

Memory Media Project

Evaluative Report (Executive Summary): An evaluation of learning and teaching resources



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Project Intellectual Output 6

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1. Background and Introduction

The Memory Media project began in December 2016 as an Erasmus+ Higher Education Key Action 2 project. It was designed to explore how Health and Social Care curricula in higher education institutions could be enhanced to include relevant new material on the issue of dementia. The project has created some valuable resources.

247 learners and 93 teachers/lecturers evaluated the learning and teaching resources produced by the project between September and October 2018. This report presents a summary of the evaluation of the learning and teaching resources created during the project lifespan.

2. The Participants

Partners targeted the learning topics at the most relevant group of users to their organisational context.

Throughout this report, the term “teachers” will be used as general term to describe participants, encompassing lecturers, trainers, professors, educational professionals and nurses carrying out training. Numbers of students who evaluated each resource are shown in the following table.

The Memory Media project application set a target of 120 students and 20 teachers to participate in the evaluation. These figures achieved by the partners exceed this target, with 247 learners and 93 teachers participating. This reflects the high level of interest shown towards the project outputs within partner organisations.

3. The Methodology

Participants in all partner countries were issued with paper-based questionnaires with an explanation of the project and the purpose of the evaluation.

The same questions were asked for each of the four learning topics:

1. Was the layout of the teaching resources easy to follow and understand?
2. Was the language appropriate for the level of the course (EQF 5)?
3. Looking at the assessments or evidence required to achieve the outcome, are they written so you fully understand what is required?
4. Will the learning and teaching materials support assessments and evidence required?

Both students and teachers were asked the same questions and asked to choose from three replies:

- Agree
- Disagree
- Neither agree nor disagree.

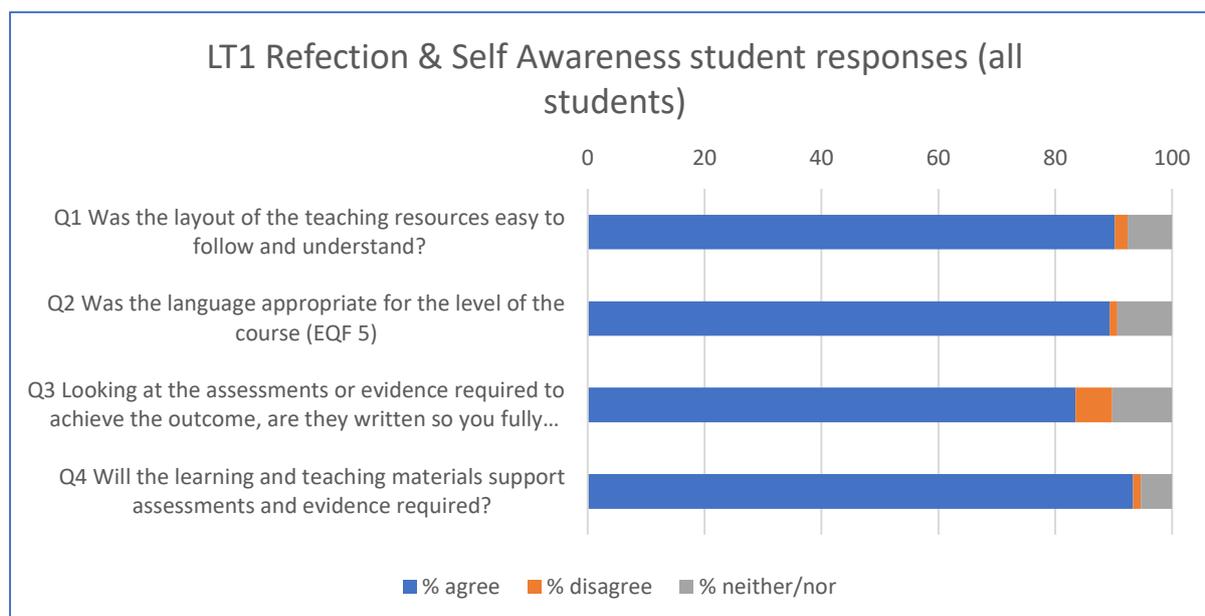
All were invited to make open comments on any of the learning topics if desired.

4. Feedback from Students

Questionnaires were collated for all responses by all students in order to draw conclusions on the suitability of the new resources. The following analysis considers responses to each Learning Topic.

Learning Topic 1 Reflection and Self-awareness – all students

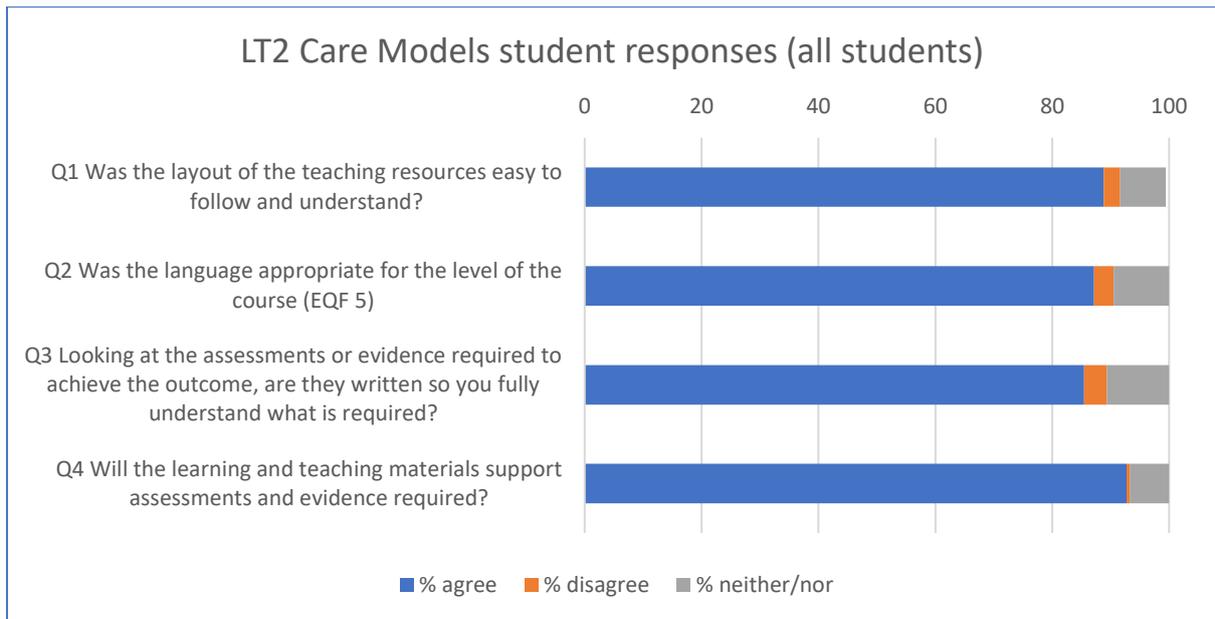
When all students' responses are considered together, the feedback on Learning Topic 1, Reflection and Self-awareness, is overwhelmingly positive. 90.18% of users found the layout easy to follow and understand and this was backed up by many comments at the end of the questionnaire. 89.29% felt that the language was appropriate. 83.48% felt they fully understood the assessment requirements. 93.3% of users felt that the resources would support them for assessment.



Learning Topic 2 Care Models – all students

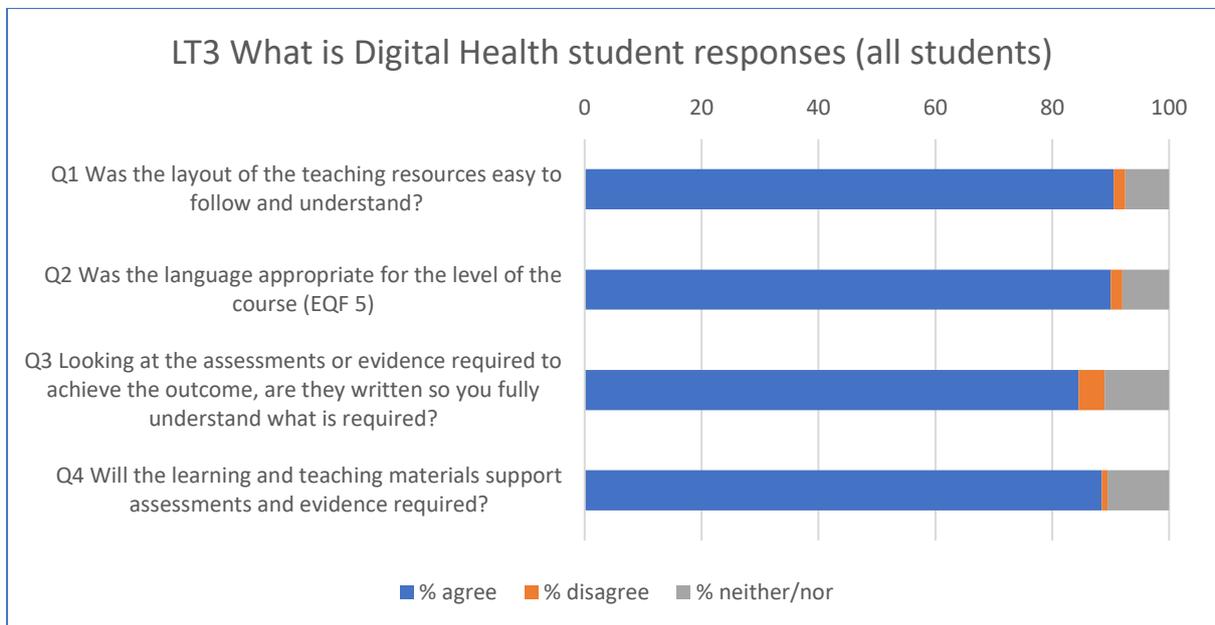
Responses of all students were largely positive to the Learning Topic 2 Care Models resource, though when all students' responses were considered, the level of agreement was slightly lower for this resource when compared to all of the others. 88.83% agreed that the layout was easy to follow and understand and 92.74% agreed that the resources supported assessment. 87.15% agreed that the language was appropriate and 85.47% agreed that the assessment was fully understandable.

The highest rate of students' disagreeing in any of the resources was noted in response to question 3, with 6.25% of students disagreeing that the assessment was fully understandable. There were no specific comments to indicate the reasons for the feedback, but it suggests that the resources need to be re-examined by the project team in regard to these slightly lower scoring areas.



Learning Topic 3 What is Digital Health? – all students

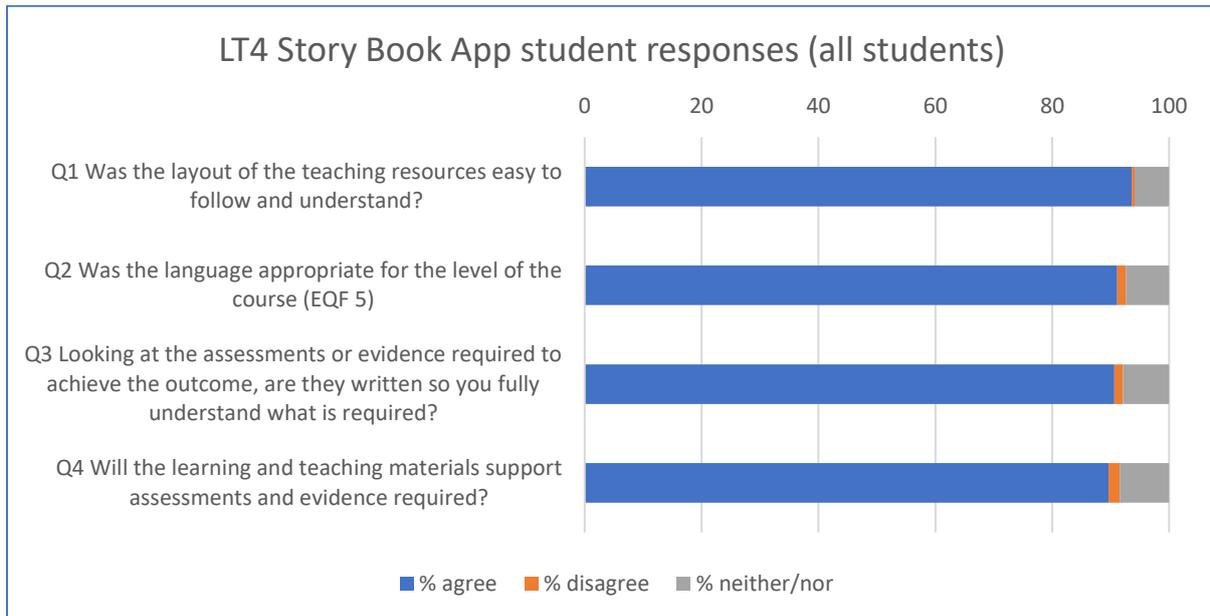
Students' overall response to the Learning Topic 3, What is Digital Health? resource were again quite positive. Layout and language were the strongest features, with 90.5% and 90% of student users agreeing that these was successful. A further 88.5% agreed that the resource supported assessment. Once again, the slightly weaker element was question 3. 84.5% thought the assessment was clearly written.



Learning Topic 4 Story Book App – all students

93.6% of students found that the layout of the Learning Topic 4 Story Book App resource easy to follow and understand. 89.66% agreed that the resource supported assessment. Questions 2, 3 and 4 elicited slightly less positive responses with 91.13% agreeing that language was suitable; 90.64%

agreeing that the assessment was understandable and 89.66% felt the resource supported assessment.



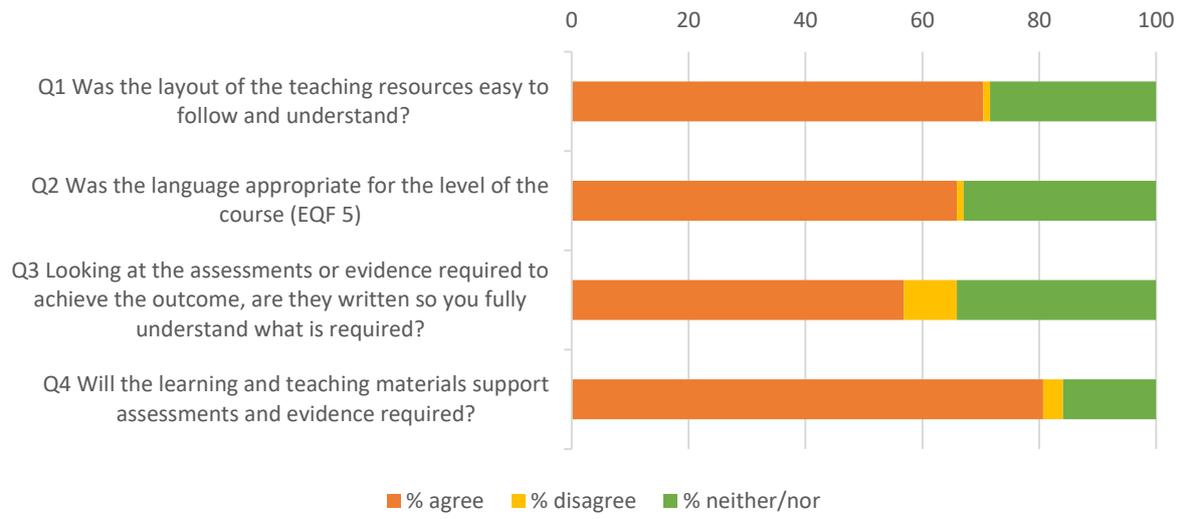
5. Feedback from Teachers

Questionnaires were collated for all responses by all teachers to draw conclusions on the effectiveness of the new resources as a teaching tool. The following analysis considers responses by Learning Topic.

LT1 Reflection and Self Awareness (All teachers)

Responses were generally favourable overall. 80.68% of teachers agreed that the resource would support preparation for assessment. Only 56.82 agreed that the assessment evidence requirements were clear. Relatively few teachers went as far as disagreeing but the percentage who neither agreed not disagreed was substantial at 34.09%. This flags up a potential issue with this aspect of the learning resources. 70.45 agree that layout is satisfactory and only 65.91% agree that the language is appropriate.

LT1 Reflection and Self Awareness (All teachers)

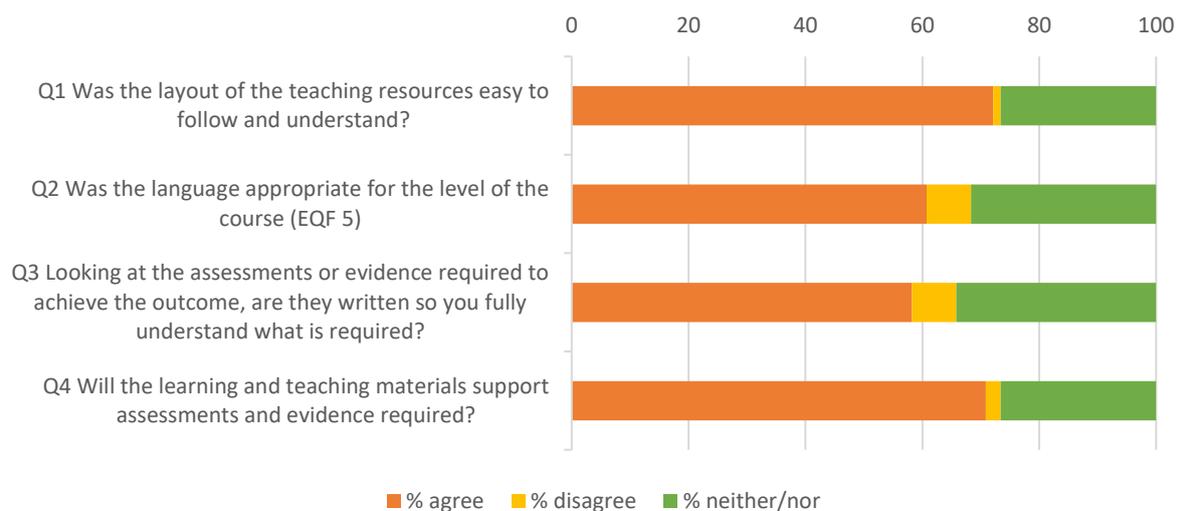


LT2 Care Models (All teachers)

Although responses are overall favourable, again there are issues to be addressed with the Care Models resource. 72.15% agreed that layout was satisfactory but just 60.76% agreed that language was appropriate. In terms of the resource supporting assessment, while 70.89% felt it aided assessment, just 58.23% agreed that assessment requirements were clear. This was the lowest level of agreement for any of the learning topics.

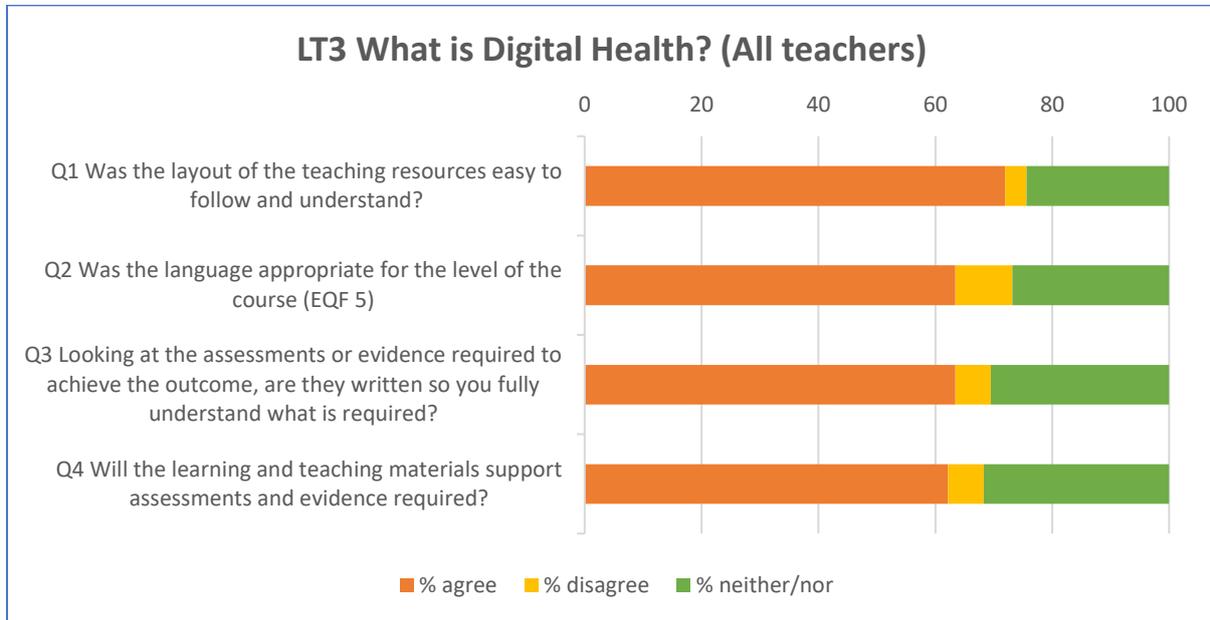
Relatively few teachers openly disagreed with the questions, but numbers who chose neither agree nor disagree were significant, suggesting a need to review the assessment content of this resource.

LT2 Care Models (All teachers)



LT3 What is Digital Health? (All teachers)

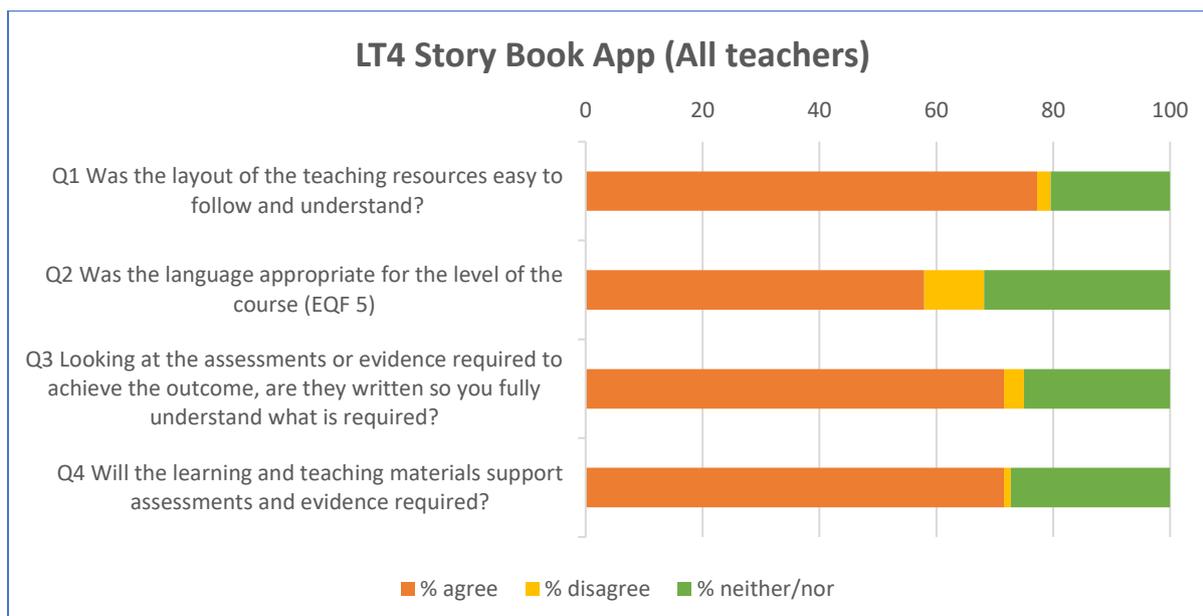
Again, responses were largely positive but with significant numbers of teachers stating that they neither agreed nor disagreed. The highest response was 71.95 of participating teachers agreeing that layout was satisfactory. There were fewer positive responses to all other questions. Worth noting is that only 62.2% were satisfied that the resources supported assessment which was the lowest response to this question out of all the learning topics. 9.76% actively disagreed that the language was appropriate for this learning topic.



LT4 Story Book App (All teachers)

Due to its technical nature, the Story Book App is only available in English. Although it is generally agreed by partner organisations that staff in all partner countries have a professional working knowledge of English, only 57.95% of teachers felt that the language was suitable for this level. 10.23% disagreed and a further 31.82% neither agreed nor disagreed.

Other than the language issue, the responses were quite favourable with 77.27% agreeing that the language was suitable and 71.59% both agreeing with the clarity of evidence requirements and the usefulness of the resources in preparing for assessment.



6. Future improvements

Overall, learners felt the topics presented in the project resource were relevant to themselves and would be relevant to any Care course. Format and structure were considered to be effective and easy to follow consistently across the topics. UK learners particularly liked the learning resources as their presentation was similar to Scottish Qualification Authority specifications which they are familiar with.

Teachers tended to be more specific in their feedback and commented on particular sections that worked well and identified gaps in content.

Recommendations for future improvements to be made to the learning resources emerged from the analysis of students' and teachers' comments.

- Clearer information on dementia in learning topic 1, Reflection and Self-awareness.
- More images and graphic information and use of colour to enhance the resource throughout.
- Material to be more interactive and more exciting.
- Reviewing the relationship between the learning resources and the assessment requirements to ensure language is appropriate and assessment requirements are clearer.

Partners will continue to collaborate after the lifetime of the project to implement improvements based on these recommendations and share resources.

7. Conclusion

Evaluation questionnaires of 247 learners and 93 teachers suggest that the Memory Media learning and teaching resources are successful, in that they offer new material with easy to follow layout; are written in language that is appropriate for EQF level 5 students; includes assessment requirements; and are deemed to support the completion of students' assessments. However, there are issues

arising from students' and teachers' feedback which should be addressed in order to ensure a greater degree of relevance.

The resources have already had an impact on users and will continue to do so as the full range of resources will be used by all project partners as part of their Care courses. Those directly involved in the development have experienced positive impacts personally and professionally such as increased motivation and satisfaction in their work and the development of intercultural skills. The project resources have brought benefits primarily to students and teachers but also to health and social care professionals who have gained valuable new resources for use in practical care settings.