ISRCTN89146039 https://doi.org/10.1186/ISRCTN89146039

Motivation in medical education

Submission date	Recruitment status	[_] Prospectively registered
19/01/2021	No longer recruiting	[_] Protocol
Registration date	**Overall study status**	[_] Statistical analysis plan
01/02/2021	Completed	[X] Results
Last Edited	**Condition category**	[_] Individual participant data
04/10/2022	Other	

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?
Dr Parisa Moll-Khosrawi, p.moll-khosrawi@uke.de

Contact information

Type(s)
Scientific

Contact name
Dr Parisa Moll-Khosrawi

ORCID ID
https://orcid.org/0000-0003-2024-0020

Contact details
University Medical Center Hamburg-Eppendorf
Martinistr. 52
Hamburg
Germany
20246
+49 17670937041
p.moll-khosrawi@uke.de

Additional identifiers

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).

Primary study design
Interventional

Study design
Prospective interventional cohort study

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