

**SPRINGER PUBLISHING WEBINAR SERIES**

# **Engaging Students in Research Methods**

**Utilizing activities and projects for skill-based learning**

**Presented By: Amy A. Eyler, PhD, CHES**



# Speaker

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# AGENDA

- Importance of research methods foundation
- Engaging students with skill-based learning
- Example of connecting text with activity

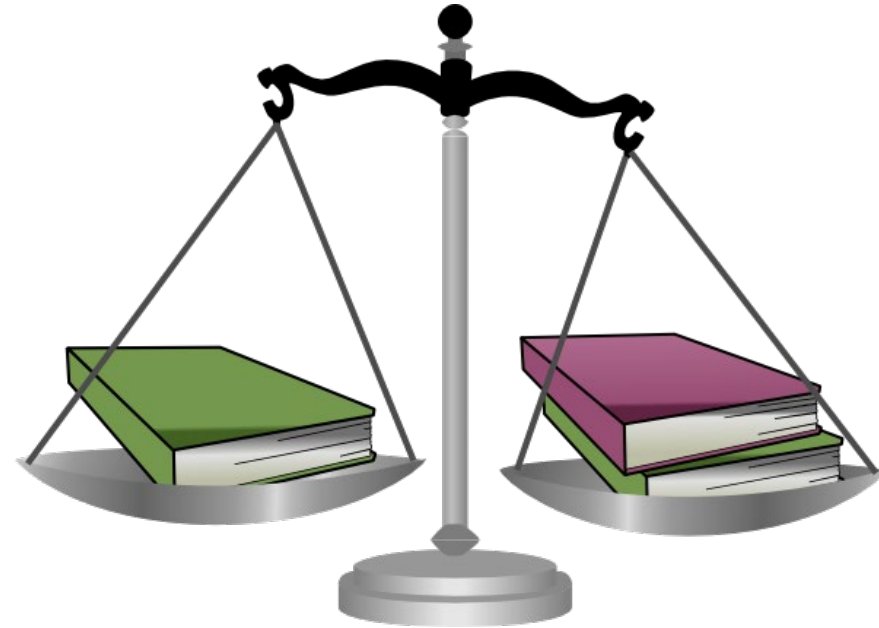
# Poll Time!

- *In what discipline do you teach?*
  - Public Health
  - Health Sciences
  - Social Sciences
  - Exercise Sciences
  - Other



# Importance of Research Methods Foundation

- Research builds evidence
- Research influences practice



# Importance of Research Methods Foundation

- Research is important to advocacy
- Research methods knowledge creates an informed consumer



# Importance of Research Methods Foundation

## Council on Education for Public Health (CEPH)

MPH Foundational Competencies

Documenting Assessment



# Foundational Competency Example

## Communication

- Select communication strategies for different audiences and sectors

## Topic

- Dissemination

## Activity

- Develop a detailed dissemination plan





# Engaging students with skill-based learning

# Poll Time!

- *What platforms do you (or will you) teach this year?*
  - Online
  - Hybrid
  - HyFlex
  - In-person
  - Combination of platforms



# Engaging students with skill-based learning

## Skill-based learning...

What is it?

Why implement it?

Why is it important in Public Health and related disciplines?

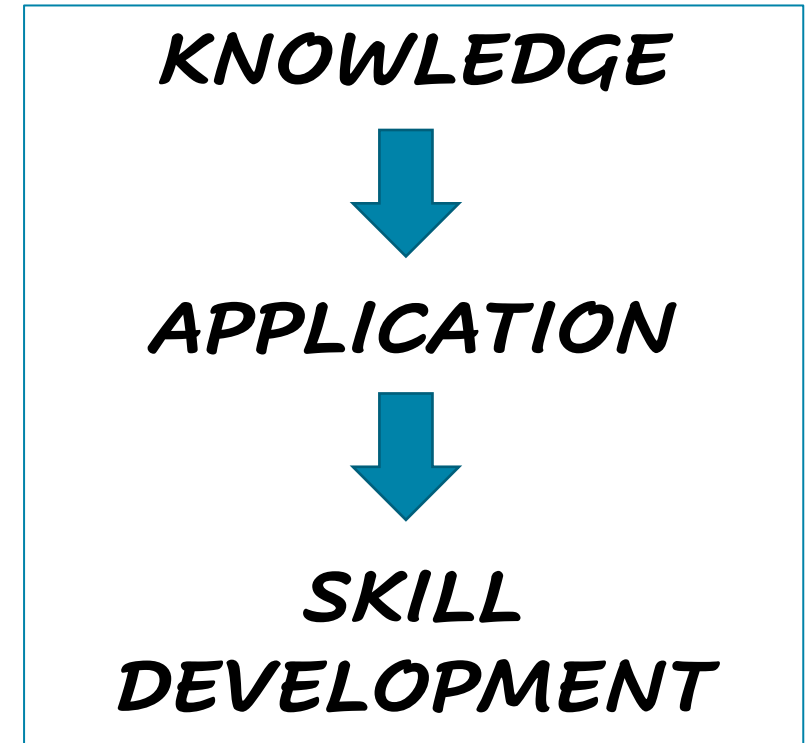


A word cloud graphic featuring various terms related to skill-based learning. The words are arranged in a roughly triangular shape, with 'competency' being the largest and most central word. Other prominent words include 'demonstrate', 'skills', 'foundation', 'assess', 'learning', 'apply', 'public', 'collaborate', 'best', 'engagement', 'practices', 'practice', 'students', and 'build'. The colors of the words vary, including shades of blue, green, red, and purple.

# Engaging students with skill-based learning

## What is it?

- Delivering information the learner needs to know
- Allowing the learner to apply that information
- Reflecting on application in real life
- Giving feedback on the application of skills



# Engaging students with skill-based learning

## Why use in research methods?

Concepts are complex

Students have varied experience and interests

Core skills will transfer to other courses

# Poll Time!

*How might skill-based learning techniques fit with your teaching?*

- Currently use in my class
- Planning to use in my class
- Considering using in my class
- Not likely to use in my class



# Connecting Text with Activities

## Benefits

Appeals to Generation Z

Adaptive to teaching platforms

Flexible to time and topic

# Connecting Text with Activities

## EXAMPLE

Concept: Public Health Research Ethics

Skill: Critiquing Proposed Research for Components of Human Subjects Protection

Activity: Mock Institutional Review Board





# Connecting Text with Activities

## Mock IRB Review and Components of Skill-Based Learning

### **Knowledge**

Text provides historical context, regulations, terms, context

### **Skill Application**

Students learn the definitions and concepts, then apply that knowledge to a specific task of critiquing a research study

### **Real Life Example**

Use of an actual Aims page from an actual proposed research study

### **Feedback**

Instructor provides feedback through class discussion on process and content

# Connecting Text with Activities

## EXAMPLE

Concept: Data Collection Through  
Observation

Skill: Operationalization and  
Observation

Activity: Observation of Place

# Connecting Text with Activities

## Mock IRB Review and Components of Skill-Based Learning

### **Knowledge**

Text provides information on operationalization and measurement

### **Skill Application**

Students develop operational definitions and measurement strategies for a team observation task

### **Real Life Example**

Use of applicable actual concepts and real-time observation recording

### **Feedback**

Instructor provides feedback through class discussion on process and content

# Poll Time!

*What type of skill-based learning activities would you most likely use in your class?*

- Research Projects
- Scenarios with Discussion
- Hands-on activities
- Web-based learning (e.g. survey development, reference management, data visualization)



# To Summarize...

- Skill-based learning is important for Research Methods in Public Health and other disciplines
- The book complements text information with instructor resources for skill building activities



# Questions

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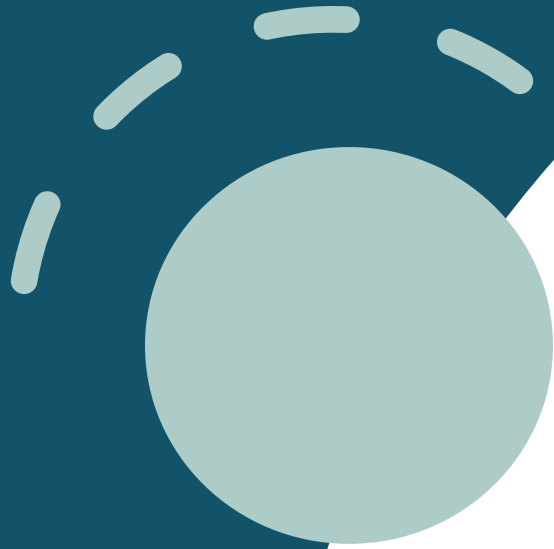
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