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FORMULATION OF AN EVALUATION INSTRUMENT AND FACILITATOR DEVELOPMENT PROGRAM FOR PROBLEM-BASED LEARNING

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A THESIS submitted to the Faculty of Health Sciences, University of the Witwatersrand, Johannesburg, in fulfilment of the requirements for the degree of
Doctor of Philosophy in Nursing

Johannesburg, 2016

DECLARATION

I, Melanie Lack declare that this thesis is my own unaided work. It is being submitted for the degree of Doctor of Philosophy in Nursing at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at this or any other University.

_____

Melanie Lack

_____ day of_____ 20

‘THE AUTHORITY OF THOSE WHO TEACH IS

OFTEN

AN OBSTACLE TO THOSE WHO LEARN’

(CICERO)

ABSTRACT

PURPOSE

The purpose of this four-phased study was to develop a standards based self-assessment tool and a curriculum for the development of PBL facilitators.

BACKGROUND

The success of a PBL approach to teaching and learning is determined by the facilitator who requires the knowledge and skills to function effectively.

METHODS

A quantitative research approach was used as the overarching design in this four-phased study. In Phase-One data were collected using a Delphi Survey and a panel of experts to identify items representing facilitator characteristics. An analytic hierarchy process was carried out on the relevant items referred to as constructs. The development of an evaluation instrument commenced. In Phase-Two a diagrammatic model was developed based on the information gathered in the previous phase. Phase-Three led to the development of performance standards and indicators relative to the constructs identified in Phase-One and included in the evaluation instrument. The standards based evaluation instrument referred to as the FE-SAT (facilitator evaluation self-assessment tool) was completed. In Phase-Four the content on the FE-SAT informed the development of a modular curriculum to be used in the development of PBL facilitators.

MAIN FINDINGS

Three constructs were identified with Educational Ethics receiving the highest weighting followed by Management and Interpersonal skills. Weighting provides information on how learning time could be allocated relative to that weighting. The Phase-Two study model illustrated the inter-relationship between each construct. It showed the positive and negative effects these constructs had on each other. The curriculum provides information for workshops together with a self-directed learning program.

RECOMMENDATIONS

The FE-SAT needs to be validated by the institution where the research was conducted and other institutions using PBL. Further research can be conducted to test the curriculum. A study can be repeated using a larger sample. The development of a stress scale for university students that is South African specific. The FE-SAT and curriculum can provide direction to induction and orientation programs.

CONCLUSION

This four-phased study led to the development of a standards' based evaluation instrument referred to as the FE-SAT for facilitator self-assessment. A curriculum was developed based on the content of the FE-SAT. Furthermore the curriculum provides content for workshops and short courses.

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ABBREVIATIONS

CVI:	Content Validity Index
EV	Eigen Vector
FE-SAT	Facilitator Evaluation-Self Assessment Tool
GM	Geometric Mean
IPS	Interpersonal skills
IPSEM	Inter Personal Skills Ethics Management
LLSM	Logarithmic least squares method
MSc	Master of Science
MB.BCh	Bachelor in Medicine Bachelor in Surgery
MCDA	Multi criteria decision analysis
PhD	Doctor of Philosophy
PBL	Problem-Based Learning
SJM	Subjective Judgement Model
VAS	Visual Analogue Scale
WC	Weight of Construct
WI	Weight of Item
WS	Weight of Ordinal Scale

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