

NoM QA Report

Perceived Linguistic-Communicative Competence Pre- and Post-NoM



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1. Overview & Introduction

Nursing on the Move (NoM) is an online course available at <http://www.nursingonthemove.eu> in six languages aimed at developing communicative skills in a professional nursing context. It was provided to a group of trainee nurses in a number of languages and in five European countries.

Belgium provided the course through a blended-learning approach (and gave ECTS credits for completion). All other countries provided the course online-only. Finland also provided credits for completion.

As quality assurance, and in order to determine the overall success and acceptability of the course, assessment was made of a range of participant responses by means of questionnaires; This assessment is presented and discussed in the **QA Report**.

This poster presents part of the report content, specifically highlighting responses given to identical questions set out in the course's **pre- and post-questionnaires**.

2. Characteristics

- The pre-questionnaire contains 42 items; the post-questionnaire, 36.
- Questions 1-9 are identical in both surveys.
- Questions 10-42 and 10-36, respectively, are highly similar, though structured differently.
- Questions 1 to 7 (pre/post) are Likert scale items.
- Questions 8 and 9 (pre/post) are rank questions (*needs/wants*) with 8 statements to rate in order of preference.
- Questions 10-42 (pre) and 10-36 (post) represent a range of question types, principally open questions, with some multiple choice and binary-scale response.

Questions 1-7 enquire into perceived levels of linguistic-communicative competence for a range of items. The QA report focuses principally on these questions as they provide an indication of the extent to which perceived competence is modified after the NoM course.

3. Participants

We present the global participation figures in this poster; the QA report also gives data for participants per language taken in each country.

Country	Pre	Post
Austria	23	18
Belgium	52	37
Finland	80	48
Italy	10	11
Spain	26	14
Total	191	128

4. Administration

- Both questionnaires were administered in English, but each partner was free to decide if they would be accompanied by a translation of the items.
- Questionnaires available via SurveyMonkey. Pre-questionnaires administered c. one week before the start of the online NoM course; post-questionnaire administered immediately after the completion of the course.
- Certification of course completion (provided by each partner to their students) was dependent on participants having responded to both questionnaires (and also to a usability survey not reported on here).

5. Response Options

Pre- and post-questionnaire questions 1-7 establish response options for a total of 34 functional capability ("I can...") items, identical in both questionnaires.

Each item was responded to with a number ranging from 1 to 5, as follows:

- 1: Strongly agree (with the statement)
- 2: agree
- 3: neither agree nor disagree
- 4: disagree
- 5: strongly disagree

6. Response Values

The higher the value given as a response, the lower the agreement with the item; conversely, the lower the value provided in response, the greater the agreement with the item.

A response of 4 for the item "I can deal with communication gaps" indicates the respondents' perceived lack of competence in managing this linguistic situation; a response of 2 indicates a perceived competence in this ambit, etc.

The difference between pre- and post-questionnaire values indicate the extent to which a respondent's perception of competence has increased or decreased for a given item/language.

7. Expectations

It is coherent to expect that, if the teaching materials in NoM are effective and are adequately attuned to the real-life needs and circumstances of trainee nursing professionals, respondents' perception of their own abilities as regards the 34 items within the seven questions should improve after completion of the course.

8. Results

Country/Language	Initial Perception	Final Perception
Austria DE	1.555	1.739
Austria EN	1.816	1.889
Austria IT	1.412	Not available
Belgium EN	2.308	1.955
Belgium NL	2.091	1.800
Finland EN	2.311	1.989
Finland ES	3.141	2.400
Finland SV	2.725	2.271
Italy EN	2.879	1.353
Italy IT	1.647	2.932
Spain En	2.049	1.746
Spain IT	1.441	Not available
Spain ES	2.456	2.412
Global	2.339	2.030

Lower values, final perception = improved sense of competence

9. Observations

- In most cases, there is a perception of increased competence after having worked with the NoM material. But it is important to recognise that, whilst clearly positive, this is subjective and may not indicate objective gains in competence.
- It is intuitive to assume that a blended-learning approach would lead to significantly higher levels of perceived competence; results for Belgium appear to challenge this assumption. However, online tracking data (not shown) indicates that blended learners are more active than their online-only counterparts, making a fuller use of the NoM materials. This modulates the interpretation of the above table and suggests a far more complex picture.
- Similarly, whilst academic credits (Finland and Belgium) and/or obligatory participation (Belgium) seem to have little effect on improved self-perception, this does not necessarily inform on the effect of credits or obligatory participation on objective gains in competence.
- Results for Austria indicate a decreased perception of competence after access to the NoM material. However, the final value recorded in the post-questionnaire for English taken in Austria (1.739) still represents a higher perception of competence than that recorded in the post-data for Belgium, Finland and Spain, with only Italy showing a higher perception of competence in English after access to NoM.
- This suggests both far higher base-levels of perceived competence in Austria, and the effectiveness of NoM materials in drawing to the Austrian participants' attention that their own initial perceptions of competence may not be aligned with realistic professional demands.

10. Conclusions

1. With some exception, a general increase in levels of self-perceived competence is observed—post-NoM—by item, by language and by country. Nevertheless, whilst this is clearly a positive outcome, it is important to keep in mind that self perception is a subjective notion that does not necessarily equate with objectively determined levels of competence.
2. The availability of ECTS credits for participation and/or the compulsoriness of such participation appears to have little effect on levels of self-perception, though again caution is required in assuming equal effect on objective gains.
3. The results presented here compare pre- and post-NoM perceptions of competence; in this regard, blended learning may appear to be similar in its effectiveness (as measured by these perceptions) to online-only, untutored access to NoM. However, whilst this would point to the inherent effectiveness of the pilot material, other issues such as online-tracking data (not shown) suggest a rather distinct picture in which tutor support and other learning advantages from blended learning play a significant role in contributing to more objective gains in competence.