ENQUIRY BASED LEARNING (EBL) IN MIDWIFERY: A PILOT INITIATIVE
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| EBL evolved from Problem Based Learning (PBL) which was first introduced in McMaster University, Canada in the mid 1960s by Professor Howard Barrows. The underlying educational philosophy of an EBL approach to teaching and learning is one that recognizes and acknowledges the student as the focus of the process (Barrows, 1990). It is based on a method and philosophy of education that aims to develop analytical and critical thought, co-operative and self-directed learning and the integration of knowledge and skills (Rowan, 2001). It is also a core principle of the midwifery profession. Working within a team and the benefits of a team approach to learning were also positively regarded by students. | Funding: Funding was secured through the National Digital Learning Repository (NDLR) for the procurement of physical resources to implement the project. These included PC’s x 4 with 24” screens, wireless interactive tables x 4, printer x 1, tables and chairs, test books and locked cupboard for storage. | Dual-strand Approach Utilised for Student Evaluation of EBL
Quantitative: Lander Questionnaire (Lander, 2008)
Qualitative: Focus Group
ASSESSMENT STRATEGIES: Process and product awarded equal weighting. Assessment of process progressed from facilitator to facilitator/self to finally self-peer. | Anita Byrne and Kathleen Nallen, Midwifery Lecturers, Department of Nursing, Midwifery and Health Studies, Dundalk Institute of Technology, Dublin Road, Dundalk, Co. Louth. |

POTENTIAL BENEFITS OF EBL:
- It empowers students to take control of their learning
- It helps to address those things which can be ‘known’ or experienced but are not easily taught i.e. The ‘art’ of midwifery (Brunt, 2003)
- It assists in gaining a deeper understanding of the theory linked to clinical experiences (Walton et al, 2005), thereby bridging the theory-practice gap.

STUDENT COHORT: First year BSc. (Hons) in Midwifery students x 20.

MODULE: Women’s Health and Pregnancy

APPRAOCH: Four triggers (scenarios) presented over eight weeks. Each trigger incorporated 3 tutorials, 1 feedback and 1 landscape session


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