

Motivation in medical education

Submission date 19/01/2021	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 01/02/2021	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 04/10/2022	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

Many changes and adaptations of medical curricula have been conducted in the past years. Based on learning psychology, three dimensions of learning have to be covered- in order to create the best possible curricula: Cognitive, metacognitive and affective (motivational). The metacognitive and cognitive dimension (what/how to teach) have always been considered and the motivational dimension has been neglected. The importance and benefits of the motivation in learning have been emphasized repeatedly and It is known that the construction of a curriculum and teaching formats can influence students' motivation. So far, evidence about the motivational effects of teaching approaches is scarce.

The effect of a 3-day bedside teaching in the operating theatre and 2 simulation-based pieces of training on students' motivation will be analysed.

Who can participate?

3rd-year undergraduates of the medical faculty of the University of Hamburg during winter semester 2018/2019

What does the study involve?

After a 3-hour lecture on anaesthesiology, the students participate in a 3-day bedside teaching (intervention 1) and in two simulation-based trainings (intervention 2). Standardized scenarios of emergency medicine are simulated by the undergraduates and a debriefing is held afterwards.

What are the possible benefits and risks of participating?

None

Where is the study run from?

University Medical Center Hamburg Eppendorf (Germany)

When is the study starting and how long is it expected to run for?

May 2018 to February 2019

Who is funding the study?

Investigator initiated and funded

Who is the main contact?

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Contact information

Type(s)

Scientific

Contact name

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Additional identifiers

Clinical Trials Information System (CTIS)

Nil known

ClinicalTrials.gov (NCT)

Nil known

Protocol serial number

UML15121985

Study information

Scientific Title

Understanding how the motivational dimension of learning is influenced by clinical teaching in medical education: A prospective cohort study

Acronym

UML

Study objectives

Simulation-based medical education and bedside-teaching enhance autonomous motivation and decrease controlled motivation in 3rd year undergraduates.

Ethics approval required

Old ethics approval format

Ethics approval(s)

We contacted the local Ethics Committee of Hamburg with a detailed project description and the head of the committee did not see any necessity of deliberation and classified the project as not inevitable for ethic consultation (§ 9 des Hamburgischen Kammergesetzes) and approved the study. All methods were performed in accordance with the relevant guidelines and regulations (Declaration of Helsinki).

Study design

Prospective interventional cohort study

Primary study design

Interventional

Study type(s)

Other

Health condition(s) or problem(s) studied

Motivation of medical students

Interventions

Undergraduates who participate in the mandatory anaesthesiology module during their 3rd year of medical studies are asked to participate in the study.

After a 3-hour lecture on anaesthesiology, they participate in a 3-day bedside teaching (intervention 1) and in two simulation-based pieces of training (intervention 2).

These teachings are mandatory based on their faculty schedule.

During the bedside teaching, the undergraduates are supervised each by one anaesthesiologist and have the opportunity to practise practical skills. The simulation training is conducted in the fully-equipped simulation center of our department using mannequins (Laerdal). Standardized scenarios of emergency medicine are simulated by the undergraduates and a debriefing is held afterwards.

Both interventions are scheduled within two weeks for each undergraduate. No further follow-up takes place.

Intervention Type

Behavioural

Primary outcome(s)

Motivation of undergraduates measured using the Situational Motivation Scale (SIMS) at baseline (measurement 1) and after the bedside teachings (week 1, measurement 2) and prior to (measurement 3) and after the simulation trainings (week 2, measurement 4)

Key secondary outcome(s)

There are no secondary outcome measures

Completion date

21/02/2019

Eligibility

Key inclusion criteria

3rd year undergraduates of the medical faculty of the University of Hamburg during winter semester 2018/2019

Participant type(s)

Healthy volunteer

Healthy volunteers allowed

No

Age group

Adult

Lower age limit

18 years

Sex

All

Total final enrolment

145

Key exclusion criteria

Does not meet inclusion criteria

Date of first enrolment

01/10/2018

Date of final enrolment

21/02/2019

Locations**Countries of recruitment**

Germany

Study participating centre

University Medical Center Hamburg Eppendorf

Martinistr. 52

Hamburg

Germany

20246

Sponsor information

Organisation

University Medical Center Hamburg-Eppendorf

ROR

<https://ror.org/01zgy1s35>

Funder(s)

Funder type

Other

Funder Name

Investigator initiated and funded

Results and Publications

Individual participant data (IPD) sharing plan

The current data sharing plans for this study are unknown and will be available at a later date

IPD sharing plan summary

Data sharing statement to be made available at a later date

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Results article		29/04/2021	04/10/2022	Yes	No