

2010 UNIVERSITY ANNUAL LEARNING & TEACHING CONFERENCE

Research and Teaching – correlated or co-related?

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Abstract Template

Embedding Outcomes of Research into Specific Learning Difficulties into Future Module Delivery: An Example from Nursing

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Theme: Institutional research to enhance the student experience

Type of contribution: Presentation

Abstract:

This presentation will show delegates how the outcomes from a research project into Specific Learning Difficulties (SpLD) and student progression and retention were embedded into a programme module.

A short overview will be given of the research undertaken by the Faculty of Health and Social Care in collaboration with Disability Services. 242 students completed and returned the screening tool (98% response rate) and 69 students scored 7+ (28.5% of cohort) indicating that they were 'at risk' of having a SpLD. These students were then offered specialist study skills sessions that focused on note taking, reading and writing, time management and preparation for placements. The research demonstrated that those students identified as 'at risk' of SpLD benefitted from attending targeted study skills sessions. Students who attended 11+ sessions ALL progressed successfully with no conditions (100% n=6). Students who did not attend ANY session had a progression rate of 58% (n=19). The average progression rate for the cohort was 69.8%.

The presentation will then outline how the research team has worked with the module team for Semester 1 Module 'Introduction to Nursing and Midwifery' to embed the specialist study skills into the mainstream curriculum. The purpose of embedding the research outcomes was to enable all students (whether they were at risk of SpLD or not) to benefit from these skills. The key challenges and benefits of embedding research outcomes will be discussed. Feedback from module staff and students will also be presented.