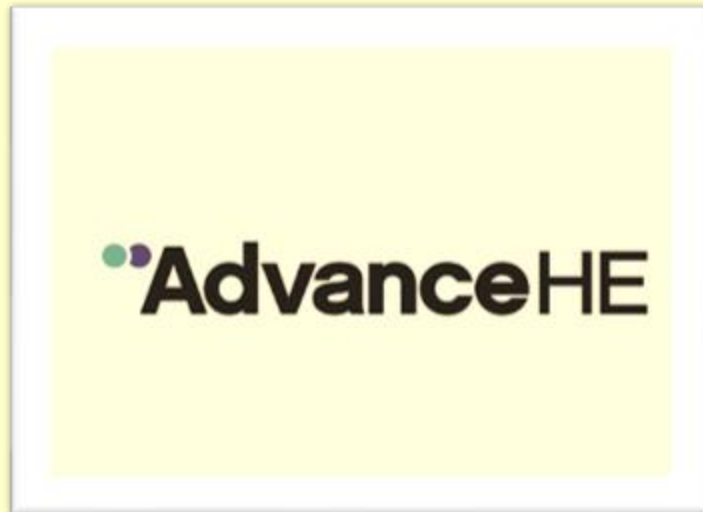


Embedding and Sustaining Educational Authenticity and Inclusivity through Enquiry Based Learning (EBL)

Dr. Anita Byrne (SF EA), Senior Lecturer, DkIT



Session Aim and Objectives

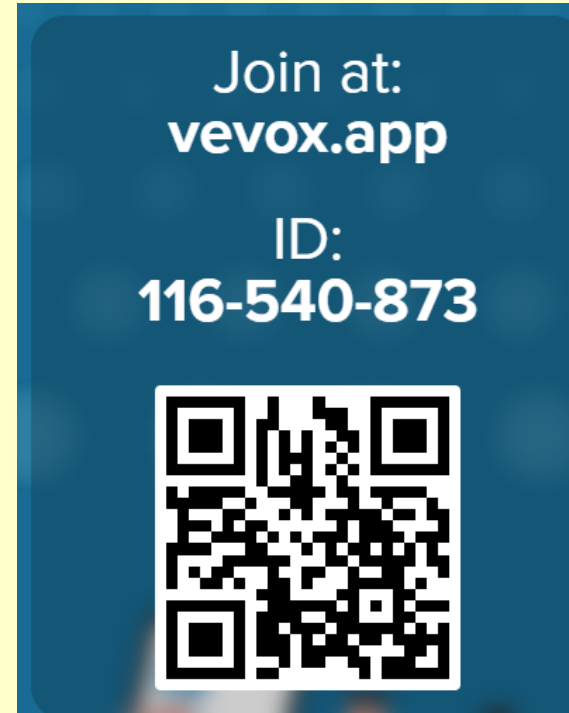
Aim: Share innovative practice aligned to embedding and sustaining educational authenticity and inclusivity through EBL (UDL approach to slides)

Objectives:

- Briefly review theory/practice gap in professional education (Why Questions)
- Detail one educational approach that may help to address this (What and How Questions)
- Consider student testimonials about this approach (So What Questions)

Theory Practice Gap in Professional Education

- Here's a question for you !



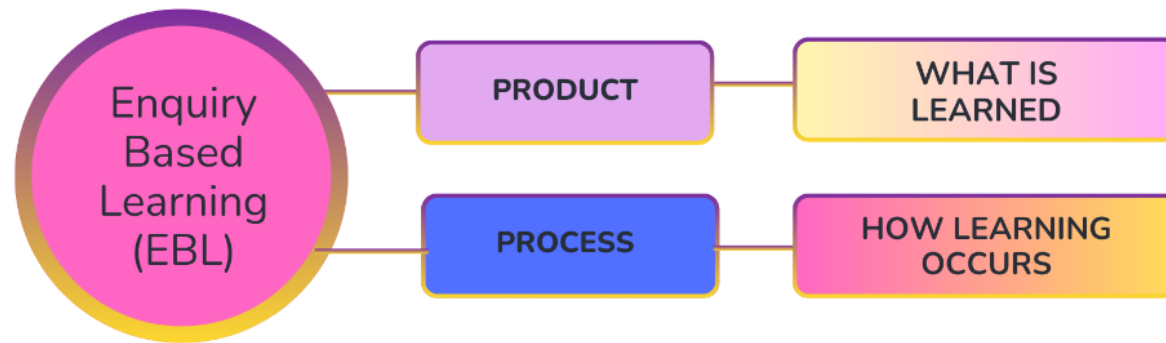
- A theory/practice divide can exist when/where students struggle to apply 'classroom learning' within real-world clinical settings (Hussein and Osuji, 2017).

Theory Practice Gap in Professional Education

- Professional Higher Education programmes such as Nursing and Midwifery, have been consistently adapting their learning, teaching and assessment praxis to address concerns related to an enduring theory/practice gap (Saifan et al., 2021)
- Enquiry-Based Learning (EBL), also known as Problem-Based Learning (PBL), has been consistently recognised for its learning authenticity, real-world application, universal design, and collaborative approach (Trullàs et al., 2022)

Enquiry Based Learning (EBL)

- EBL values learning as both product (what is learned) and process (how learning occurs), acknowledging that understanding and meaning is actively constructed through engagement with authentic real-world issues



Enquiry Based Learning (EBL)

- EBL enhances learning authenticity, real-world application, UDL, and collaborative approaches
- EBL fosters critical thinking, self-discovery, peer teaching and learning, team work, and authentic demonstration of knowledge and skills
- International evidence continually demonstrates that EBL can surpass traditional lecture-based methods in these aspects (Shohani et al., 2023; Zheng et al., 2023)



Enquiry Based Learning (EBL)

- Working in small groups (4-6 people), students are given specific real world clinical scenarios that they must critically consider, to
 1. Identify the key issues,
 2. Clarify their existing knowledge of these issues (what they currently know),
 3. Discuss the gaps in their knowledge (what they currently don't know)
 4. Plans how to address these knowledge gaps with evidence
- Students must also consider the optimal way to demonstrate what they have learned, by considering how their knowledge and skills would be applied in the real world



EBL MIDWIFERY EXAMPLE



Alex (29) and David (31) are considering starting a family. Alex is autistic and non-binary, and is worried about how their body will change during pregnancy. Alex and David are unsure about stopping contraception or what this means for planning a pregnancy. They have highly stressful jobs and David vapes to manage his stress. Alex and David rarely visit a doctor. Their families live abroad.

Assessment and Feedback in EBL: OF/FOR/AS

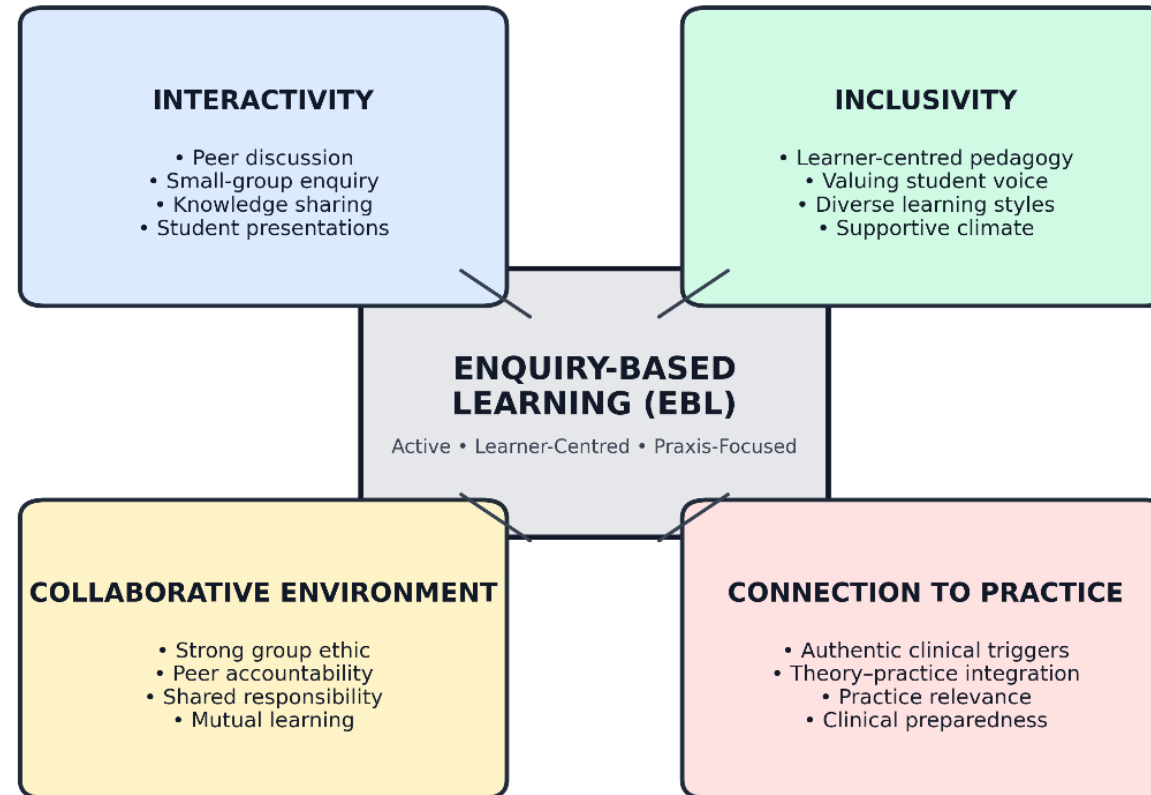
- **Product:** Student groups decide the best way to demonstrate their new knowledge and skills to the larger class group = peer teaching/learning. This element is assessed and graded by facilitators using a rubric that the students are familiar with (**OF**)
- **Process:** Using an established and familiar rubric, learning process is assessed through peer and self-assessment of their own and other's engagement and participation in group learning activities. This is a confidential assessment, only viewed by facilitators, but fed back to individual students in a compassionate and meaningful way (**AS**)
- **Feedback:** Students receive contemporaneous feedback in groups and as individuals across the module (**FOR**)

EBL Impact / Outputs

- The main findings from iterative evaluations, student feedback, external examiner reports, and doctoral research (Byrne et al., 2018), demonstrate that EBL significantly enhances learner engagement, confidence, collaboration, and perceived authenticity of learning.
- Students consistently report that EBL strengthens their ability to bridge theory and practice, improves communication skills, and deepens their understanding of real-world clinical decision-making.
- Over the longer term, EBL's impact has extended beyond individual modules to shape curriculum-level design, institutional policies, and national discussions on midwifery education.

EBL Impact / Outputs

Impact of Enquiry-Based Learning in Undergraduate Midwifery Education



Student EBL Testimonies

Motivated to Learn

Different Learning Environment

Relevant to Work

Great Quality Feedback

Communication Skills

Important to Learn from Other People

Getting More Knowledge

Building Confidence

Module Was One of My Favourites

Learning Outcomes Would Be Difficult to Achieve Any Other Way

Change in Learning Style is Very Beneficial

Has Given Me a New Perspective

I really really really Enjoyed this EBL Module

It's Always a Pleasure Being in the Classroom

Assessment Marking Guidelines Super to Use as A Guide

I Really Like the Way We Have to Find Out Information for Ourselves

Conclusion

- This EBL case study illustrates how authentic, inclusive clinical scenario-based learning can support professional competence, by situating and assessing student knowledge within realistic practice contexts.
- Key suggestions to enhance transferability of EBL across disciplines include:
 - Use authentic, co-created real-world scenarios to promote deeper, more relevant learning opportunities, and enhance multiple means of engagement
 - Assess both product and process to foster equitable recognition of individual and group contribution, enhancing multiple means of action/expression
 - Provide structured, compassionate EBL facilitation to enhance psychological safety and learner autonomy, embracing multiple means of representation

Thank you

Questions

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