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

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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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TABLE OF CONTENTS

		Page
DECLARATION		ii
DEDICATION		iii
ABSTRACT		iv
ACKNOWLEDGEMENTS		v
TABLE OF CONTENTS		vi
LIST OF FIGURES		xiv
LIST OF TABLES		xvi
LIST OF ABBREVIATIONS		xix
LIST OF ANNEXURES		xx

CHAPTER ONE: ORIENTATION TO THE STUDY

1.1	INTRODUCTION	1
1.2	BACKGROUND TO THE STUDY	1
1.2.1	Teaching and Learning Philosophy of PBL	3
1.2.2	Teaching and Learning Philosophy of Constructivism	4
1.2.3	Teaching and Learning Philosophy of Andragogy	4
1.2.4	Government Policy on Higher Education	5
1.2.5	University Senate Policy on Teaching and Learning	6
1.2.6	University Student	6
1.3	PROBLEM STATEMENT	8
1.4	RATIONALE FOR THE STUDY	8
1.5	PURPOSE OF THE STUDY	9
1.6	THE RESEARCH PROCESS	9
1.7	RESEARCH QUESTIONS	10

1.8 RESEARCH OBJECTIVES 11

1.9 DEFINITION OF TERMS 12

1.10 CONCEPTUAL FRAMEWORK 15

1.10.1 The Determination and Quantification of Content Validity 15

1.10.2 The Subjective Judgement Model 16

1.11 INSTRUMENT 16

1.12 OVERVIEW OF RESEARCH METHODOLOGY 16

1.12.1 Phase One 16

1.12.1.1 Population and Sample 17

1.12.1.2 Data Collection Methods 17

1.12.1.3 Data Analysis 17

1.12.2 Phase-Two 17

1.12.3 Phase-Three 18

1.12.4 Phase-Four 18

1.13 ETHICAL CONSIDERATIONS 18

1.14 CONCLUSION 19

1.15 OUTLINE OF THE STUDY 19

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION 21

2.2 PROBLEM-BASED LEARNING 21

2.3 ADULT LEARNING THEORY 24

2.4 CONSTRUCTIVISM 25

2.5 FACILITATOR WITHIN PBL 31

2.5.1 Facilitator Challenges 35

2.5.2 Facilitator Evaluation 35

2.5.3 Facilitator Evaluation Instruments 36

2.5.4 Facilitator Development Training Workshops 36

2.6 CONCLUSION 37

CHAPTER THREE: RESEARCH METHODOLOGY (PHASE-ONE)

3.1 INTRODUCTION 39

3.2 CONTEXT OF STUDY 39

3.3 RESEARCH PARADIGM 40

3.4 PHASE-ONE: INSTRUMENT DEVELOPMENT 41

3.5 RESEARCH DESIGN 41

3.6 RESEARCH METHODS PHASE-ONE 41

3.7 POPULATION AND SAMPLE 41

3.7.1 Target Population 41

3.7.2 Sample 42

3.7.3 The Sampling Method (Constructs) 42

3.7.4 The Inclusion criteria 42

3.7.5 The Sample Selection (Constructs) 42

3.8 DATA COLLECTION TECHNIQUES 44

3.8.1 The Determination and Quantification of Content Validity (CVI) 44

3.8.2 The Subjective Judgement Model (SJM) 46

3.8.2.1 Paired Comparison Analysis 49

3.8.2.2 Visual Analogue Scales 50

3.8.3 The Delphi Technique 53

3.8.4 Data Collection Procedure 55

3.8.5 Stage One 55

3.8.5.1 Round One Delphi Survey (Constructs) 55

3.8.5.2 Round Two Delphi Survey (Constructs) 56

3.8.5.3 Round Three Delphi Survey (Constructs) 56

3.8.5.4 Round Four Delphi Survey (Constructs) 57

3.8.6 Stage Two 58

3.8.6.1 Round One Delphi Survey (sub-items within Construct A) 58
3.8.6.2 Round Two Delphi Survey (sub-items within Construct A) 58
3.8.6.3 Round One Delphi Survey (sub-items within Construct B) 59
3.8.6.4 Round Two Delphi Survey (sub-items within Construct B) 59
3.8.6.5 Round Three Delphi Survey (sub-items within Construct B) 59
3.8.6.6 Round One Delphi Survey (sub-items within Construct C) 60
3.8.6.7 Round Two Delphi Survey (sub-items within Construct C) 60
3.8.6.8 Round Three Delphi Survey (sub-items within Construct C) 60
3.8.6.9 Round One Delphi Survey (sub-items within Construct D) 60
3.8.6.10 Round Two Delphi Survey (sub-items within Construct D) 60
3.8.6.11 Round One Delphi Survey (sub-items within Construct E) 61
3.8.6.12 Round Two Delphi Survey (sub-items within Construct E) 61
3.8.6.13 Round Three Delphi Survey (sub-items within Construct E) 61
3.9 APPROACH TO DATA ANALYSIS 62
3.10 VALIDITY AND RELIABILITY PHASE-ONE 63
3.11 ETHICAL CONSIDERATIONS 64
3.12 CONCLUSION 65

CHAPTER FOUR: DATA ANALYSIS AND RESULTS: PHASE 1

4.1 INTRODUCTION 66
4.2 SUMMARY OF DATA COLLECTION 66
4.3 THE STUDY RESULTS 67
4.3.1. Stage One 67
4.3.1.1 Delphi Survey Round One 68
4.3.1.2 Delphi Survey Round Two 75
4.3.1.3 Delphi Survey Round Three 77
4.3.1.4 Delphi Survey Round Four 78
4.3.2 Stage Two 81

4.3.2.1 Delphi Survey Round One – EDUCATIONAL ETHICS 82

4.3.2.2 Delphi Survey Round Two - EDUCATIONAL ETHICS 84

4.3.3.1 Delphi Survey Round One – MANAGEMENT 86

4.3.3.2 Delphi Survey Round Two - MANAGEMENT 88

4.3.3.3 Delphi Survey Round Three - MANAGEMENT 88

4.3.4.1 Delphi Survey Round One – INTERPERSONAL SKILLS 90

4.3.4.2 Delphi Survey Round Two - INTERPERSONAL SKILLS 92

4.3.4.3 Delphi Survey Round Three – INTERPERSONAL SKILLS 93

4.3.5.1 Delphi Survey Round One - PROFESSIONALISM 95

4.3.5.2 Delphi Survey Round Two - PROFESSIONALISM 98

4.3.6.1 Delphi Survey Round One - KNOWLEDGE 100

4.3.6.2 Delphi Survey Round Two - KNOWLEDGE 101

4.3.6.3 Delphi Survey Round Three - KNOWLEDGE 102

4.4 CONCLUSION 107

CHAPTER FIVE: DEVELOPMENT OF MODELS - PHASE-2

5.1 INTRODUCTION 108

5.2 UNDERSTANDING A MODEL 108

5.3 BASIS OF A MODEL 109

5.4 PURPOSE OF A MODEL 110

5.5 CONSTRUCTION OF A MODEL 110

5.6 EDUCATIONAL ETHICS (Constructs) 111

5.6.1 Ethical Principles 112

5.6.2 Adult Learning Principles 114

5.6.3 Learning Environment 115

5.6.4 Principles of Andragogy 117

5.6.4.1 Goal and relevancy orientated 117

5.6.4.2 Readiness to learn 117

5.6.4.3 Self-directed Learner 117

5.6.3.4 Life experiences a resource for learning 118

5.6.4.5 Internally motivated 118

5.6.4.6 Need for respect 119

5.6.5 The study model (Educational Ethics) 119

5.7 MANAGEMENT (Construct) 121

5.7.1 Stress (sub-item) 122

5.7.2 Conflict Management (sub-item) 126

5.7.3 Motivation (sub-item) 128

5.7.4 Group Dynamics (sub-item) 132

5.7.5 The study model (Management) 135

5.8 INTERPERSONAL SKILLS (Construct) 137

5.8.1 Communication 138

5.8.1.1 Verbal communication 141

5.8.1.2 Non-verbal communication 143

5.8.1.3 Cross-cultural communication 145

5.8.1.4 Barriers to communication 148

5.8.2 The study model (Interpersonal Skills) 151

5.9 SUMMARY 153

5.10 DISCUSSION ON FINAL STUDY MODEL 157

5.11 CONCLUSION 158

CHAPTER SIX: DEVELOPMENT OF STANDARDS (PHASE-THREE)

6.1 INTRODUCTION 159

6.2 STANDARDS 159

6.2.1 Formulation of Standards 159

6.2.1.1 Methodology 161

6.3 DELPHI SURVEY ROUND ONE 161

6.3.1 Delphi Survey Round One Results 164

6.4 CONCLUSION 171

CHAPTER SEVEN: CURRICULUM FOR A FACILITATOR DEVELOPMENT PROGRAM (PHASE-FOUR)

7.1 INTRODUCTION 172

7.2 FACULTY DEVELOPMENT IN PBL FACILITATION 172

7.3 CURRICULUM MODEL 174

7.3.1 Introduction 174

7.3.2 Philosophy and Educational framework 176

7.3.3 Educational aim of the Curriculum 176

7.3.4 Goals for Development of the Curriculum 176

7.3.5 Curriculum Development Principles 176

7.3.6 Policy Guidelines 176

7.3.7 Target Group 177

7.3.8 Structure of Curriculum 177

7.3.9 Short Course 177

7.3.10 Teaching and Learning Methods 178

7.3.11 Educational Strategies in Development of the Curriculum 179

7.3.12 Organisational Strategies in Development of the Curriculum 179

7.3.13 Course Content 179

7.4 CURRICULUM MODULES 181

7.4.1 FE-SAT and Module 1: Philosophy 181

7.4.2 FE-SAT and Module 2: Educational Ethics 187

7.4.3 FE-SAT and Module 3: Management 191

7.4.4 FE-SAT and Module 4: Interpersonal Skills 195

7.4.5 Experts' Opinion 198

7.4.6 Assessment 199

7.4.7 Workshop 199

7.5 CONCLUSION 199

CHAPTER EIGHT: DISCUSSION, MAIN FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS

8.1 INTRODUCTION 200

8.2 SUMMARY OF THE STUDY 200

8.3 MAIN FINDINGS 201

8.3.1 Educational Ethics 204

8.3.2 Management 204

8.3.3 Interpersonal Skills 205

8.4 DISCUSSION OF RESULTS: PHASE-ONE 206

8.4.1 Stage One 206

8.4.2 Stage Two 207

8.4.2.1 Educational Ethics 207

8.4.2.2 Management 209

8.4.2.3 Interpersonal Skills 213

8.5 DISCUSSION OF RESULTS: PHASE -TWO 215

8.6 DISCUSSION OF RESULTS: PHASE -THREE 216

8.7 DISCUSSION OF RESULTS: PHASE -FOUR 217

8.8 RECOMMENDATIONS 218

8.8.1 Recommendations for Education 218

8.8.2 Recommendations for Future Research 219

8.9 STUDY LIMITATIONS 219

8.10 IMPLICATIONS OF THE STUDY 220

8.11 CONCLUSION 220

REFERENCE LIST 222

ANNEXURES 238

LIST OF FIGURES

Figure		Page
1.1	The Problem-Based Learning Characteristics	3
1.2	Tutorial Performance Evaluator	7
1.3	The Research Process	10
3.1	Example of a Visual Analogue Scale	51
3.2	Conceptual Framework on two theoretical models	52
3.3	Delphi technique sequence	62
5.1	Constructs and their relative weights	108
5.2	Components of a practice model	109
5.3	Ethical Theories	111
5.4	Principles of Ethics	112
5.5	Weighting of sub-items (Educational Ethics)	113
5.6	Principles of Adult Education (Knowles)	114
5.7	Study components associated with Education	115
5.8	Study components associated with Learning Environment	116
5.9	Study Model on EDUCATIONAL ETHICS	120
5.10	Weighting of sub-items (Management)	121
5.11	Relationship between eustress and distress	124
5.12	Stages of the General Adaptation Syndrome	125
5.13	Work overload and work underload	126
5.14	Inter-relationship between assertive and cooperative behaviour	127
5.15	Chief parameters of conflict management strategy	128
5.16	Diagrammatic representation of motivational theories	130

5.17 Diagrammatic representation of the Porter Lawler Model 130
5.18 Motivation and performance 131
5.19 Tuckman's Model 135
5.20 Study Model on MANAGEMENT 136
5.21 Weighting of sub-items (Interpersonal Skills) 138
5.22 Aristotle model of communication 139
5.23 Shannon Weaver model of communication 140
5.24 Berlo model of communication 140
5.25 Signals associated with verbal communication 142
5.26 Signals associated with non-verbal communication 143
5.27 Seinfeld Primary function of non-verbal communication 144
5.28 Ten tips for effective cross cultural communication 146
5.29 Ethnic, Gender and Organisational culture and communication 147
5.30 Noise in the communication process 149
5.31 Obstacles in the communication process 149
5.32 Organisational barriers in communication 151
5.33 Study Model on INTERPERSONAL SKILLS 152
5.34 Constructs and their relative weights 154
5.35 IPSEM TRIANGLE 155
5.36 FINAL STUDY MODEL 156
7.1 Overview of four phases of the Facilitator Development Program 175
7.2 Modular Framework of the Curriculum 178
7.3 Curriculum Development Process 180
8.1 IPSEM TRIANGLE 203

LIST OF TABLES

Table		Page
1.1	Overview of the Research Methodology	12
3.1	Codes and academic qualifications on the sample selection	43
3.2	Codes and academic qualifications on the sample change (Constructs)	44
3.3	Number of experts endorsing Item or Instrument is as content validity	46
4.1	Codes and academic qualifications on sample selection (Constructs)	67
4.2	Round One Delphi Survey expert lists	69
4.3	Round One Delphi Survey emerging themes	70
4.4	Round Two Delphi Survey ratings	75
4.5	Round Three Delphi Survey ratings	77
4.6	Visual Analogue Scales	78
4.7	Matrix and measurements in mm. of constructs on VAS	80
4.8	Standard weights percentages and coefficients on constructs	80
4.9	Hierarchy of standard weights percentages on constructs	81
4.10	Codes and academic qualifications on sample selection (sub-items)	82
4.11	Formatted themes- EDUCATIONAL ETHICS	82
4.12	Round One Delphi Survey ratings - EDUCATIONAL ETHICS	83
4.13	Visual Analogue Scales- EDUCATIONAL ETHICS	85
4.14	Matrix and measurements in mm. of sub-items on VAS	85
4.15	Standard weights percentages and coefficients on sub-items	86
4.16	Hierarchy of standard weights - EDUCATIONAL ETHICS	86
4.17	Sub-items - MANAGEMENT	87
4.18	Round One Delphi Survey ratings – MANAGEMENT	87
4.19	Round Two Delphi Survey ratings - MANAGEMENT	88
4.20	Visual Analogue Scales- MANAGEMENT	89
4.21	Matrix and measurements in mm. of sub-items on VAS	89

4.22 Standard weights percentages and coefficients on SUB-ITEMS 90
4.23 Hierarchy of standard weights - MANAGEMENT 90
4.24 Formatted themes – INTERPERSONAL SKILLS 91
4.25 Round One Delphi Survey ratings - INTERPERSONAL SKILLS 91
4.26 Round Two Delphi Survey ratings- INTERPERSONAL SKILLS 93
4.27 Visual Analogue Scales- INTERPERSONAL SKILLS 94
4.28 Matrix and measurements in mm. of sub-items on VAS 94
4.29 Standard weights percentages and coefficients 95
4.30 Hierarchy of standard weights - INTERPERSONAL SKILLS 95
4.31 Formatted themes – PROFESSIONALISM 96
4.32 Round One Delphi Survey ratings - PROFESSIONALISM 96
4.33 Visual Analogue Scales- PROFESSIONALISM 98
4.34 Matrix and measurements in mm. of sub-items on VAS 99
4.35 Standard weights percentages and coefficients 99
4.36 Hierarchy of standard weights - PROFESSIONALISM 100
4.37 Formatted themes – KNOWLEDGE 100
4.38 Round One Delphi Survey ratings - KNOWLEDGE 101
4.39 Round Two Delphi Survey ratings - KNOWLEDGE 102
4.40 Visual Analogue Scales- KNOWLEDGE 103
4.41 Matrix and measurements in mm. of sub-items on VAS 104
4.42 Standard weights percentages and coefficients 105
4.43 Hierarchy of standard weights – KNOWLEDGE 105
4.44 Hierarchy of constructs and sub-items on the FE-SAT 106
5.1 Personal barriers in communication 150
6.1 Delphi Survey Round One ratings (Philosophy) 164
6.2 Delphi Survey Round One ratings (Educational Ethics) 165
6.3 Delphi Survey Round One ratings (Management) 166
6.4 Delphi Survey Round One ratings (Interpersonal skills) 166

6.5 FE-SAT (Philosophy) 168

6.6 FE-SAT (Educational Ethics) 169

6.7 FE-SAT (Management) 170

6.8 FE-SAT (Interpersonal skills) 171

8.1 Percentage difference of Weighted Constructs (n=5) 202

8.2 Percentage difference of Weighted Constructs (n=3) 202

8.3 Percentage of Weighted Sub-Items Educational Ethics 204

8.4 Percentage of Weighted Sub-Items Management 204

8.5 Percentage of Weighted Sub-Items Interpersonal skills 205

8.6 Weighting of constructs 207

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

LIST OF ANNEXURES

		Page
ANNEXURE A	Nursing Department Approval Letter	238
ANNEXURE B	Protocol Approval Letter	239
ANNEXURE C	Ethics Clearance Certificate and Protocol Number	240
ANNEXURE D	Information for Participation in PhD Study	241
ANNEXURE E	Round-One Delphi Survey	242
ANNEXURE F	Round-Two Delphi Survey Questionnaire	243
ANNEXURE G	Round-Three Delphi Survey Questionnaire	246
ANNEXURE H	Round-Four Delphi Survey VAS	248
ANNEXURE I	Round-One Questionnaire MANAGEMENT	251
ANNEXURE J	Round-Two Questionnaire MANAGEMENT	253
ANNEXURE K	Round-Three VAS MANAGEMENT	256
ANNEXURE L	Round-One Questionnaire KNOWLEDGE	258
ANNEXURE M	Round-Two Questionnaire KNOWLEDGE	260
ANNEXURE N	Round-Three VAS KNOWLEDGE	263
ANNEXURE O	Round-One Questionnaire INTERPERSONAL SKILLS	265
ANNEXURE P	Round-Two Questionnaire INTERPERSONAL SKILLS	267
ANNEXURE Q	Round-Three VAS INTERPERSONAL SKILLS	270
ANNEXURE R	Round-One Questionnaire EDUCATIONAL ETHICS	272
ANNEXURE S	Round-Two VAS EDUCATIONAL ETHICS	275
ANNEXURE T	Round-One Questionnaire PROFESSIONALI SM	277
ANNEXURE U	Round-Two VAS PROFESSIONALISM	279
ANNEXURE V	Round-One List: Expert 1	282
ANNEXURE W	Round-One List: Expert 2	283
ANNEXURE X	Round-One List: Expert 3	285
ANNEXURE Y	Round-One List: Expert 4	286

ANNEXURE Z Round-One List: Expert 5 287

ANNEXURE AA Standards Questionnaire 288