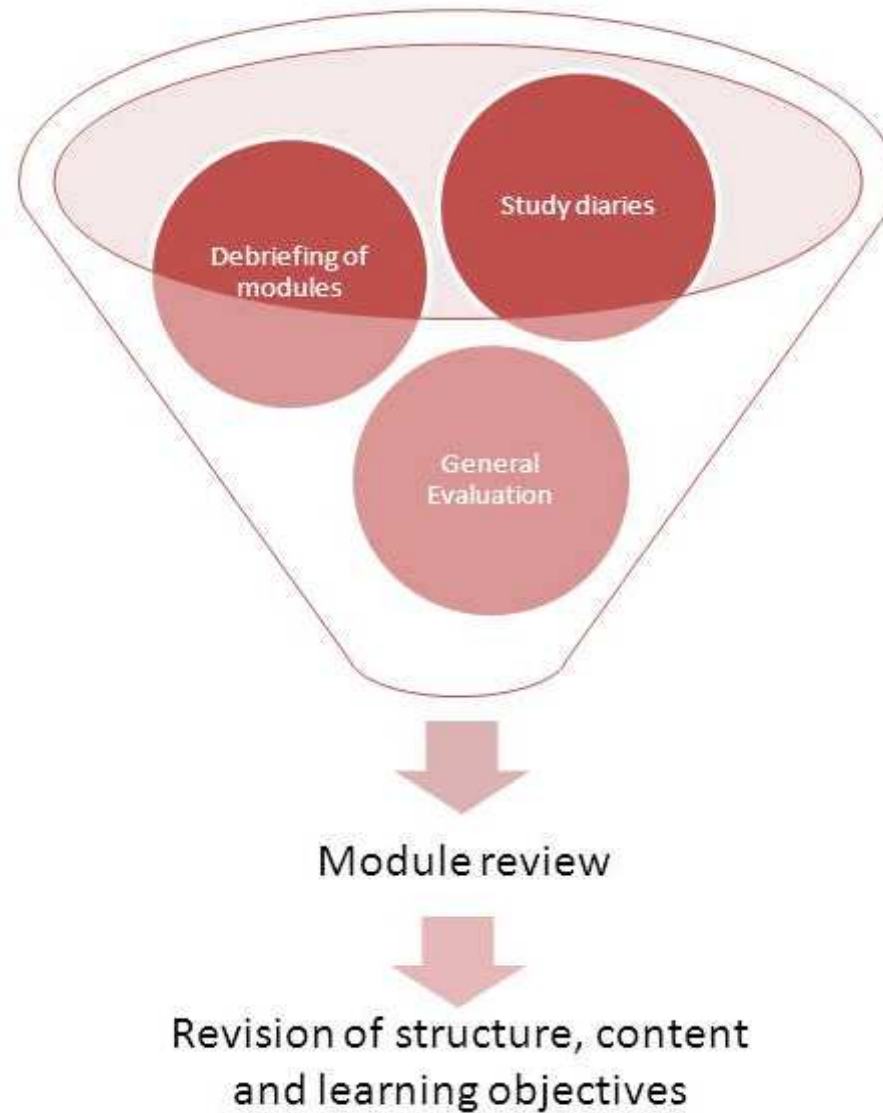


## 1. Immediate intervention during the module





## 2. Interventions at the end of the module





## Study Diaries ...

- ✘ ...adequate instrument to diagnose short- and medium-term problems
- ✘ ... intervene and develop curriculum further
- ✘ ...deliver detailed information about the students' perspectives of their learning environment



# Thank you for your attention!

Dipl.-Med.Päd. Sabine Schmidt

Charité – Universitätsmedizin Berlin

**Dieter Scheffner Fachzentrum für medizinische  
Hochschullehre und evidenzbasierte  
Ausbildungsforschung**

Invalidenstr. 80-83

10117 Berlin

Tel. 030 - 450 576 418

[sabine.schmidt@charite.de](mailto:sabine.schmidt@charite.de)

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# Description of the sample (n=12)

(as of start WS 2010/11)

	(n)	(n)	$\Sigma$ (n)
<b>Age (M)</b>			25
<b>Sex</b>	8	4	12
<b>With children</b>	6	1	7
<b>Other studies before</b>	7	2	9
<b>Disabilities</b>	1	---	1
<b>Migration background</b>	---	1	1

✘ computer-supported evaluation (MaxQDA 10)



Qualitative content analysis (Mayring 2007)



Analysis and interpretation with the help of a combined deductive-inductive category system